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English Crammar



with ANSWER KEY



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تهیه و تدوین در وبسایت تعاونی ترجمه

تخصصی ترین وبسایت ترجمه و آموزش زبان

PEARSON Longman

Betty S. Azar Stacy A. Hagen

Irregular Verbs: An Alphabetical Reference List

NOTE: Verbs followed by a bullet (•) are defined at the end of the list on the inside back cover.

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
		1 di cioipio	- 01 111	1 400	
arise	arose	arisen	fly	flew	flown
awake	awoke	awoken	forbid	forbade	forbidden
be	was, were	been	forecast•	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake•	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got*
bet•	bet	bet	give	gave	given
bid•	bid	bid	go	went	gone
bind•	bound	bound	grind•	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang**	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed•	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast•	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
	burned/burnt	burned/burnt			
burn			keep	kept	kept kneeled/knelt
burst•	burst	burst	kneel	kneeled/knelt	
buy	bought	bought	know	knew	known
cast•	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lean	leaned/leant	leaned/leant
cling•	clung	clung	leap	leaped/leapt	leaped/leapt
come	came	come	learn	learned/learnt	learned/learnt
cost	cost	cost	leave	left	left
creep•	crept	crept	lend	lent	lent
cut	cut	cut	let	let	let
deal•	dealt	dealt	lie	lay	lain
dig	dug	dug	light	lighted/lit	lighted/lit
do	did	done	lose	lost	lost
draw	drew	drawn	make	made	made
dream	dreamed/dreamt	dreamed/dreamt	mean	meant	meant
drink	drank	drunk	meet	met	met
drive	drove	driven	mislay	mislaid	mislaid
eat	ate	eaten	mistake	mistook	mistaken
fall	fell	fallen	pay	paid	paid
feed	fed	fed	prove	proved	proven/proved
feel	felt	felt	put	put	put
fight	fought	fought	quit***	quit	quit
find	found	found	read	read	read
fit	fit/fitted	fit/fitted	rid	rid	rid
flee•	fled	fled	ride	rode	ridden
fling•	flung	flung	ring	rang	rung

^{*}In British English: get-got-got. In American English: get-got-gotten/got.

^{**}Hang is a regular verb when it means to kill someone with a rope around his/her neck.

COMPARE: I hung my clothes in the closet. They hanged the murderer by the neck until he was dead.

^{***}Also possible in British English: quit-quitted-quitted.

Inglish Crammar

FOURTH EDITION

with ANSWER KEY

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Betty S. Azar Stacy A. Hagen

Understanding and Using English Grammar, Fourth Edition with Answer Key

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Azar Associates: Shelley Hartle, Editor, and Sue Van Etten, Manager

Pearson Education, 10 Bank Street, White Plains, NY 10606

Staff credits: The people who made up the *Understanding and Using English Grammar Fourth Edition* team, representing editorial, production, design, and manufacturing, are Janice Baillie, Dave Dickey, Ann France, Amy McCormick, Robert Ruvo, and Ruth Voetmann.

Text composition: S4Carlisle Publishing Services

Text font: 10/12.5 Plantin

Illustrations: Don Martinetti, pages 2, 3, 4, 5, 14, 16, 17, 18, 23, 26, 27, 31, 36, 37, 47, 50, 51, 65, 72, 73, 81, 84, 88, 91, 99, 103, 107, 109, 115, 119, 120, 121, 123, 127, 131, 135, 139, 143, 145, 148, 152, 161, 169, 183, 185, 188, 190, 194, 201, 213, 220, 223, 232, 236, 238, 247, 255, 256, 259, 260 (top), 275, 278, 280, 286, 287, 292, 301, 303, 308, 316, 319, 321, 328, 340, 342, 347, 353, 355, 357, 362, 371, 373, 389, 396, 408, 413, 420, 424, 425, 432, 441, 446; Chris Pavely, pages 8, 41, 43, 45, 47, 54, 56, 60, 68, 70, 71, 74, 75, 77, 79, 86, 98, 100, 113, 116, 138, 142, 146, 153, 158, 170, 174, 175, 178, 181, 196, 198, 206, 211, 228, 235, 251, 257, 260 (bottom), 265, 272, 284, 289, 293, 309, 315, 331, 345, 349, 360, 363, 367, 378, 385, 393, 394, 403, 414, 422, 428; Kris Wiltse, pages 17, 19, 28, 29

Library of Congress Cataloging-in-Publication Data

Azar, Betty Schrampfer, 1941-

Understanding and using English grammar. -- 4th ed. / Betty S. Azar, Stacy A. Hagen.

p. cm.

ISBN-13: 978-0-13-233333-7 (with audio)

ISBN-10: 0-13-233333-3 (with audio)

ISBN-13: 978-0-13-233331-3 (with audio and answer key)

ISBN-10: 0-13-233331-7 (with audio and answer key)

[etc.]

1. English language--Textbooks for foreign speakers. 2. English

language--Grammar--Problems, exercises, etc. I. Hagen, Stacy A., 1956-

II. Title.

PE1128.A97 2009

428.2'4--dc22

2008050357

Printed in the United States of America

ISBN 13: 978-0-13-233331-3

ISBN 10: 0-13-233331-7

1 2 3 4 5 6 7 8 9 10—CRK—14 13 12 11 10 09

ISBN 13: 978-0-13-246450-5 (International Edition)

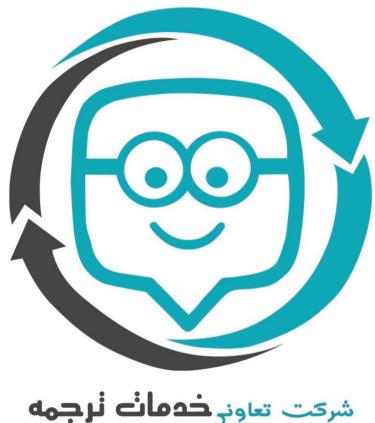
ISBN 10: 0-13-246450-0 (International Edition)

1 2 3 4 5 6 7 8 9 10—CRK—14 13 12 11 10 09

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For Larry
B.S.A.

For Andy and Julianna s.h.



شركت تعاونر كدمانك نرجمه



		th Edition
Chapter 1	OVER' 1-1 1-2 1-3 1-4 1-5 1-6	VIEW OF VERB TENSES 1 The simple tenses 2 The progressive tenses 3 The perfect tenses 4 The perfect progressive tenses 5 Summary chart of verb tenses 6 Spelling of -ing and -ed forms 10
Chapter 2	PRESE 2-1 2-2 2-3 2-4 2-5 2-6 2-7 2-8 2-9 2-10	NI AND PAST; SIMPLE AND PROGRESSIVE Simple present Present progressive 14 Non-progressive verbs 16 Regular and irregular verbs 20 Irregular verb list 20 Regular verbs: pronunciation of -ed endings 27 Simple past 29 Past progressive 29 Using progressive verbs with always 33 Using expressions of place with progressive verbs 34
Chapter 3	PERFE 3-1 3-2 3-3 3-4 3-5 3-6 3-7	CT AND PERFECT PROGRESSIVE TENSES 36 Present perfect 38 Have and has in spoken English 42 Present perfect vs. simple past 43 Present perfect progressive 46 Past perfect 50 Had in spoken English 53 Past perfect progressive 55
Chapter 4	FUTUR 4-1 4-2 4-3 4-4	Simple future: will and be going to

	4-5 4-6	Future progressive
Chapter 5	REVIE	W OF VERB TENSES
Chapter 6		ECT-VERB AGREEMENT
	6-1 6-2 6-3 6-4 6-5	Final -s/-es: use, pronunciation, and spelling85Basic subject-verb agreement87Subject-verb agreement: using expressions of quantity89Subject-verb agreement: using there + be91Subject-verb agreement: some irregularities93
Chapter 7	NOU	
	7-1 7-2 7-3 7-4 7-5 7-6 7-7 7-8 7-9 7-10 7-11 7-12	Regular and irregular plural nouns101Possessive nouns105Nouns as adjectives107Count and noncount nouns109Noncount nouns110Some common noncount nouns110Basic article usage114General guidelines for article usage118Expressions of quantity used with count and noncount nouns122Using a few and few; a little and little126Singular expressions of quantity: one, each, every129Using of in expressions of quantity131
Chapter 8	PRON	NOUNS
	8-1 8-2 8-3 8-4 8-5 8-6 8-7	Personal pronouns
Chapter 9	MOD	ALS, PART 1 157
	9-1 9-2 9-3 9-4 9-5 9-6 9-7 9-8 9-9 9-10 9-11	Basic modal introduction

Chapter 10	MODALS, PART 2 180
	10-1 Degrees of certainty: present time
	10-2 Degrees of certainty: present time negative
	10-3 Degrees of certainty: past time
	10-4 Degrees of certainty: future time
	10-5 Progressive forms of modals
	10-6 Ability: <i>can</i> and <i>could</i>
	10-7 Using would to express a repeated action in the past
	10-8 Expressing preference: would rather
	10-9 Combining modals with phrasal modals
	10-10 Summary chart of modals and similar expressions
Chambar 11	THE DACONE
Chapter 11	THE PASSIVE
	11-1 Active vs. passive
	11-2 Tense forms of the passive
	11-3 Using the passive
	11-4 The passive form of modals and phrasal modals
	11-5 Non-progressive passive
	11-6 Common non-progressive passive verbs + prepositions
	11-7 The passive with <i>get</i>
	11-8 Participial adjectives
Chapter 12	NOUN CLAUSES
	12-1 Introduction
	12-2 Noun clauses beginning with a question word
	12-3 Noun clauses beginning with whether or if
	12-4 Question words followed by infinitives
	12-5 Noun clauses beginning with <i>that</i>
	12-6 Quoted speech
	12-7 Reported speech: verb forms in noun clauses
	12-8 Using <i>-ever</i> words
Ob analan 10	AD IFOTIVE CLAUPED
Chapter 13	ADJECTIVE CLAUSES
	13-1 Adjective clause pronouns used as the subject
	13-2 Adjective clause pronouns used as the object of a verb
	13-3 Adjective clause pronouns used as the object of a preposition 274
	13-4 Using <i>whose</i>
	13-5 Using <i>where</i> in adjective clauses
	13-6 Using <i>when</i> in adjective clauses
	13-7 Using adjective clauses to modify pronouns
	13-8 Punctuating adjective clauses
	13-9 Using expressions of quantity in adjective clauses
	13-10 Using <i>which</i> to modify a whole sentence
	13-11 Reducing adjective clauses to adjective phrases
Chapter 14	GERUNDS AND INFINITIVES, PART 1
	14-1 Gerunds: introduction
	14-2 Using gerunds as the objects of prepositions
	14-3 Common verbs followed by gerunds

	14-4 $Go + gerund$ 309 $14-5$ Special expressions followed by $-ing$ 310 $14-6$ Common verbs followed by infinitives 313 $14-7$ Common verbs followed by either infinitives or gerunds 317 $14-8$ $It + infinitive$; gerunds and infinitives as subjects 322 $14-9$ Reference list of verbs followed by gerunds 324 $14-10$ Reference list of verbs followed by infinitives 325
Chapter 15	GERUNDS AND INFINITIVES, PART 2
	15-1Infinitive of purpose: in order to33115-2Adjectives followed by infinitives33315-3Using infinitives with too and enough33515-4Passive infinitives and gerunds33815-5Using gerunds or passive infinitives following need33915-6Using verbs of perception34115-7Using the simple form after let and help34315-8Using causative verbs: make, have, get344
Chapter 16	COORDINATING CONJUNCTIONS352
	16-1 Parallel structure
	eitheror; neithernor
Chapter 17	ADVERB CLAUSES
	17-1Introduction36517-2Using adverb clauses to show time relationships36817-3Using adverb clauses to show cause and effect37317-4Expressing contrast (unexpected result): using even though37417-5Showing direct contrast: while37617-6Expressing conditions in adverb clauses: if-clauses37717-7Shortened if-clauses37817-8Adverb clauses of condition: using whether or not and even if37917-9Adverb clauses of condition: using in case38117-10Adverb clauses of condition: using unless38217-11Adverb clauses of condition: using only if383
Chapter 18	REDUCTION OF ADVERB CLAUSES TO MODIFYING ADVERBIAL PHRASES
	18-1 Introduction 387 18-2 Changing time clauses to modifying adverbial phrases 388 18-3 Expressing the idea of "during the same time" in modifying adverbial phrases 389
	18-4 Expressing cause and effect in modifying adverbial phrases

Chapter 19	CONNECTIVES THAT EXPRESS CAUSE AND EFFECT, CONTRAST, AND CONDITION	397
	19-1 Using because of and due to	399
	and sothat 19-5 Expressing purpostonateam toam 19-6 Showing contrast (unexpected result) 19-7 Showing direct contrast 19-8 Expressing conditions: using otherwise and or (else) 19-9 Summary of connectives: cause and effect, contrast, and condition	404 406 408 410
Chapter 20	CONDITIONAL SENTENCES AND WISHES	416
	20-1 Overview of basic verb forms used in conditional sentences	417
	20-4 Untrue (contrary to fact) in the past	
	20-6 Using "mixed time" in conditional sentences	428
	20-7 Omitting if	
	20-9 Verb forms following <i>wish</i>	
Appendix	SUPPLEMENTARY GRAMMAR CHARTS	439
Unit A:	Basic Grammar Terminology A-1 Subjects, verbs, and objects A-2 Adjectives A-3 Adverbs A-4 Prepositions and prepositional phrases A-5 The verb be A-6 Linking verbs	439 439 440 441
Unit B:	Questions B-1 Forms of yes/no and information questions B-2 Question words B-3 Shortened yes/no questions B-4 Negative questions B-5 Tag questions	442 443 445
Unit C:	Contractions	447
Unit D:	Negatives	448
Unit E:	Preposition Combinations	449

Unit F:	The Subjunctive	. 450 . 4 50
Unit G:	Troublesome Verbs	
	G Raise/rise, set/sit, lay/lie	. 450
Listening Sc	ipt	. 451
Answer Key		. 465
Index		. 517
Audio CD Tr	acking List	. 530



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

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

WARM-UP EXERCISES FOR THE GRAMMAR CHARTS

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

· LISTENING PRACTICE

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

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Students can read and respond to a wide selection of carefully crafted readings that focus on the target grammar structure.

· EXPANDED SPEAKING ACTIVITIES

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

· CORPUS-INFORMED CONTENT

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

Understanding and Using English Grammar is accompanied by

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

The Azar-Hagen Grammar Series consists of

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



Acknowledgments

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A revision of this scope could not have been done without the skills of top-notch professionals. We began with a group of outstanding reviewers whose detailed comments guided our writing. We wish to express our gratitude for their thoughtful reviews. They are Tonie Badillo, El Paso Community College; Edina Bagley, Nassau Community College; Michael Berman, Montgomery College; Elizabeth Bottcher, Columbia University; Eric Clinkscales, Teikyo Loretto Heights University; Cathy Costa, Edmonds Community College; Ms. Carlin Good, Columbia University; Deanna Cecil Ferreira, English Language Institute; Linda Gossard, DPT Business School ESL Program; Dr. Sheila Hakner, St. John's University; Martha Hall, New England School of English; Jennifer Hannon, Massachusetts Community College; Alyson Hanson, Gateway Community College; Joan Heiman, Community College of Denver; Steven Lasswell, Santa Barbara City College; Linda Leary, Albany Education; Louis Lucca, LaGuardia Community College; Kate Masterson, Boston Center for Adult Education; Phyllis McCollum, DPT Business School ESL Program; David Moody, El Paso Community College; Jan Peterson, Edmonds Community College; Antonina Rodgers, Northern Virginia Community College; Lenka Rohls, LaGuardia Community College; Rebecca Suarez, The University of Texas at El Paso; Ann Marie Tamayo, Queens Community College; and Kelly Roberts Weibel, Edmonds Community College.

We would like to thank a terrific support team that allows us to do what we do with enjoyment and ease: Shelley Hartle, managing editor par excellence, who worked magic on every page; Amy McCormick, Azar product manager, who oversaw our project and handled our myriad requests with unfailing grace, humor, and skill; Ruth Voetmann, development editor, whose attention to detail helped polish each chart and exercise; Janice Baillie, expert production editor and copy editor; Sue Van Etten, our skilled and multi-talented business and Web site manager; Gena Bennett, corpus researcher, whose findings helped keep us abreast of the nuances and changes in spoken and written discourse; and Robert Ruvo, our invaluable production liaison at Pearson Education.

Finally, we'd like to thank the dedicated leadership team from Pearson Education that guided this project: JoAnn Dresner, Anne Boynton-Trigg, Rhea Banker, and Sherry Preiss.

For the new design of this fourth edition we were lucky to have had the combined talents of Michael Cimilluca from Lindsay Communications, Ann France from Pearson Education, and freelance artist Kris Wiltse.

Our appreciation also goes to illustrators Don Martinetti and Chris Pavely for their humor and inspired artwork.

Finally, we would like to thank our families for their unflagging patience and encouragement throughout this extensive revision. Their insights and support are a continual source of inspiration.

Betty S. Azar Stacy A. Hagen



☐ Exercise 1. Let's talk: interviews and introductions.

Interview a classmate, and then introduce this person to the rest of the class or to a small group of classmates. Use the given topics or topics of your own choosing.

- 1. name
- 2. spelling of name
- 3. country of origin
- 4. birthplace
- 5. current residence

- 6. reason for coming here
- 7. length of time, both past and future, in this city/country
- 8. field of study or work
- 9. activities in free time
- 10. comments on living here

Exercise 2. Let's talk: preview of verb tenses. (Chapters $1 \rightarrow 5$)

Work with a partner. Take turns asking questions with what + a form of do. Help each other decide which verb tense should be used. When you finish asking and answering the questions, discuss your use of verb forms with the rest of the class.

Example: every morning

PARTNER A: What do you do every morning?

PARTNER B: I (go to classes / eat breakfast / etc.) every morning. What do you do every morning?

PARTNER A: I (eat breakfast / do my homework / etc.).

	Partner A	Partner B
1.	every day before you leave home	1. last night
2.	since you got up this morning	2. tomorrow
3.	right now	3. for the past five minutes
4.	at (this exact time) yesterday	4. at (this exact time) tomorrow
5.	by the time you got here today	5. by the time you go to bed tonight

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

Do you agree or disagree with each sentence? Circle yes or no. Discuss the verbs in blue. What information do the verb tenses provide?

1.	Warm air rises.	yes	no
2.	I talk on the phone a lot.	yes	no
3.	I sent an email today.	yes	no
4.	I'm going to make a phone call today.	yes	no

The Simple Tenses

This basic diagram will be used in all tense descriptions.



Tense	Examples	Meaning
Simple Present	(a) It snows in Alaska. (b) Tom watches TV every day.	In general, the simple present expresses events or situations that exist <i>always</i> , <i>usually</i> , <i>habitually</i> ; they exist now, have existed in the past, and probably will exist in the future.
Simple Past	(c) It <i>snowed</i> yesterday. (d) Tom <i>watched</i> TV last night.	At one particular time in the past, this happened. It began and ended in the past.
Simple Future	(e) It will snow tomorrow. It is going to snow tomorrow. (f) Tom will watch TV tonight. Tom is going to watch TV tonight.	At one particular time in the future, this will happen.

Exercise 4. Let's listen and talk. (Chart 1-1)



Listen to the sentences and write the words you hear. Are the sentences true for you? Choose yes or no. Share your answers with the class, adding information if you like.

Example:	You will hear:	I wore jeans to class yesterday.		
	You will write:	I jeans to class yesterday.	yes	no
	You might say:	I didn't wear jeans to class yesterday.		
		I wore a skirt.		
1. I		my own dinner last night.	yes	no
2. I		a textbook yesterday.	yes	no
3. I	on	the internet every day.	yes	no
4. I		home tonight.	yes	no
5 T		a movie this weekend	ves	no

Exercise 5. Warm-up. (Chart 1-2)

Answer the questions.

- 1. What are you doing right now? Look around the room. What are your classmates doing right now? What is happening outside the classroom right now?
- 2. Where were you at two o'clock this morning? What were you doing?
- 3. Where will you be at two o'clock tomorrow? What will you be doing?

The Progressive Tenses

Form: be + -ing (present participle)

Meaning: The progressive tenses* give the idea that an action is in progress during a particular time. The tenses say that an action begins before, is in progress during, and continues after another time or action.

Present Progressive	(a) Tom is sleeping right now.	It is now 11:00. Tom went to sleep at 10:00 tonight, and he is still asleep. His sleep began in the past, is in progress at the present time, and probably will continue.
Past Progressive	(b) Tom was sleeping when I arrived.	Tom went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and was in progress at a particular time in the past. It continued after I arrived.
Future Progressive	(c) Tom will be sleeping when we arrive.	Tom will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and it will be in progress at a particular time in the future. Probably his sleep will continue.

^{*}The progressive tenses are also called the "continuous" tenses: present continuous, past continuous, and future continuous.

Exercise 6. Let's listen and talk. (Chart 1-2)

CD I Track 3 Listen to the sentences and write the words you hear. Are the sentences true for you? Choose yes or no. Share your answers with the class, adding information if you like.

1.	At midnight last night, I	·	yes	no
2.	Right now I	about grammar.	yes	no
3.	Tomorrow I	in class at this time.	yes	no
4.	Tonight at 9:00, I	TV.	yes	no
5.	Last night at 9:00, I	TV.	yes	no

Exercise 7. Warm-up. (Chart 1-3)

Answer the questions.

- 1. Have you eaten today? When did you eat?
- 2. Had you eaten before you went to bed last night?
- 3. Will you have eaten by the time you go to bed tonight?

1-3 The Perfect Tenses					
Form: have + past part Meaning: The perfect tense	ciciple as all give the idea that one thing <i>happens befo</i>	ere another time or event.			
Present Perfect (a) Tom has already eaten. Tom finished eating sometime before now The exact time is not important.					
Past Perfect	(b) Tom <i>had</i> already <i>eaten</i> when his friend arrived.	First Tom finished eating. Later his friend arrived. Tom's eating was completely finished before another time in the past.			
Future Perfect	(c) Tom will already have eaten when his friend arrives.	First Tom will finish eating. Later his friend will arrive. Tom's eating will be completely finished before another time in the future.			

Exercise 8. Let's listen and talk. (Chart 1-3)

CD 1 Track 4 Listen to the sentences and write the words you hear. Are the sentences true for you? Choose yes or no. Share your answers with the class, adding information if you like.

1.	I my homework already.		yes	no
2.	Before I went to bed last night, I my homework.	_ all	yes	no
3.	By the time I finish this chapter, Iseveral verb exercises.		yes	no
4.	I all the English verb tenses.		yes	no
5.	Before I began this class, I		ves	no

Exercise 9. Warm-up. (Chart 1-4)

Answer the questions.

- 1. What are you doing right now? How long have you been (doing it)?
- 2. What were you doing last night at nine o'clock? What time did you stop (doing it)? Why did you stop (doing it)? How long had you been (doing it) before you stopped?
- 3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (doing it)? Why? How hong team of Gome been (doing it) before you stop?

The Perfect Progressive Tenses Form: have + been + -ing (present participle) Meaning: The perfect progressive tenses give the idea that one event is in progress immediately before, up to, until another time or event. The tenses are used to express the duration of the first event. Present Perfect (a) Tom has been studying for two Event in progress: studying. **Progressive** When? Before now, up to now. hours. How long? For two hours. (b) Tom had been studying for two Past Perfect Event in progress: studying. hours before his friend came. When? Before another event in the past. **Progressive** How long? For two hours. **Future Perfect** Event in progress: studying. (c) Tom will have been studying for two **Progressive** hours by the time his friend arrives. When? Before another event in the future. How long? For two hours.

Exercise 10. Looking at grammar. (Chart 1-4)

Complete the sentences with your own words.

- 1. I'm in class right now. I arrived in class today and sat down at ______ (time). Right now the time is ______. That means that I have been sitting in this seat for _____ minutes. 2. I had been sitting here for _____ minutes before class started.
- 3. By the time class finishes at ______, I will have been sitting here for minutes.

Summary Chart of Verb Tenses Present Progressive Simple Present Tom studies every day. Tom is studying right now. Simple Past **Past Progressive** Tom studied last night. Tom was studying when they came. Simple Future **Future Progressive** Tom will study tomorrow. Tom will be studying when they come. Tom is going to study tomorrow. Tom is going to be studying when they come. **Exercise 11. Looking at grammar.** (Charts $1-1 \rightarrow 1-5$) Complete the sentences with a form of study and any words in parentheses. Then compare your completions with the sentences in Chart 1-5. 1. Tom is a student. He <u>studies</u> every day. 2. Tom is at his desk. He ______ right now. 3. Tom had some homework to do, so he ______ last night. 4. Tom began studying at 7:00 last night. His friends came over around 7:30. Tom was still

at his desk when they arrived. In other words, Tom _____

6. Tom is going to begin studying at 7:00 tomorrow. His friends are going to come over at

7:30. Tom ______ when they arrive.

last night when his friends came over.

5. Tom ______ tomorrow.

Present Perfect	Present Perfect Progressive				
X	*************************************				
Tom has already studied Chapter 1.	Tom has been studying for two hours.				
Past Perfect	Past Perfect Progressive				
X X	* *				
Tom <i>had</i> already <i>studied</i> Chapter 1 before he began studying Chapter 2.	Tom <i>had been studying</i> for two hours before his friends came.				
Future Perfect	Future Perfect Progressive				
Tom will already have studied Chapter 4 before he studies Chapter 5.	Tom will have been studying for two hours by the time his roommate gets home.				
Chapter 1. 8. Last week Tom finished studying Ch	apter 1. This week he's studying Chapter 2. He Chapter 1 when he started Chapter 2				
9. Next week Tom will finish Chapters 4 and 5. Before Tom studies Chapter 5, he (already ———————————————————————————————————					
	10. Today Tom began studying at 8:00. Now it is 10:00. Tom				
	0. Tom's friends came over at 10:00. Before his				

12. It's 8:00. Tom's roommate gets home at 10:00. By the time Tom's roommate gets home,

Tom ______ for two hours.

\square **Exercise 12. Let's talk.** (Charts 1-1 \rightarrow 1-5)

In the following dialogues, many of the verbs are in *italics*.* In pairs, in small groups, or as a class, discuss the meanings of the *italicized* verbs. What information do the verb tenses provide?

- 1. A: What do you do in the evening?
 - B: I do my homework and watch a little TV.
 - → The speakers are talking about daily habits.
- 2. A: What did you do last night?
 - B: I watched a movie on television.
- 3. A: What are you doing?
 - B: I am working on English grammar.
- 4. A: I called you last night around 9:00, but no one answered. Where were you?
 - B: I was home, but I was studying. I always turn my phone off when I want to study.
- 5. A: Have you ever seen a comet?
 - B: I've seen shooting stars, but I've never seen a comet.
- 6. A: Have you talked to Mrs. Chang yet?
 - B: I will talk to her after lunch.
- 7. A: Let's meet at the park after work today.
 - B: Okay. I *will be sitting* on a bench near the Forest Avenue entrance. Look for me there.



- 8. A: How long have you been working on this grammar exercise?
 - B: About ten minutes.
- 9. A: Did you like the food at Paul's Café?
 - B: Yes. I had never eaten there before. Thanks for the recommendation.

\Box Exercise 13. Let's talk. (Charts 1-1 \rightarrow 1-5)

Answer the questions in complete sentences. If you work in pairs, alternate asking and answering the sets of questions. You may want to take notes and later share a few of the answers with the rest of the class.

If you work in small groups, select a leader who will ask the questions and elicit two or three responses to each. You may wish to rotate the role of leader.

If you work as a class, close your book and answer the teacher's questions.

- 1. a. What do you do every day?
 - b. What are you doing now?
- 2. a. What did you do last week?
 - b. What had you done before that?
- 3. a. What will you do next week?
 - b. What will you be doing at this time next week?
 - c. What will you have done by this time next year?

^{*}Words that are "italicized" or "in italics" have slanted print. Regular print looks like this. Italic print looks like this.

- 4. a. What were you doing at this time yesterday?
 - b. What will you be doing at this time tomorrow?
- 5. a. What have you done since you got up this morning?
 - b. What are you doing right now? How long have you been doing that?
- 6. a. What were you doing before you walked into the classroom today? How long had you been doing that?
 - b. What will you be doing beforenateantloomalks into the classroom tomorrow? How long will you have been doing that?

Exercise 14. What do I already know? (Appendix Charts B-1, B-2, and D-1)

This exercise covers question and negative verb forms you will use in the following chapters. Check your understanding of these forms by correcting the errors in these sentences.*

- 1. Does Pedro walks to work every morning?
- 2. What you are talking about?
- 3. Did you finished your work?
- 4. My friend doesn't liking her apartment.
- 5. Do you are working for this company?
- 6. What time your plane did it arrive?
- 7. How long have you are living in this city?
- 8. Ali won't to be in class tomorrow.

Exercise 15. Warm-up: listening. (Chart 1-6)

You will be using many verbs in their -ing and -ed forms in the following chapters. Use this pretest to check your spelling.

Example: You will hear: Listened. We listened to music. Listened.

	You will write:	listened	····	
1			6	
2			7.	
3			8.	
4			9.	
5.			10.	

^{*}For information about forming questions and negatives, see these self-study charts in the Appendix: B-1 (Forms of Yes/No and Information Questions), B-2 (Question Words), and D-1 (Using Not and Other Negative Words).

1-6 Spelling	of	-ing ar	nd <i>-ed</i> Fo	rms	
(1) VERBS THAT END IN A CONSONANT AND -e	(a)	hope date injure	hoping dating injuring	hoped dated injured	-ING FORM: If the word ends in -e, drop the -e and add -ing.* -ED FORM: If the word ends in a consonant and -e, just add -d.
(2) VERBS THAT END		ON	E-SYLLABLE VE	RBS	
IN A VOWEL AND A CONSONANT	(b)	stop rob	stopping robbing	stopped robbed	1 vowel → 2 consonants**
	(c)	rain fool	raining fooling	rained fooled	2 vowels → 1 consonant
		TW	O-SYLLABLE VE	RBS	
	(d)	listen offer	listening offering	listened offered	1st syllable stressed → 1 consonant
	(e)	begin prefer	beginning preferring	(began) preferred	2nd syllable stressed → 2 consonants
(3) VERBS THAT END IN TWO CONSONANTS	(f)	start fold demand	starting folding demanding	started folded demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN -y	(g)	enjoy pray	enjoying praying	enjoyed prayed	If -y is preceded by a vowel, keep the -y.
	(h)	study try reply	studying trying replying	studied tried replied	If -y is preceded by a consonant: -ING FORM: keep the -y; add -ingED FORM: change -y to -i; add -ed.
(5) VERBSTHAT END IN -ie	(i)	die lie	dying lying	died lied	-ING FORM: Change -ie to -y; add -ing. -ED FORM: Add -d.

^{*}Exception: If a verb ends in -ee, the final -e is not dropped: seeing, agreeing, freeing.

Exercise 16. Looking at spelling. (Chart 1-6)

Write the correct forms of the given verbs.

Part I. Write the -ing form of these verbs in the correct columns.

√date	grade	stay
dine	happen	stop
enjoy	put	win

Drop the -e .	Double the consonant.	Just add -ing.
dating		

^{**}Exception: -w and -x are not doubled: $plow \rightarrow plowed$; $fix \rightarrow fixed$.

Part II. Write the -ed form of these verbs in the correct columns.

1	answer control	The state of the s	pen ermit	plan prefer	
	Do no	ot double the consonant	111111111111111111111111111111111111111		Double the consonant.
		answered			
Prac	ctice spelling	Looking at spelling werb forms. The correct -ing form of			
		holding			
2.	hide		8.	pat	
3.	run		9.	lie	
4.	ruin		10.	begin	
5.	come		11.	earn	
6.	write		12.	fly	
Par	t II. Write t	he correct -ing and -e	d forms of	he given verb	S.
1.	boil	boiling, boiled			
2.	plan				
3.	rain				
4.	tape				
5.	tap				
6.	enter				
7.	prefer				
8.	translate				
9.	die				
10	employ				

11.	bury	
12.	admit	
13.	visit	
14.	wait	
List	•	vrite the words you hear. e are visiting family this weekend.
	You will write: We	are visiting family this weekend.
1.	We	an apartment in the city.
2.	We	to rent and see how we liked city life.
3.	The earthquake	the town.
4.	Our children	their grandparents.
5.	We	a little weight on our vacation.
6.	I	a short trip this summer.
7.	Ι	a few weeks off from work.
8.	Right now I	to several emails.
9.	I'm done. I	to all of them.

Exercise 19. Let's talk and write. (Chapter 1)

Do one or more of these activities.

Activities:

- 1. Interview a classmate outside of class and write a story of his/her life.
- 2. Interview a native speaker of English and write a story of his/her life.
- 3. With a classmate, take a trip to a particular place, such as a museum, a park, or a restaurant. Write a report of your trip, or give an oral report to your classmates.
- 4. Write a brief paragraph about yourself, telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange papers with a classmate. Read your classmate's paragraph and ask questions if you need more information or clarification. Next, join two other students to form a group of four. Tell the others in the group about your classmate. Use the information from the paragraph he/she wrote.

☐ Exercise 1. What do I already know? (Chapter 2)

Correct the errors in verb forms.

do

- 1. I am not agree with your opinion.
- 2. I'm not knowing Sam's wife.
- 3. My roommate usually watch television, listen to music, or going out in the evening.
- 4. When I turned the key, the car was starting.
- 5. Air is consisting of oxygen, nitrogen, and other gases.
- 6. The children drawed some pictures in school this morning.
- 7. Right now Sally in the kitchen eating breakfast.
- 8. While I'm driving home last night, I heared a strange noise in the engine.
- 9. A: What you are talking about?
 - B: I talking about the political situation in my country.

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

Work individually and then as a class.

Part I. Read each sentence and circle yes or no. If the information is not true, restate it.

1. I read a newspaper every day. yes no

2. I am sitting next to someone from Asia. yes no

3. The sun revolves around the earth. yes no

Part II. Answer the questions.

- 4. Which sentence discusses a general truth?
- 5. Which sentence talks about a daily habit?
- 6. Which sentence talks about something that is happening right now?

2-1 Simple Presen	t	
* * * * * * * * * * * * * * * * * * *	 (a) Water <i>consists</i> of hydrogen and oxygen. (b) The average person <i>breathes</i> 21,600 times a day. (c) The world <i>is</i> round. 	The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and general truths.
	(d) I <i>get</i> up at seven <i>every morning.</i> (e) I <i>always eat</i> a salad for lunch.	The simple present is used to express habitual or everyday activities.

Present Progressive (f) The students are sitting at their The present progressive expresses an finish? desks right now. activity that is in progress at the moment of speaking. It is a temporary (g) I need an umbrella because it activity that began in the past, is is raining. continuing at present, and will probably (h) I am taking five courses this end at some point in the future. semester.

Exercise 3. Let's talk. (Charts 2-1 and 2-2)

Work in small groups.

Part I. Discuss the given topics. Each member of the group should contribute one sentence for each topic. Share some of your sentences with the class.

Topics:

Tell your group one daily habit you have.

Look around the room. Describe one activity that is happening right now.

Describe something that is happening in the world right now.

Part II. Use the simple present to make generalizations about some of the given topics. Use your own verbs or those in the list.

beat	consist	eat	make	save	
breathe	contain	have	produce	sleep	
cause	drink	live	revolve	use	

Topics:

the earth air trees the human heart snowflakes the average person hybrid cars* mammals



snowflakes

^{*}hybrid cars = cars that use both gasoline and electricity for power.

	Kristin can't come	to the phone because	she (wash) <u>is washing</u> her hair.
2.	Kristin (wash)	her	hair every other day or so.
3.	Tony (sit, usually)		in the front row during class, but tod
	he (sit)	in the	last row.
4.	Please be quiet. I	(try)	to concentrate.
5.	(you, lock, always)		the door to your apartment wh
	you leave?		
6.	I wrote to my frien	d last week. She hasr	n't answered my letter yet. I (wait, still)
		for a	reply.
7.			un (shine) to
8.	Every morning, th	e sun (shine)	in my bedroom window and
	(wake)	me u <u>j</u>	o.
Ex		Circle the correct co	2-2) ompletion(s). More than one completion
Lis		every day.	in the summer.
List	right now.		every April.
List may	right now. today.	in the winter.	
List may 1.	today.	in the winter. right now.	
List may 1. 2. 3.	today.		
List may 1. 2. 3.	every year. right now.	right now.	this week.

On a piece of paper, write an action that a classmate can demonstrate (e.g., stand up, open the door, sneeze, write on the board). Give your paper to the teacher, who will redistribute the papers at random to the class. Everyone will take turns performing these actions for the entire class. Describe the actions using the present progressive.

Exercise 7. Warm-up. (Chart 2-3)

Choose the correct completions.

1. The chef is in his kitchen right now. He _____ b. is cooking a. cooks

2. He _____ some soup.

a. tastes

b. is tasting

3. It ______ too salty.

a. tastes

b. is tasting

4. He _____ it.

a. doesn't like

b. isn't liking



Non-Progressive Verbs

- (a) I know your cousin.
- (b) INCORRECT: I am knowing your cousin.

Some verbs, like know, are non-progressive; * i.e., they are rarely used in progressive tenses. They describe states, not actions. ("States" are conditions or situations that exist.)

Common Verbs That Are Usually Non-Progressive (like know)

know believe	like appreciate	dislike fear	belong possess	consist of contain	hear sound	agree disagree
doubt	care about	hate	own	ooman	Sound	mean
recognize	please	mind		exist	seem	promise
remember	prefer		desire	matter	look like	amaze
suppose			need		resemble	surprise
understand			want			
			wish			

- (c) I think that your cousin is very nice.
- (d) I'm thinking about my trip to Rome.

Some verbs, like *think*, have both *non-progressive* meanings and progressive meanings.

In (c): think means "believe."

In (d): am thinking means "thoughts are going around in my mind right now."

Common Verbs with Both Non-Progressive and Progressive Meanings (like think)

	NON-PROGRESSIVE	PROGRESSIVE
look	It looks cold outside.	Olga is looking out the window.
appear	Jack appears to be tired today.	She's appearing on a TV show today.
think	I think that Mr. Liu is a good teacher.	I'm thinking about my family right now.
feel	I feel that Mr. Liu is a good teacher.	I'm feeling a little tired today.
have	I <i>have</i> a bicycle.	I'm having a good time.
see	Do you see that bird?	The doctor is seeing a patient right now.
taste	The soup <i>tastes</i> salty.	The chef is tasting the soup.
smell	Something <i>smells</i> bad. What is it?	Ann is smelling the perfume to see if she wants to buy it.
love	Ken loves his baby daughter.	Ken is enjoying parenthood. In fact, he's loving it!
be	Mary is old and wise.	Al is ill but won't see a doctor. He is being foolish.**

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

^{**} $Am/is/are\ being + an\ adjective\ describes\ temporary\ behavior.$ In the example, Al is usually not foolish, but right now he is acting that way.

Exercise 8. Let's talk. (Chart 2-3)

Discuss the differences in meaning of the *italicized* verbs in each group of sentences. Work in pairs, in small groups, or as a class.

- 1. a. These flowers smell good.
 - b. James is smelling the flowers.
- 2. a. I think Roberto is a kind man.
 - b. I am thinking about this exercise.
- 3. a. I see a butterfly. Do you see it too?
 - b. Alex is seeing a doctor about his headaches.
 - c. Jack and Ann are seeing each other. They go out together every weekend.
- 4. a. Astrid *looks* cold. I'll lend her my coat.
 - b. Tina is looking out the window. She sees a butterfly.
- 5. a. Sue is feeling the cat's fur.
 - b. The cat's fur feels soft.
 - c. I'm not feeling well today.
 - d. I *feel* that it is important to respect other people's opinions.
- 6. a. I remember my first teacher. Do you remember yours?
 - b. Aunt Sara is looking through an old picture album. She is remembering the wonderful days of her childhood.
- 7. a. The children want a snack. They're hungry.
 - b. Like many kids, our children are often quite noisy when they play. They're playing right now in the next room. Hmmm. They're being awfully quiet. What do you suppose they're doing?
- 8. a. Our son is appearing in a school play this week.
 - b. The grocer is weighing the bananas. He appears to be busy.



	xercise 9. Looking at grammar. (Chart 2-3) hoose the correct completions.	
1.	1. This isn't my notebook. It to Mai. (a.) belongs b. is belonging	
2.	2. Ask Ahmed for your notebook. He it. a. has b. is having	
3.	3. Your notebook is over there. Ahmed it. a. holds b. is holding	
4.	4. Look at Olga. She's smiling and dancing. Shea. has b. is having	a good time.
5.	5. Relax. You don't have to tell me any more about it. I _ a. believe b. am believing	you.
6.	6. Dinosaurs became extinct a long time ago. They a. don't exist b. aren't existing	_ anymore.
Cor	xercise 10. Looking at grammar. (Charts $2-1 \rightarrow 2-3$ omplete the sentences. Use the simple present or the present parentheses.	
1.	1. Look. It (begin) <u>is beginning</u> to rain. Unf	
	my umbrella with me. I (own	
	an umbrella. Spiro is lucky. He (wear) a waterproof hat on rainy days.	a raincoat. I (wear)
2.	2. Right now Martha is in the science building.	the time was
	The chemistry experiment she (do)	R'including a state of the stat
	is dangerous, so she (be)	The state of the s
	very careful. She	A A
	(want, not) to spill	
	any of the acid. She (be, always)	
	careful when	0 0
	she does a chemistry experiment.	0,,0

^{*}A form of do is usually used in the negative when the main verb is have, especially in American English (AmE) but also commonly in British English (BrE): I don't have a car. Using have without a form of do is also possible but less common: I haven't a car.

Right now I (look)	at Nicole. She (look)
angry. I wonder what's the matter. She (have) _	a frown on her face.
She certainly (have, not)	_ any fun right now.
A: How (you, like)	the soup? (it, need)
moreferiateam.com	
B: No, it (taste) delicious. my grandmother's soup.	It (remind) me of
A: What (you, look)	at?
B: You! You (look) lik	e your father.
A: (you, think)s	o? Many people tell me I (resemble)
my mother.	
B: I (see) your father's	s face when I look at you.
Right now I (look) aro	und the classroom. Yoko (write)
Right now I (look) aro in her book. Carlos (look)	
	pite) his pencil.
in her book. Carlos (b	his pencil. S head. Ali (stare)
in her book. Carlos (& Wan-Ning (scratch) his	his pencil. s head. Ali (stare) to be daydreaming, but perhaps he
in her book. Carlos (but wan-Ning (scratch) his out the window. He (seem)	to be daydreaming, but perhaps he tenses. What (you, think)
	A: How (you, like) more female am.com B: No, it (taste) delicious. my grandmother's soup. A: What (you, look) lik A: (you, think) s my mother. B: I (see) your father's

Exercise 11. Let's write. (Charts $2-1 \rightarrow 2-3$)

Go to a place where there are many people (such as a zoo, a hotel lobby, a street corner) or imagine yourself to be there. Describe what you see. Let your reader "see" what you see by drawing a picture in words. Use present tenses. Write one paragraph. Begin with a description of what you are doing: I am sitting on a bench at the zoo.

Regular Verb	English verbs have				
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	four principal parts: (1) simple form (2) simple past (3) past participle (4) present participle	
hope stop listen study start	hoped stopped listened studied started	hoped stopped listened studied started	hoping stopping listening studying starting		
Irregular Ver	bs: The simple	past and past partic	ciple do not end in -ed.	Some verbs have	
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	irregular past forms. Most of the irregular	
hit find swim	hit found swam	hit found swum broken	hitting finding swimming breaking	verbs in English are given in the alphabetical list on the inside front and	

Group 1: Al	Group 1: All three forms are the same.						
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLI		
bet	bet	bet	let	let	let		
burst	burst	burst	put	put	put		
cost	cost	cost	quit	quit	quit		
cut	cut	cut	shut	shut	shut		
fit	fit/fitted	fit/fitted	split	split	split		
hit	hit	hit	spread	spread	spread		
hurt	hurt	hurt	upset	upset	upset		
Group 2: Pa	st participle er	nds in <i>-en</i> .					
awake	awoke	awoken	hide	hid	hidden		
bite	bit	bitten	prove	proved	proven/proved		
break	broke	broken	ride	rode	ridden		
choose	chose	chosen	rise	rose	risen		
drive	drove	driven	shake	shook	shaken		
eat	ate	eaten	speak	spoke	spoken		
fall	fell	fallen	steal	stole	stolen		
forget	forgot	forgotten	swell	swelled	swollen/swelled		
forgive	forgave	forgiven	take	took	taken		
freeze	froze	frozen	wake	woke/waked	woken		
get	got	gotten/got*	write	wrote	written		
give	gave	given					
* In BrE: get-got-g	ot.						
Group 3: Vo	wel changes fro	om a in the simple	past to u in th	ne past partici	ple.		
begin	began	begun	shrink	shrank	shrunk		
drink	drank	drunk	sing				
			sing	sang sank	sung		
ring	rang	rung	DILIK	Salik	sunk		

end	bent	bent	mislay	mislaid	mislaid
leed	bled	bled	pay	paid	paid
ring	brought	brought	read	read	read
ouild	built	built	say	said	said
urn	burnt	burnt	seek	sought	sought
uy	bought	bought	sell	sold	sold
atch	caught	caught	send	sent	sent
dig	dug	duq	shoot	shot	shot
eed	fed	fed	sit	sat	sat
eel	felt	felt	sleep	slept	slept
ight	fought	fought	slide	slid	slid
ind	found	found	sneak	snuck/sneaked	snuck/sneaked
lee	fled	fled	speed	sped/speeded	sped/speeded
grind		ground	spend		· · · · · · · · · · · · · · · · · · ·
•	ground			spent	spent
nang	hung	hung	spin	spun stood	spun stood
nave near	had	had	stand		
	heard	heard	stick	stuck	stuck
nold	held	held	sting	stung	stung
кеер	kept	kept	strike	struck	struck
ay	laid	laid	sweep	swept	swept
ead	led	led	swing	swung	swung
eave	left	left	teach	taught	taught
lend	lent	lent	tell	told	told
light	lit/lighted	lit/lighted	think	thought	thought
lose	lost	lost	understand	understood	understood
make	made	made	weep	wept	wept
				111000	11100
	meant met	meant met	win	won	won
neet		met			
Group 5:	m <mark>et</mark>	met			
Group 5:	Past participle ac	lds -n to the simpl	le form, with	or without a spe	elling change.
Group 5:	Past participle ac	lds -n to the simple	le form, with	or without a spe	elling change.
Group 5: blow do draw	Past participle ac	dds -n to the simple blown done	see swear	or without a spe	elling change. seen sworn
Group 5: blow do draw fly	Past participle act	met Ids -n to the simple blown done drawn flown	see swear tear	or without a spe saw swore tore	seen sworn torn
Group 5: blow do draw fily grow	Past participle act	met Ids -n to the simple blown done drawn flown grown	see swear tear throw	saw swore tore threw	seen sworn torn thrown
mean meet Group 5: blow do draw fly grow know lie	Past participle act	met Ids -n to the simple blown done drawn flown	see swear tear throw wear	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: blow do draw fly grow know lie	Past participle act	blown done drawn flown grown known lain	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: blow do draw fly grow know lie Group 6:	plew did drew flew grew knew lay	blown done drawn flown grown known lain d forms are the sa	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: blow do draw ely grow know ie Group 6:	blew did drew flew grew knew lay The first and thir became	blown done drawn flown grown known lain d forms are the sa	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: blow do do draw fly grow know lie Group 6: become come	plew did drew flew grew knew lay	blown done drawn flown grown known lain d forms are the sa	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: clow do draw fly grow know lie Group 6: become come run	Dlew did drew flew grew knew lay The first and thir became came	blown done drawn flown grown known lain d forms are the sa become come run	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: colow do draw fily grow know ie Group 6: coecome come fun Group 7:	Dlew did drew flew grew knew lay The first and thir became came ran	blown done drawn flown grown known lain d forms are the sa become come run	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: colow do do draw fily grow know iie Group 6: come come come	Dlew did drew flew grew knew lay The first and thir became came ran One of the three forms	blown done drawn flown grown known lain d forms are the sa become come run forms is very diffe	see swear tear throw wear withdraw	saw swore tore threw wore	seen sworn torn thrown worn
Group 5: blow do do draw fly grow know lie Group 6: become come run Group 7:	Dlew did drew flew grew knew lay The first and thir became came ran One of the three from the component of	blown done drawn flown grown known lain d forms are the sa become come run forms is very diffe	see swear tear throw wear withdraw	saw swore tore threw wore withdrew	seen sworn torn thrown worn withdrawn
Group 5: blow do do draw fly grow know lie Group 6: become come run Group 7: be go Group 8:	blew did drew flew grew knew lay The first and thir became came ran One of the three man was, were went Both regular and common in AmE	blown done drawn flown grown known lain d forms are the sa become come run forms is very diffe been gone irregular forms a , and the irregular burned/burnt	see swear tear throw wear withdraw mme.	saw swore tore threw wore withdrew	seen sworn torn thrown worn withdrawn
Group 5: blow do do draw fily grow know lie Group 6: become come run Group 7: be go Group 8:	blew did drew flew grew knew lay The first and thir became came ran One of the three man was, were went Both regular and common in AmE	blown done drawn flown grown known lain d forms are the sa become come run forms is very diffe been gone irregular forms a , and the irregular	see swear tear throw wear withdraw me.	saw swore tore threw wore withdrew	seen sworn torn thrown worn withdrawn

NOTE: See the inside front and back covers for an alphabetical list of these verbs as well as some additional irregular verbs that occur less frequently. Also included are definitions of the lesser-known verbs.

CD 1 Track 8	Liste NOT irreg	en to the E: Exerci gular verb	questions. Complete each answer with the correct form of the verb you hear. ses 12 through 19 are quick reviews of the simple past of irregular verbs. Which s are easy for you? Which ones are more troublesome? Which ones don't you a note of the verbs that are difficult for you and review them.
	Exa	<i>mple:</i> You	will hear: Did Sara go to class yesterday?
		You	will write: Yes, she <u>went</u> to class yesterday.
		JATION 1: erday.	Sara is a lazy student. She doesn't care about studying. She was at school
	1.	Yes, she	her notebook.
	2.	Yes, she	her homework.
	3.	Yes, she	a lot of mistakes on the writing test.
	4.	Yes, she	several words incorrectly.
	5.	Yes, she	another student's homework to copy.
	Situ	JATION 2:	Jim is a serious student. He loves to learn. He was at school yesterday.
	6.	Yes, he_	his homework.
	7.	Yes, he _	the homework.
	8.	Yes, he	his homework to class.
	9.	Yes, he	a good grade on the test.
	10.	Yes, he_	all the answers on the test.
	Situ	JATION 3:	Ms. Brooks is a good English teacher. She's also friendly. She taught yesterday.
			class on time.
	12.	Yes, she	clearly.
	13.	Yes, she	a fair test.
			extra time helping her students.
			her students jokes.

16. Yes, she ______ her students a song.

17. Yes, she _____ with her students.

Exercise 13. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner. Partner A asks the questions. Partner B answers the questions with Yes and a complete sentence. NOTE: Although a short answer is usually given to a yes/no question (Did you sit down? Yes, I did.), practice the long answer in these exercises.

SITUATION: Imagine that you came to class today with a big bandage on your finger. You were in a pet store yesterday. You were thinking of buying a parrot, but it bit you.

Example:

PARTNER A (book open): Did you go somewhere?

PARTNER B (book closed): Yes, I went somewhere. OR Yes, I did. I went somewhere.

1. Did you find a pet store?

2. Did you buy a parrot?

3. Did you take it out of its cage?

4. Did you have some trouble with it

5. Did it bite you?



- 6. Did you leave the pet store?
- 7. Did you go to a doctor?
- 8. Did you drive to the doctor's office?
- 9. Did she put a bandage on your finger?
- 10. Did vou pay her?





Exercise 14. Listening. (Charts 2-4 and 2-5)

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

SITUATION: A group of friends was at the beach yesterday.

- 1. Yes, they ______ in the water.
- 2. Yes, they _____ in the waves.
- 3. Yes, they ______ down in the waves.
- 4. Yes, they ______ barefoot on the sand.
- 5. Yes, they ______ in the sun.
- 6. Yes, they _____ sunscreen.
- 7. Yes, they ______ in the sand.
- 8. Yes, they _____ giant sandcastles.
- 9. Yes, they _____ their names in the sand.
- 10. Yes, they ______ pictures in the sand.
- 11. Yes, they _____ their feet in the sand.
- 12. Yes, they _____ songs.
- 13. Yes, some bees ______ them.
- 14. Yes, they ______ the sunset.

	Wor	ercise 15. Let's talk: pair k with a partner. Partner A as a complete sentence.			and 2-5) Partner B answers the questions with <i>Yes</i>				
	SITU	SITUATION: You just came back from a vacation in Greece.							
	Example: Did you fly back last night? PARTNER A (book open): Did you fly back last night? PARTNER B (book closed): Yes, I flew back last night.								
	 2. 3. 4. 6. 	Did you have a great trip? Did you come back feeling re Did you meet many people? Did you hang out with* local Did you do a lot of tourist ac Did you stand on the Acropo Did you spend time in museu	people? tivities? lis?	8. 9. 10. 11. 12.	Did you buy some Greek sandals? Did you speak a little Greek? Did you eat in typical Greek restaurants? Did you get my emails? Did you bring me a present? Did you send me a postcard? Were you sad to leave Greece?				
	List		e each answer		the correct form of the verb you hear.				
CD 1 rack 10		JATION: Maria was sick yester							
		Yes, she							
	2.	Yes, she	a cold.						
	3.	Yes, her head	· ·						
	4.	Yes, she	her tempera	iture.					
	5.	Yes, she	a fever.						
	6.	Yes, she	bad.						
	7.	Yes, she	her pajamas	on.					
		Yes, she							
	9.	Yes, she	for several h						
		Yes, she			3.				
		Yes, she							
		Yes, she			•				
		Yes, she							
		Yes, she			n the label.				

^{*} hang out with = spend time with.

Exercise 17. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner. Partner A asks the questions. Partner B answers the questions with Ves and a complete sentence. NOTE: Use the appropriate pronoun (he/she) in the questions.

SITUATION: You come to class very, very tired. You live with a noisy roommate and didn't get much sleep. NOTE: Tell your partner if you have a male or female roommate.

Example: Did you have a bad night?

PARTNER A (book open): Did you have a bad night? PARTNER B (book closed): Yes, I had a bad night.

- 1. Did your roommate wake you up a lot?
- 2. Did you hear a lot of noise?
- 3. Did your roommate's cell phone ring many times?
- 4. Did she/he fight with someone?
- 5. Did she/he put on a CD?
- 6. Did she/he sing loudly?
- 7. Did she/he make breakfast at midnight?

Change roles.

- 8. Did she/he grind some coffee beans
- 9. Did she/he feed the neighbor's cats?
- 10. Did she/he sweep the floor afterwards?
- 11. Did she/he know you were awake?
- 12. Did she/he mean to wake you up?
- 13. Did she/he upset you?
- 14. Were you upset?

Exercise 18. Listening. (Charts 2-4 and 2-5)

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

1. happy.

C

CD 1 Track 11

ĊÓ CD 1 Track 12 good about my decision.

on some ice.

2. two classes.

about his wife.

at night.

3. the car with gas?

sick?

okay?

4. with colored pencils.

several faces.

for several hours.

5. in the woods.

some money.

the rain.

6. a picture.

from the math class.

some money from the bank.

7. my hand.

some rice.

was cooking.

8. the washing machine?

these jeans?

my shirt?

9. at the sad ending.

the actors.

when the play finished.

10. over the fence.

very quickly.

in a sunny spot.

Exercise 19. Listening. (Charts 2-4 and 2-5)

Part I. Anna had a bad experience last night. Listen to her story with your book closed. Then open your book and listen to the statements. Circle "T" for true and "F" for false.

- 1. T

2. T

5. T F

F 3. T

6. T

	Ι	a terrib	le experie	nce last i	night. You won't	believe	
	what happ	ened! A thief	2		into my apartme	nt /	
		s asleep. There I					
	someone .	3	the gla	ss in the	sliding door!	71	
	The sou	ınd	m	e up. I	5		- FAST
		door open, so I re			-		
	called the	police. My voice		6	as I told the	TIN	
	operator th	here was an intruc	ler in my h	iome.		*///////	77011111
	I	in my b	edroom c	loset wh	le the thief was s	neaking around m	ny office. Soor
		siren					
	the closet	door, I	the	thief as l	ne	_ outside with my	computer.
		lice jumped out of					
	car that wa	as waiting for him	. The poli	ce	t	ack in their cars a	and drove after
		r I learned that th					
		re					
						15	
	can imagir	ne. I think I'll stay	at my sisi	ier's nou	se tonignt.		
		20. Warm-up				a come cound on	a different
7	sound.	each pair of verbs.	Decide ii	tille ver	o endings have in	ie same sound or	a different
13	Examples:	You will hear: You will choose:	talked, p	ushed differe	nt		
		You will hear: You will choose:	rented, o	alled differe	ent		
	1. same	different	4.	same	different	7. same	different
	2. same	different	5.	same	different	8. same	different
		11.00					
	3. same	different	6.	same	different	9. same	different

Part II. Listen again. Complete the sentences with the verbs you hear.

Regular Verbs: Pronunciation of -ed Endings

Final -ed has three different pronunciations: /t/, /d/, and /əd/. The schwa /ə/ is an unstressed vowel sound. It is pronounced like a in alone in normal, rapid speech (e.g., She lives alone.).

(a)	$\begin{array}{lll} \text{looked} & \rightarrow & \text{look/t/} \\ \text{clapped} & \rightarrow & \text{clap/t/} \\ \text{missed} & \rightarrow & \text{miss/t/} \\ \text{watched} & \rightarrow & \text{watch/t/} \\ \text{finished} & \rightarrow & \text{finish/t/} \\ \text{laughed} & \rightarrow & \text{laugh/t/} \end{array}$	Final <i>-ed</i> is pronounced /t/ after voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: "k," "p," "s," "ch," "sh," "f."
(b)	smelled → smell/d/ saved → save/d/ cleaned → clean/d/ robbed → rob/d/ played → play/d/	Final -ed is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: "I," "v," "n," "b," and all vowel sounds.
(c)	decided → decide/əd/ needed → need/əd/ wanted → want/əd/ invited → invite/əd/	Final <i>-ed</i> is pronounced /əd/ after "t" and "d" sounds. The sound /əd/ adds a whole syllable to a word. COMPARE: looked = one syllable → look/t/ smelled = one syllable → smell/d/ needed = two syllables → need/əd/

Exercise 21. Listening. (Chart 2-6)



Listen to each word. Circle the pronunciation of the *-ed* ending you hear.

- 1. /t/ d//ad/
- 4. /t/ d//əd/
- 7. /t/ d//əd/

- 2. /t/ d//ad/
- /be/ 5. /t/ d/
- /ad/ 8. /t/ d/

- 3. /t/ d//ad/
- 6. /t/ d//ad/
- 9. /t/ d/

/əd/

Exercise 22. Listening and pronunciation. (Chart 2-6)



Listen to the sentences. Practice saying them aloud. Write the pronunciations of the -ed endings you hear.

- 1. Olga blinked /t/, yawned / /, and stretched /
- / the kitchen floor, vacuumed / 2. Mrs. Olsen mopped / the carpet, and dusted / / the furniture.
- 3. The meeting started / / late and ended / / early.
- 4. My friend jumped / / up and down and yelled / when she got the news.
- 5. The airplane departed / / at six and landed / / at eight.
- 6. When I asked / / the doctor about some medication, he suggested / / a new one.

Exercise	23.	Let's	talk:	small	groups.	(Chart 2-6)

Work in small groups. Take turns choosing a verb from the list in any order you wish. Say the simple past. Your classmates will write that word in the correct column.

accept	complain	miss	push	thank
believe	die	need	rain	work
chase	fix	play	request	worry

/t/	/d/	/be/
		*

Exercise 24. Let's talk: pairwork. (Chart 2-6)

Practice pronouncing the -ed endings.

Part I. Check (\checkmark) all the activities you did yesterday. Tell your partner about them.

- ___ combed my hair
- washed clothes
- ___ surfed the internet

- ___ brushed my teeth
- ___ typed an email
- ___ translated some words

- cooked breakfast
- ___ worked on a computer
- __ added some numbers

- waited for a bus
- exercised

___ cleaned my room

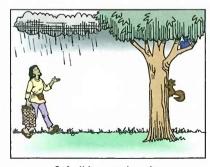
- walked to school
- ___ talked on the phone
- ___ listened to music

Part II. Choose four to six activities your partner talked about. Tell the class about them.

Exercise 25. Warm-up. (Charts 2-7 and 2-8)

Write the complete sentence (a. or b.) that correctly describes each scene.

- a. Rita was standing under a tree when it began to rain.
- b. Rita stood under a tree when it began to rain.

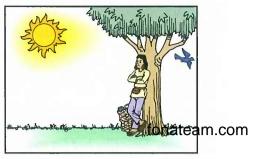


1st: It began to rain.



2nd: Rita stood under a tree.

SCENE 1:



1st: Rita stood under a tree.

2nd: It began to rain.

SCENE	2.
OCENE	4.

2-7 Simple Past		
	 (a) I walked to school yesterday. (b) John lived in Paris for ten years, but now he lives in Rome. (c) I bought a new car three days ago. 	The simple past indicates that an activity or situation began and ended at a particular time in the past.
X	 (d) Rita stood under a tree when it began to rain. (e) When Mrs. Chu heard a strange noise, she got up to investigate. (f) When I dropped my cup, the coffee spilled on my lap. 	If a sentence contains when and has the simple past in both clauses, the action in the when-clause happens first. In (d): 1st: The rain began. 2nd: Rita stood under a tree.

2-8 Past Progressive (g) I was walking down the street when it In (g): 1st: I was walking down the began to rain. street. 2nd: It began to rain. (h) While I was walking down the street, it Both actions occurred at the same began to rain. time, but one action began earlier and was in progress when the (i) Rita was standing under a tree when it other action occurred. began to rain. (j) At eight o'clock last night, I was In (j): My studying began before studying. 8:00, was in progress at that time, and probably continued. (k) While I was studying in one room of Sometimes the past progressive is our apartment, my roommate was used in both parts of a sentence having a party in the other room. when two actions are in progress simultaneously.

Exercise 26. Let's talk. (Charts 2-7 and 2-8)

Choose the question or statement you would expect the speaker to say. Discuss your answers. Work in pairs, in small groups, or as a class.

- 1. When I went to bed late last night, I noticed that the light was on in your bedroom.
 - a. Were you reading?
- b. Did you read?

3.	A small airplane flew over our house several times last night.
	a. We were sitting out on the patio, and it made us nervous.
	b. We sat out on the patio, and it made us nervous.
4.	I'm not sure if I met Carol Jones at the party last night. Describe her for me. a. What was she wearing? b. What did she wear?
	ercise 27. Looking at grammar. (Charts 2-7 and 2-8) mplete the sentences. Use the simple past or the past progressive of the verbs in parentheses.
1.	I am sitting in class right now. I (sit)was sitting in class at this exact
	same time yesterday.
2.	I (call) Roger at nine last night, but he (be, not)
	at home. He (study) at the library.
3.	I (hear, not) the thunder during the storm last night
	because I (sleep)
4.	It was beautiful yesterday when we went for a walk in the park. The sun (shine) A cool breeze (blow)
	The birds (sing)
5.	My brother and sister (argue) about something when
	I (walk) into the room.
6.	I got a package in the mail. When I (open) it, I (find)
	a surprise.
7.	While Mrs. Emerson (read) the little boy a story, he (fall
	asleep, so she (close) the book and
	quietly (sneak) out of the room.
8.	A: (you, hear) what the teacher just said?
8.	A: (you, hear) what the teacher just said? B: No, I (listen, not) I (think)
8.	
	B: No, I (listen, not) I (think) about something else.
	B: No, I (listen, not) I (think)

2. Jane's cousin was at the party last night.

a. Were you meeting him? b. Did you meet him?

Wor pare the	k w ntherest	ith a partner. Complete the eses. Use the simple past of	york. (Charts 2-7 and 2-8) e sentences with the given verbs and the worthe past progressive. Role-play one of the p of classmates. Try not to look at your book	e dialogues for
1.	cal	l, wait		
	A:	Why weren't you at the me	eting?	
	B:	Ι	for an overseas call from my family.	
		(they)		
		Yes. It was wonderful to he		
2.	bre	ak, cross, slip	*	
	A:	How (you)		
		your arm?		
	B:	I	on the ice while	
		I	the street in	
		front of the dorm.)
3.	fine	d, look, park		
	A:	You're late again! You were	e supposed to be here ten minutes ago. Who	ere were you?
	B:	I	for a place to park.	
	A:	(you)	one?	
	В:	Well, yes and no. I	my car illegally.	
4.	ask	, decide, look, see, work		
	A:	How did it go? (you)	the manager for	a raise when
		you	her yesterday?	
	B:	No, she	on a big presentation for next	week. She
			pretty busy. I to	wait until later.
5.	dri	ve, get, happen, keep, pay, see		
	A:	I had a bad day yesterday.		
	B:	Oh? What		
	A:	Ι	_ a traffic ticket.	
		Really? That's too bad. Wh		
	A:	For running a red light. I	home and (not)
			attention to the road. I (not)	
			driving.	
			· ·	

	be find look sit speak stop walk			
	It was my first day of class. I finally the right room. The room			
	already full of students.			
	On one side of the room, students were talking to each other in Japanese or Arabic. On the			
	other side, students in Spanish or Portuguese. It sounded like			
	the United Nations. Some of the students, however, quietly by			
	themselves, not talking to anyone.			
	I for an empty seat in the last row and sat down. In a few			
	minutes, the teacher into the room, and all the multilingual			
	conversation suddenly			
	Exercise 30. Let's talk. (Charts 2-7 and 2-8) Watch a classmate perform a pantomime. Then in pairs, in small groups, or as a class, describe the actions in the pantomime step by step. Pay special attention to the use of past verb forms in the descriptions. SUGGESTION: Watch and describe a few pantomimes in each class period for the next week or two in order to keep practicing past verbs.			
	Example: washing one's hands → She was standing at a sink. She turned on the faucet. Then she picked up some soap. While she was washing her hands, the soap slipped out of her hands and			
	dropped to the floor. She bent over to pick it up. Then she finished washing her hands and turned off the faucet. At the end, she wiped her hands on a towel.			
	dropped to the floor. She bent over to pick it up. Then she finished washing her			
0	dropped to the floor. She bent over to pick it up. Then she finished washing her hands and turned off the faucet. At the end, she wiped her hands on a towel. Possible pantomime subjects: opening a door with a key reading a newspaper while drinking a cup of coffee			

Exercise 29. Grammar and listening. (Charts 2-7 and 2-8)

Exercise 33. Warm-up. (Chart 2-9)

Check (\checkmark) the sentences that are correct. What do you notice about the use of *always* with verb tenses in these sentences?

- 1. __ Nadia is always talking on the phone when I'm trying to study.
- 2. __ Frank always studies in the library after school.
- 3. ___ My friends always do their homework together.
- 4. Our math teacher is always giving us surprise quizzes.

2.	2-9 Using Progressive Verbs with Always				
(a)	Mary always leaves for school at 7:45.	In sentences referring to present time, usually the simple present is used with <i>always</i> to describe habitual or everyday activities, as in (a).			
(b)	Mary <i>is always leaving</i> her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?	In special circumstances, a speaker may use the present progressive with <i>always</i> to express annoyance, as in (b).			
(c)	I am <i>always/forever/constantly picking</i> up Mary's dirty socks!	In addition to <i>always</i> , the words <i>forever</i> and <i>constantly</i> are used with progressive verbs to express annoyance.			

Exercise 34. Let's talk. (Chart 2-9)

Your roommate, Jack, has many bad habits. These bad habits annoy you. Pretend you are speaking to a friend and complaining about Jack. Use the present progressive of a verb in Column A and complete the sentence with a phrase from Column B. Use always, constantly, or *forever* in each sentence. Say your sentence aloud with annoyance in your voice.

Example: He's always messing up the kitchen!

Column A	Column B
1. mess up	a. about himself
2. leave	✓ b. the kitchen
3. borrow	c. my clothes without asking me
4. try	d. to give me my phone messages
5. brag	e. his dirty dishes on the table
6. crack	f. to show me he's smarter than me*
7. forget	g. his knuckles while I'm trying to study

Exercise 35. In your own words. (Chart 2-9)

Complete the sentences with your own words.

A: I don't know if I can stand Sue as a roommate one more day. She's driving me crazy.

B: Oh? What's wrong?

A: Well, for one thing she's always ____

^{*}In formal English, a subject pronoun follows than: He's older than I (am). In everyday informal English, an object pronoun is frequently used after than: He's older than me.

	B: Really?	
	A: And not only that. She's	s forever!
	B: That must be a hassle fo	
ב	Exercise 36. Warm-up. (Read the two short dialogues. different? 1. A: What was Hans doing B: He was reading a bool 2. A: Where was Hans when	nd she's always! need to find a new roommate. (Chart 2-10) What do you notice about the word order? How is the focus when you arrived? k in bed. n you arrived?
2	B: He was in bed reading -10 Using Expression	as of Place with Progressive Verbs
(a)	What is Kay doing? She's studying in her room.	In usual word order, an expression of place follows a verb. In (a): is studying + in her room = the focus is on Kay's activity.
(b)	— Where's Kay? — She's in her room studying.	An expression of place can sometimes come between the auxiliary <i>be</i> and the <i>-ing</i> verb in a progressive verb form. In (b): was + in her room + studying = the focus is on Kay's location.
3	to complete the dialogues. Use	grammar. (Chart 2-10) ups, or as a class. Use the given verbs and expressions of place e usual word order if the focus is on an activity in progress. If eation, put the expression of place between <i>be</i> and the <i>-ing</i> verb.

A: Where's Sally?

2. listen to music \ in the living room

A: What's Soon doing?

3. watch $TV \setminus in his bedroom$

B: He was _

B: She's in her room listening to music.

B: He's <u>listening to music in the living room.</u>

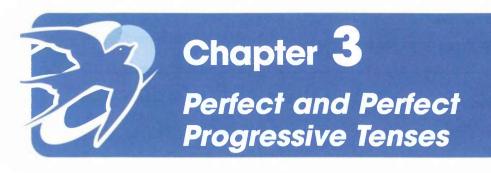
A: Where was Jim when you got home?

4	watch $TV \setminus in\ his\ bedroom$
	A: What was Jim doing when you got home?
	B: He was
5.	take a nap \ on the couch in the living room
	A: What's Kurt doing?
	B: He's
6	take a nap \setminus on the couch in the living room
	A: Where's Kurt?
	B: He's
7	attend a conference \ in Singapore
	A: Where's Ms. Chang this week?
	B: She's

Exercise 38. Check your knowledge. (Chapter 2)

Correct the errors.

- 1. Breakfast is an important meal. I'm always eating breakfast.
- 2. While I was working in my office yesterday, my cousin stops by to visit me.
- 3. Yuki staied home because she catched a bad cold.
- 4. My brother is looks like our father, but I am resembling my mother.
- 5. Jun, are you listen to me? I am talk to you!
- 6. While I was surfing the internet yesterday, I was finding a really interesting Web site.
- 7. Did you spoke English before you were come here?
- 8. Yesterday, while I was working at my computer, Shelley was suddenly coming into the room. I wasn't knowing she was there. I was concentrate hard on my work. When she suddenly speak, I am jump. She startle me.



Exercise 1. Let's talk: pairwork. (Charts 2-4 and 2-5)

Work with a partner to review past participles. Partner A asks questions beginning with *Have you ever*. Partner B answers the questions with *No, I haven't. I've never....*

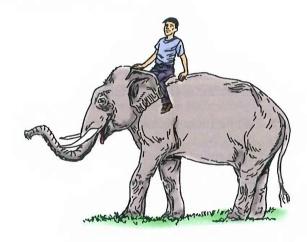
Example: see a silent film

PARTNER A (book open): Have you ever seen a silent film?

PARTNER B (book closed): No, I haven't. I've never seen a silent film.

- 1. buy a boat
- 2. break a window
- 3. hide from the police
- 4. teach English
- 5. make ice cream
- 6. win a contest
- 7. ride an elephant
- 8. fly an airplane
- 9. catch a butterfly
- 10. leave your umbrella at a restaurant
- 11. dig a hole to plant a tree
- 12. drive a school bus
- 13. draw a picture of yourself





Change roles.

- 14. build a house
- 15. forget your own name
- 16. fall off a ladder
- 17. hold a poisonous snake
- 18. steal anything
- 19. eat a duck egg
- 20. swing a baseball bat
- 21. feed a lion
- 22. split wood with an axe
- 23. hit a baseball
- 24. read a play by Shakespeare
- 25. grow tomatoes from seed
- 26. tear a page out of a library book

	in English test. Have you ever? you evertaken an English test?	yes	n
1. Have you ever	a book?	yes	n
2. Have you ever	your wallet?	yes	n
3. Have you ever	a mountain?	yes	r
4. Have you ever	a speech to a large audience?	yes	n
5. Have you ever	a lie?	yes	n
6. Have you ever	in public?	yes	n
7. Have you ever	on a motorcycle?	yes	n
8. Have you ever	Turkish coffee?	yes	n
9. Have you ever	a cooking class?	yes	n
10. Have you ever	hands with a famous person?	yes	n
11. Have you ever	another person with English?	yes	n
12. Have you ever	in a tent?	yes	n
13. Have you ever	a truck?	yes	n
14. Have you ever	a car accident?	yes	n
15. Have you ever	biology?	yes	n
16. Have you ever	a violin?	yes	n
	ur own words. What do you notice about the se situations continue from the past until now? (time) today.	verb tenses i	n
	amar in this class. I have come to this class		
5. I am oraajing Diigion grain	min in this class. I have come to this class		

You will hear a sentence and the beginning of a question. Complete the question with the past participle of the verb you heard in the first sentence. Have you ever done these things? Circle

Exercise 2. Let's listen and talk. (Charts 1-6 and 2-4)

Present Perfect (a) Mrs. Oh has been a teacher since (a) The present perfect is often used with since and for to talk about situations 2002. that began in the past and continue up mon (b) I have been in this city since last to now. In (a): SITUATION = being a teacher (c) We have been here since nine TIME FRAME = from 2002 up to now up to now o'clock. (d) Rita knows Rob. They met two Notice the use of since vs. for in the months ago. She has known him examples: for two months. I met him three since + a specific point in time (e.g., years ago. I have known him for 2002, last May, nine o'clock) three vears. + a length of time (e.g., two for (e) I have known Rob since I was in months, three years) high school. In (e): since + a time clause (i.e., a subject and verb may follow since).* (f) — Have you ever seen snow? The present perfect can talk about (f) - No. I haven't, I've never seen events that have (or haven't) happened before now. The exact time of the snow. But Anna has seen snow. event is unspecified. (g) Have you finished your The adverbs ever, never, yet, still, and homework yet? I still haven't already are often used with the present finished mine. Jack has already perfect. finished his. In (f): EVENT = seeing snow TIME FRAME = from the beginning of their lives up to now In (g): EVENT = doing homeworkTIME FRAME = from the time the people started up to now (h) (h) We have had three tests so far The present perfect can also express this term. an event that has occurred repeatedly beginning of term from a point in the past up to the (i) I've met many people since I present time. The event may happen came here. again. In (h): REPEATED EVENT = taking tests TIME FRAME = from the beginning of the term up to now up to now In (i): REPEATED EVENT = meeting people test 2> TIME FRAME = from the time I came here est up to now CONTRACTIONS: Have and has are usually contracted with personal pronouns in informal (j) I've been there. You've been there. We've been there. writing, as in (j). They've been there. NOTE: He's there. He's = He is He's been there. She's been there. It's been interesting. He's been there. He's = He has

^{*}See Chart 18-2, p. 388, for more information about time clauses.

Exercise 4. Looking at grammar. (Chart 3-1) Complete the sentences with <i>since</i> or <i>for</i> .
1. There has been snow on the ground New Year's Day.
2. The weather has been cold a long time.
3. Maria has studied English less than a year.
4. Mr. and Mrs. Roberts have been together they were in college.
5. They have known each other more than fifty years.
6. We haven't seen Aziz last month.
7. I've had a cold over a week.
8. I haven't heard from my sister the beginning of March.
Exercise 5. Let's talk. (Chart 3-1) Complete the sentences with any appropriate time expression. Work in pairs, in small groups, or as a class.
1. Today is the 14th of June I bought this book two weeks ago.
I have had this book sincethe first of June
I have had this book fortwo weeks
2. I moved to this city
I have been in this city since
I have been here for
3. It is the year
I started going to school in the year
I've been a student for
I've been a student since
4. I first met our teacher
I've known her/him for
I've known her/him since
5. I have (a/an) that I bought ago.
I have had it since
I have had it for

Exercise 6. Let's talk. (Chart 3-1) Answer the questions in complete sentences. Student B will use for. Student C will use since. Close your book. Example: To A: When did you come here? To B: Use for. To C: Or, using since? TEACHER: When did you come here? STUDENT A: I came here on June 2nd. TEACHER: How long has (Student A) been here? Use for. STUDENT B: He/She has been here for two weeks. Or, using since? TEACHER: STUDENT C: He's/She's been here since June 2nd. 1. To A: When did you get to class today? To B: How long has (_____) been in class? Use for. To C: Or, using since? 2. To A: What time did you get up this morning? To B: How long has (____) been up? Use for. To C: Or, using since? 3. To A: Who in this class owns a car/bicycle? When did you buy it? To B: How long has (____) had a car/bicycle? Use for. To C: Or, using since? 4. To A: Who is wearing a watch? When did you get it? To B: How long has (____) had his/her watch? Use for. To C: Or, using since? 5. To A: Who is married? When did you get married? To B: How long has (____) been married? Use for. To C: Or, using since? 6. To A: Do you know (____)? When did you meet him/her? To B: How long has (____) known (____)? Use for. To C: Or, using since? Exercise 7. Looking at grammar. (Chart 3-1) Underline the present perfect verbs. What is the time frame in each situation? Example: I haven't attended any parties since I came to this city. I don't know anyone here. → Present perfect verb: haven't attended Time frame: from the time the speaker arrived in this city to the present time 1. So far this week, I've had two tests and a quiz. And it's only Wednesday! 2. Try not to be absent from class again for the rest of the term. You've already missed too many classes. 3. I'm really hungry. I haven't eaten since I got up.

- 4. Nadia started her homework right after dinner, but she still hasn't finished it. She probably won't be able to go to bed until after midnight.
- 5. A: Hi, Judy. Welcome to the party. Have you ever met my cousin? B: No, I haven't.

- 6. A: Do you like lobster?
 - B: I don't know. I've never eaten it.
- 7. A: How did you like the book I lent you?
 - B: Gosh, I'm sorry, but I haven't read it yet. I haven't had time.

Exercise 8. Let's talk. (Chart 3-1)

Answer the questions. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A (book open): How many tests have you taken since you started coming to this class? SPEAKER B (book closed): I have taken (three, several, many) tests since I started coming to this class. OR I haven't taken any tests since I started coming to this class.

- 1. How many textbooks have you bought since the beginning of the year?
- 2. How many emails have you gotten so far this week/month?
- 3. How many emails have you written since the beginning of the week/month?
- 4. How many questions have I asked so far?
- 5. How many times have you flown in an airplane?

(Change roles if working in pairs.)

- 6. How many people have you met since you came here?
- 7. How many classes have you missed since the beginning of the semester?
- 8. How many cups of coffee have you had since you got up this morning?
- 9. How many classes have you had so far today?
- 10. How many times have you eaten your native food at a restaurant this month?

Exercise 9. Let's write and talk. (Chart 3-1)

What are some interesting and unusual things you have done in your lifetime? Answer this question by writing four to six sentences, some of them true and some of them false. Then share your sentences with a partner, a small group, or the class, who will guess whether your statement is true or false.

Example:

Speaker A: I have jumped from an airplane.

SPEAKER B: I think that's false.

SPEAKER A: You're right. I've never jumped from an airplane, but I've thought about going skydiving sometime.

Exercise 10. Warm-up: listening. (Chart 3-2)



Listen for reduced speech in these sentences. How are have and has pronounced?

- 1. The Browns have decided to grow their own vegetables.
- 2. It's past midnight. Where have you been?
- 3. Laura has offered to help us move into our new apartment.
- 4. Is Nick in trouble again? What has he done this time?
- 5. Janet has traveled all over the world.
- 6. Her parents have traveled a lot too.



(a)		have you been? en: How/v/ you been? OR	In spoken English, the present perfect helping verbs <i>has</i> and <i>have</i> are often reduced following nouns and question words.*
		How/əv/ you been?	In (a): <i>have</i> can sound like /v/ or /əv/.
(b)	Jane	has already eaten lunch.	In (b): <i>has</i> can sound like /z/ or /əz/.
	Spok	en: Jane/z/ already eaten lunch. OR Jane/əz/ already eaten lunch.	In (c): has can sound like /s/ or /əs/.**
(c)		has already left. en: Mike/s/ already left. OR Mike/əs/ already left.	NOTE: Jane/z/ eaten. Jane's = Jane has Jane/z/ here. Jane's = Jane is Mike/s/ left. Mike's = Mike has Mike/s/ here. Mike's = Mike is
he g	Exe Liste	Have is rarely contracted in writing except with pronouns. See Appendix Chart C for mo 6-1, p. 85, for the pronunciation of final -s at ercise 11. Listening. (Chart 3-	2) reduced forms for <i>have</i> , <i>has</i> , and <i>is</i> , but you will write
ack 19	Exa	mple: You will hear: Sorry I'm late	
		You will write: How long	have you been here?
	1.	My teacher in the	e classroom.
	2.	Your teacher	,
	3.	All of the other teachers	too.
	4.	You're late! Where	?
	5.	Susan has a guilty look on her fac	e. What?
	6.	Finally! The mail	·
	7.	My neighbors	in the same apartment for over thirty years.
	8.	Vicky	a trip to Brazil.
	9.	It's great to see you. How	?
	10.	India a	an independent country since 1947.
	11.	The weather	very nice.
	12.	The weather	warm lately.
	13.	The children	their drawings.
	1.4	D1	form manufactor for this manufactor

Have and Has in Spoken English

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

What do you notice about the verb tenses in blue? Discuss the differences.



Present Perfect	(a) I've met Linda, but I haven't met her husband. Have you met them?	The PRESENT PERFECT is used to talk about past events when there is no specific mention of time. In (a): The speaker is talking about some unspecified time before now.
Simple Past A sestenday	(b) I met Helen yesterday at a party. Her husband was there too, but I didn't meet him. Did you meet them at the party?	The SIMPLE PAST is used when there is a specific mention of time. In (b): The speaker is thinking of a specific time: yesterday.
Present Perfect Oge State Sta	(c) Sam <i>has been</i> a teacher <i>for</i> ten years. He loves teaching.	The PRESENT PERFECT is used for situations that began in the past and continue to the present. In (c): The present perfect tells us that Sam is still a teacher now.
Simple Past 5002-5661	(d) Jim <i>was</i> a teacher <i>for</i> ten years, from 1995 to 2005. Now he is a salesman.	The SIMPLE PAST is used for situations that began and ended in the past. In (d): The simple past tells us that Jim is not a teacher now.

	snow.	
2.		
3.	Last night my friend and I (have) some free to a show.	time, so we (go)
ł.	. Since classes began, I (have, not) much classes keep me really busy.	free time. My
5.	. Ming Won (be) in this class for three months getting better and better. He plans to take this class until the end of M	
ó.	. Mrs. Perez (be) in our class for three months school to get a job.	s, but then she left
7.	in southern California. It (occur) at 9:25 A.M. Time.	
3.	. I admit that I (get*) older since I last (s	ee)
3.	. I admit that I (get*) older since I last (so you, but with any luck at all, I (get, also)	
	you, but with any luck at all, I (get, also)	wiser. it. I (<i>take</i>)
	you, but with any luck at all, I (get, also) A: Are you taking Chemistry 101 this semester? B: No, I (take, already**)	wiser. it. I (<i>take</i>) 2.

Exercise 13. Looking at grammar. (Charts 2-6 and 3-3)

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

^{*}Compare:

⁽a) I have gotten OR have got four letters so far this week. In this sentence, have gotten / have got is present perfect. (NOTE: Got is used as the past participle of get in both American English and British English. Gotten occurs only in American English.)

⁽b) I have got a problem. In this sentence, have got is NOT present perfect. I've got a problem = I have a problem. The expression have got means "have" and is common in informal spoken English. Its meaning is present; it has no past form.

^{**}Typically, the present perfect is used in sentences with *already*, yet, and just, but in some situations the simple past is also commonly used with these adverbs in informal English, especially American English, with no difference in meaning.

Exercise 14. Let's talk: find someone who (Charts 3-1 and 3-3)

Walk around the room. Ask a complete question for each item using the present perfect of the given verb. Begin your questions with Have you ever. When you find someone who answers "yes," ask a follow-up question using the wh-word and the simple past.

Example: see a bear? Where?

SPEAKER A: (Hassan), have you ever seen a bear?

SPEAKER B: No, I haven't. SPEAKER A: Okay. Thanks.

(Maria), have you ever seen a bear?

SPEAKER C: Yes, I have.

SPEAKER A: Really? Where did you see it?

SPEAKER C: In a zoo.

Have you ever . . .

- 1. break something valuable? What . . . ?
- 2. lose something important? What . . . ?
- 3. stay up all night? Why . . . ?
- 4. travel to an interesting place? Where . . . ?
- 5. be in a car accident? When . . . ?
- 6. play a team sport? Which . . . ?

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

Check () each correct sentence. NOTE: One sentence in each group is incorrect.

- 1. Anita is at the bus stop.
 - a. ___ She is waiting for the bus.
 - b. ___ She is waiting for the bus for fifteen minutes.
 - c. ___ She has been waiting for the bus for fifteen minutes.
- 2. Tarik is at the bus stop too.
 - a. ___ He is standing beside Anita.
 - b. ___ He is standing there since five o'clock.
 - c. ___ He has been standing there since five o'clock.



3-4 Present Peri		
how long up to now?	 (a) Right now I am sitting at my desk. (b) I have been sitting at my desk since seven o'clock. I have been sitting here for two hours. (c) It's been raining all day. It's still raining right now. 	In (a): The PRESENT PROGRESSIVE expresses an activity in progress right now. (See Char 2-2, p. 14.) In (b): The PRESENT PERFECT PROGRESSIVE expresses how long an activity has been in progress. In other words, it expresses the duration of an activity that began in the past and continues to the present. Time expressions often used with this tense are • since and for, as in (b). • all day/all morning/all week, as in (c). NOTE: In (c): It's been raining. It's = It has It's still raining. It's = It is
	(d) I've known Alex since he was a child. INCORRECT: I've been knowing Alex since he was a child.	For non-progressive verbs such as <i>know</i> , the present perfect (not the present perfect progressive) is used to express the <i>duration</i> of a situation that began in the past and continues to the present. (See Charts 2-3, p. 16, and 3-1, p. 38.)
	(e) How long have you been living here?(f) How long have you lived here?	For some (not all) verbs, the idea of how long can be expressed by either tense — the present perfect progressive or the present perfect.
	(g) Al has been wearing glasses since he was ten.	NOTE: (e) and (f) have the same meaning; (g) and (h) have the same meaning.
	(h) Al <i>has worn</i> glasses since he was ten.	Either tense can be used only when the vert expresses the duration of present activities or situations that happen regularly, usually, habitually: e.g., live, work, teach, study, wea glasses, play chess, etc.
recently	 (i) I've been thinking about looking for a different job. This one doesn't pay enough. (j) All of the students have been studying hard. Final exams start next week. 	When the tense is used without any mentior of time, it expresses a general activity in progress recently, lately. For example, (i) means I've been thinking about this recently lately.

Con	ercise 16. Looking at grammar. (Chart 3-4) explored the sentences. Use the present progressive or the present perfective in parentheses.	ct progressive form of
1.	Mr. and Mrs. Jones (sit) are sitting outside	e on their porch right
	now. They (sit) have been sitting there since after	r dinner.
2.	The test begins at 1:00. Right now it's 11:00. Sara is at the library.	She (review)
	her notes right now. She (revie	w)
	her notes all morning.	
3.	Marco is in a store. He (stand)	at a checkout
	counter right now. He (stand)	there for over five
	minutes. He wishes he could find a salesperson. He wants to buy a	pair of jeans.
4.	The little girl is dirty from head to foot because she (play)	(ASS)
	in the mud.	
5.	The children are excited about the concert. They (practice)	
	a lot in the last few weeks	
	They're going to sing for their parents.	
6.	My back hurts, so I (sleep)	on

Exercise 17. Let's write. (Charts 2-6, 3-1, and 3-4)

a pad on the floor lately. The bed is too soft.

Write about the picture using the verbs in the list and the verb form given in each item.



plant cook fix memorize vacuum wash

- 1. Tom has had a busy day so far. Right now, he's taking a break. What has Tom been doing? Write at least four sentences on another piece of paper. Use the present perfect progressive.
- 2. Rewrite your sentences using *yesterday*. Use the simple past.
- 3. Rewrite your sentences using *just*. Use the present perfect.

Liste	rcise 18. Listening. (Char on to the dialogue one time with and write the words you hear	th your book		n, with your book ope	en, listen
A:	Good to see you! So what _			up to lately	.5
			4		
D.	Not too much.	2		it easy.	
A:	How nice! Glad to hear you		2		_ too hard.
	By the way	vour n	arents? I		them
	By the way,4	your po	arents. 1	5	them
	for a while.				
B		great.			now
	6	810000 _		7	
	that they're retired.				
A:	How long		retired	1?	
B:	Gosh, I don't know.	9	a coup	ole of years now.	
	So				
В:	Yeah.		in wa	arm, sunny places in t	he winter and
A	What a great way to spend re		'm glad to hea	ır	
	themselves.				
Com the r	rcise 19. Looking at graplete the sentences. Use the remaining sentence(s). Use the ences, either verb form is corre	verb in <i>italic</i> s e present pe ect.	s in the first so rfect or the pr	entence of each item resent perfect progres	sive. In some
1.	I'm trying to study. Iha	ve been tryin	g to stud	ly for the last hour, b	ut something
	always seems to interrupt me.	I think I'd	better go to th	ne library.	
2.	Joe has an old bicycle. He	has had	the sar	ne bicycle for twenty	years.
3.	Matt works at the ABC Comp	any.He	has worked	/ has been working	there
	since 2005.				
4.	Toshi is waiting for his friend.	Не			for her since
	five o'clock. She's late for the	ir date.			
5.	I like cowboy movies. I		_	cowboy m	novies ever
	since I was a child.				

CD 1 Track 20

^{*}Notice: A statement form (not a question form) can sometimes be used to ask a question by using a rising intonation at the end of a sentence.

	6.	Susie is watching a cowboy movie. She				
		over two hours witho				
	7.	Dr. Chang teaches math. He is an excellent teacher. He				
			n 25 years.			
	8.	Sue and Rick are play	Sue and Rick are playing tennis right now and they're getting tired. They			
		since nine o'clock this morning. Sue's				
		winning. She's the b	etter tennis play	yer. She		
		tennis since she was	ten. Rick start	ed playing only last year		
CD 1 rack 21	List pres	sent perfect and the pr	of each item and resent perfect pr	d complete the sentence rogressive.		
	Exa	_		ed Eva five times in the g until he reaches her.	last hour, but her is	ine is busy.
				has been trying	_ to reach Eva for	
			an hour	to talk about their	plans for the week	end.
	1.	Susan (wait)		in the do	ctor's office since	
			. She hopes sh	e doesn't have to wait n	nuch longer.	
	2. Alexi (own) his motorcyc				for	
	3.	Joe (decide, not)		which	job to take yet. He	·'11
		decide soon.				
	4.	Mika is frustrated. S	She (sit)		in rush-hour	traffic since
			She's go	oing to be very late for v	vork.	
	5.	Andrew and Donna	(play)		chess for	hours.
		ercise 21. Let's wr		1, 3-3, and 3-4)		
		Write about your first about what you have Describe your last w	done and have eek at home be	ass. What did you see, h been doing in this class fore you came to this cit since you arrived here.	since the first day.	
		ercise 22. Warm-uch of the following talk) ents. Which event happ	ened first?	
				d knocked on the classro		

Past Perfect





left.	arri	
Ann lefi	Sam	
V _	V	
^	^	

(a) Sam arrived at 10:00. Ann left at 9:30. In other words, Ann had already left when Sam arrived.

The past perfect expresses an activity that was complete before another activity or time in the past.

- (b) By the time Sam got there, Ann had already left.
- In (a): 1st: Ann left. 2nd: Sam arrived.

Adverb clauses with by the time are frequently used with the past perfect in the main clause, as in (b).*

- (c) Sam had left before Ann got there.
- (d) Sam left before Ann got there.
- (e) After the guests had left, I went to bed.
- (f) After the quests left. I went to bed.

If either before or after is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in (d) and (f).

- NOTE: (c) and (d) have the same meaning;
 - (e) and (f) have the same meaning.

- (g) Actual spoken words: I lost my keys.
- (h) Reported words: Jenny said that she had lost her keys.

The past perfect is commonly used in reported speech.** If the actual spoken words use the simple past, the past perfect is often used in reporting those words, as in (h).

Common reporting verbs include tell (someone), say, find out, learn, and discover.

(i) Written: Bill felt great that evening. Earlier in the day, Annie had caught one fish, and he had caught three. They had had a delicious picnic near the lake and then had gone swimming again. It had been a nearly perfect vacation day.

The past perfect is often found in more formal writing such as fiction.

In (i), the fiction writer uses the simple past to say that an event happened (Bill felt great), and then uses the past perfect to explain what had happened before that event.

(j) I'd finished. You'd finished. We'd finished. They'd finished. She'd finished. He'd finished.

Had is often contracted with personal pronouns in informal writing.

It'd finished.

NOTE: I'd finished. I'd = I had I'd like to go. I'd = I would

^{*}For more information about by the time, see Chart 17-2, p. 368.

^{**}For more information about verb form usage in reported speech, see Chart 12-7, p. 261.

Use	ercise 23. Looking at grammar. (Charte the simple past or the past perfect form of the	
	tences. In some cases, either tense is correct.	
1.	Samir (be) <u>was / had been</u>	_ a newspaper reporter before he (become)
	<u>became</u> a businessman.	
2.	I (feel) a little bette	er after I (take)
	the medicine.	
3.	I was late. The teacher (give, already)	a quiz when I
	(get) to c	lass.
4.	It was raining hard, but by the time class (be)	over, the
	rain (stop)	
5.	Millions of years ago, dinosaurs (roam)	the earth, but they
	(become) extinct by	the time people first (appear)
6.	I (see, never)	
	the art n	iuseum.
7.	After work, I went to Rosa's office to give her	a ride home, but I couldn't find her. She
	(leave) with someon	ne else.
8.	I got ready to pay the bill, but when I (look) _	in my pocket, I
	discovered that I (leave)	my wallet at home. With some
	embarrassment, I told my friend that I (forget)	my wallet.
	She kindly (offer) to	p pay my part of the bill for me.

9.	Yesterday at a meeting, I (see)	Rick Collins, an old friend of		
	mine. I (see, not)	him in years. At first, I (recognize, not)		
		him because he (lose)		
	a great deal of weight.			
10.	In 1980, my parents (emigrate) _	to the United States from		
	China. They (travel, never)	outside of China and		
	were, of course, excited by the ch	nallenge of relocating to a foreign country. Eventually,		
	they (settle)	in California. My sister and I were born there and		
	(grow)	up there. Last year, I (go) to		
	China for the first time to study at Beijing University. I (want, always)			
		to visit China and learn more about my own		
	family background. My dreams	finally came true.		

Exercise 24. Looking at grammar. (Chart 3-5)

Underline the past perfect verbs. Which of the passages is typical of fiction writing? Which of the passages is typical of spoken English? What are the differences in verb form usage?

- 1. The thief simply walked in. Mrs. Garcia had forgotten to lock the door. Her son's school had called to say that he was ill, so she had rushed out the door without thinking to lock it.
- 2. Hey, Anna! Did you hear? A thief got into Mrs. Garcia's house. Yeah. She forgot to lock the door. The school called and told her that her son was sick, so she rushed out the door without locking it.
- 3. Sometime in 1995, Mr. Parvaz took a long, hard look at his life. He had had the same job for almost three decades. His dear wife had passed away. His children had grown and moved away. So he quit his job, packed everything he owned, and moved to London. That was the beginning of his adventure.

Exercise 25. Warm-up: listening. (Chart 3-6)

Listen for reduced speech in these sentences. How is *had* pronounced?

- 1. I'm sorry we missed the meeting. We had forgotten about it.
- The movie had already begun by the time we got there.
- 3. I couldn't change my schedule. I had already planned my day.
- 4. I got home late. My roommate had already gone to bed.

Had in Spoken English (a) Joe had already heard the story. In spoken English, the helping verb had in the past perfect Spoken: Joe/d/ already heard the story. OR is often reduced following nouns and question words. It can Joe/ad/ already heard the story. be pronounced as /d/ or as /ad/.* (b) Who had been there before you? Spoken: Who/d/ been there before you? OR Who/ad/ been there before you? (c) The dog had a bone. Had is not reduced when it is a main verb, as in (c). Spoken: The dog had a bone.

^{*}See Chart 3-5 for written contractions of had with pronouns.



Track 23

Listen for reduced forms of had. If you hear a reduced form, underline had and the word it is combined with. Practice saying the reduced forms.

Examples: You will hear: Anna had missed the bus.

You will underline: Anna had missed the bus.

You will hear: She had a headache. You will underline: (nothing)

- 1. We had never seen it. He had never seen it. They had never seen it.
- 2. We got home late. The children had already fallen asleep.
- 3. My roommates had finished dinner by the time I got home.
- 4. My roommates had dinner early.
- 5. We couldn't drive across the river. The flood had washed away the bridge.
- 6. You were at Jim's at 8:00. Where had you been before that?
- 7. I had never visited there before. I'd like to go again. I had a good time.

Exercise 27. Listening. (Charts 3-2 and 3-6)



Listen to the sentences. You will hear reduced forms for have, had, is, and would, but you will write their non-reduced forms.

- 1. You're a new student, aren't you? How long ______ you been in this country? 2. You must miss your old neighbor. How long _______ you known Mr. Kim
- before he moved away?
- 3. You're looking for Jack? Jack ______ left. He isn't here.
- 4. We were late, and Natasha ______ left by the time we got there.
- 5. Unfortunately, I didn't have my cell phone with me when we got lost. I _____ left it at home.

6.	6. Since we're teachers, we have the summers off and do a lot of traveling. We		
	like to travel to Africa next.		
7.	Talk about long marriages! Can you believe that Mr. and Mrs. Chobeen married for 65 years?		
8.	Serena an amazing chef. She created so many new and popular dishes that it's almost impossible to get a reservation at her restaurant.		

Exercise 28. Listening. (Charts 3-5 and 3-6)



First listen to the whole passage. Then listen again, and write the words that you hear.



A Pleasant Surprise

Last night, Amy got home from work two hours late. Usually she's home by 7:30, but last

offered to make her dinner — which she gratefully accepted. A home-cooked meal sounded

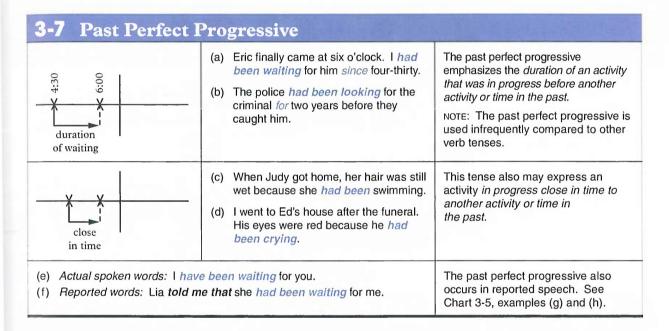
_____ a long day!

wonderful.

Exercise 29. Warm-up. (Chart 3-		Exercise	29.	Warm-up.	(Chart 3-7
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Which sentence (a, or b.) logically follows each statement? Discuss the meanings of the verbs in blue.

- 1. I have been working outside for almost an hour.
- 2. I had been working outside for almost an hour.
 - a. It's hot. I think I'll go inside.
 - b. But I got too hot and came inside.
- 3. I have been waiting for Jack since 5:00.
- 4. I had been waiting for Jack since 5:00.
 - a. Then I left.
 - b. And I'm still here.



Exercise 30. Looking at grammar. (Charts 3-4 and 3-7)

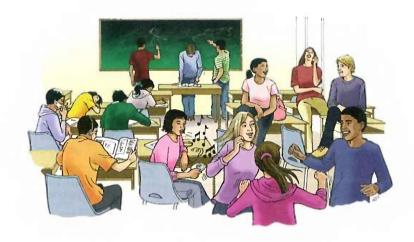
Complete the sentences. Use the present perfect progressive or the past perfect progressive form of the verbs in parentheses.

- 1. We (wait) have been waiting for Nancy for the last two hours, but she still hasn't arrived.
- 2. We (wait) had been waiting for Nancy for over three hours before she finally arrived yesterday.
- 3. It is midnight. I (study) ______ for five straight hours. No wonder I'm getting tired.

4.	It was midnight. I (study)	for five straight
	hours. No wonder I was getting tired.	
5.	Jack suddenly realized that the teacher was asking him a question.	He couldn't answer
	because he (daydream)	for the last ten minutes
6.	Wake up! You (sleep) long enough	n. It's time to get up.

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

Complete the sentences. Use the past perfect progressive form of the verbs in the list (or your own words).



dance draw look play sing study talk

SITUATION: Ms. Reed, a teacher, left the classroom for fifteen minutes. During that time, her students did whatever they wanted. When she came back,

- 56 CHAPTER 3

the whole time.

Exercise 32. Let's talk: class activity. (Chapters $1 \rightarrow 3$)

Discuss the meaning of the verb forms and answer the questions about each pair of sentences. Work in pairs, in small groups, or as a class.

1. a. When the rain stopped, Gloria was riding her bicycle to work.

b. When the rain stopped, Paul jumped on his bicycle and rode to work.

QUESTION: Who got wet on the way to work?

ANSWER: Gloria.

2. a. Ms. Lincoln taught at this school for nine years.

b. Mr. Sanchez has taught at this school for nine years.

QUESTION: Who is teaching at this school now?

- 3. a. Alice was opening the door when the doorbell rang.
 - b. George walked to the door after the doorbell rang.

QUESTION: Who had been expecting a visitor?

- 4. a. Donna lived in Chicago for five years.
 - b. Carlos has been living in Chicago for five years.

QUESTION: Who still lives in Chicago?

- 5. a. Jane put some lotion on her face because she had been lying in the sun.
 - b. Sue put some lotion on her face because she was lying in the sun.

QUESTION: Who put lotion on her face after she finished sunbathing?

- 6. a. I looked across the street. Mr. Fox was waving at me.
 - b. I looked across the street. Mrs. Cook waved at me.

QUESTION: Who began to wave at me before I looked across the street?

- 7. a. Dan was leaving the room when I walked in.
 - b. Sam had left the room when I walked in.

QUESTION: Who did I see when I came into the room?

- 8. a. Ken went to the store because he was running out of food.
 - b. Ann went to the store because she had run out of food.

QUESTION: Who is better at planning ahead?

- 9. a. Jack had been studying Spanish since he was in elementary school. He spoke it very well by the time he moved to Peru.
 - b. Robert has been studying Spanish since he was in elementary school. His Spanish is getting quite good.

QUESTION: Who is studying Spanish in school?

Exercise 33. Listening. (Chapters $1 \rightarrow 3$)

Listen to each situation. Choose the sentence (a. or b.) that correctly describes it.

Example: You will hear:

CD 1

Haven't you finished your term paper yet? You've been working on it for three days. It's due tomorrow, you know, Alice.

You will circle: a.) Alice has been working on her term paper.

b. Alice finished her term paper three days ago.

- a. Yoko knows how to ski now.
 - b. Yoko is learning to ski.
- 2. a. Yoko knows how to ski now.
 - b. Yoko is learning to ski.
- 3. a. Mia is working as an auto mechanic right now.
 - b. Mia has experience as an auto mechanic.
- 4. a. Jon is traveling now.
 - b. Jon has traveled in the past, but he isn't traveling now.
- 5. a. Jon is currently working in sales.
 - b. Jon no longer works in sales.

Exercise 34. Check your knowledge. (Chapters $1 \rightarrow 3$)

Correct the errors.

- 1. Since I came to this country, I am learning a lot about the way of life here.
- 2. I arrive here only a short time ago. I am here since last Friday.
- 3. How long you been living here? I been here for almost two years.
- 4. Why you no have been in class for the last couple of days?
- 5. I am coaching a soccer team for the last two months.
- 6. My grandfather had lived in a small village in Italy when he was a child. At nineteen, he had moved to Rome, where he had met and had married my grandmother in 1957. My father had been born in Rome in 1960. I am born in Rome in 1989.
- 7. I'm living in my cousin's apartment since I have arrived here. It very small, and we are sharing the bedroom. I am needing my own place, but I don't find one so far.
- 8. When I was a child, I had lived with my grandmother instead of my parents. Grandpa has die before I am born, so I never knew him. Grandma raised me alone.

Exercise 35. Let's talk. (Chapters $1 \rightarrow 3$)

From the given situation, make up a "chain story." One person begins the story; then others continue the story in turn, using cue words from the list. The cue words may be used in any order and may be used more than once. Work in small groups or as a class.

(Pierre) had a terrible day yesterday. The trouble began early in the morning. His Example: alarm clock rang at 7:00.

SPEAKER A: When his alarm clock rang, he got out of bed and stepped on a snake. He was nearly frightened to death, but the snake got away without biting him.

SPEAKER B: After the snake left, Pierre got dressed in a hurry and ran downstairs to have breakfast.

SPEAKER C: While he was running downstairs, he fell and broke his arm. Etc.

after	as soon as	by the time	never	then
after that	before	for (a length of time)	next	when
already	because	later	since	while

Possible beginning sentences:

- 1. () had a terrible day yesterday.
- 2. (_____) had a great vacation last summer.
- 3. (_____) got into a lot of trouble a couple of days ago.
- 4. () had an interesting experience last week.
- 5. (Make up your own beginning sentence.)

Exercise 36. Let's write and talk: small groups. (Chapters $1 \rightarrow 3$)

Form a group and sit in a circle. On a separate sheet of paper, write the following sentence, using the name of the person sitting to your right; (...) had a strange experience yesterday.

Then write two or three additional sentences and pass your paper to the person sitting to your left, who will continue the story. Continue to pass the papers to the left until everyone in the group has had a chance to write part of each story.

Then decide which story in your group is the most entertaining or the most interesting. As a group, make any necessary corrections in grammar or spelling. Read the story aloud to the rest of the class. NOTE: You may wish to establish a time limit for each contribution to the story. (Use a buzzer or bell, or appoint someone to say "pass.") When the time limit is up, each person must pass his/her paper to the left even if it contains an unfinished sentence. The next person will then have to finish the sentence and continue writing the story.

Exercise 37. Let's write. (Chapters $1 \rightarrow 3$)

Choose one to write about.

- 1. Describe the state of the world in the year of your birth. What significant or historical events occurred or were occurring at that time? Who were the leaders of your country? Then describe the changes that have occurred since that time and discuss the state of the world today.
- 2. Describe your family in the year you were born. Where were they living and working? Were they in a good situation? Who did your family consist of? Who in your family hadn't been born yet? Then describe the changes in your family that have occurred since the year of your birth and your family's current situation.



☐ Exercise 1. What do I already know? (Chapter 4)

Look at the verbs in italics. Do the sentences express present or future time?

1.	The students are going to give oral reports today.	present	future
2.	I'm beginning a new job next week.	present	future
3.	Look. It's beginning to rain.	present	future
4.	The teacher will be in her office after class today.	present	future
5.	When class is over, the teacher will be in her office.	present	future
6.	Finally, class is over. Let's get a cup of coffee.	present	future
7.	Oh no! We have only five minutes to make our train!	present	future
8.	Our train leaves from Track 37 in five minutes.	present	future
9.	The soccer team is playing in Barcelona next week.	present	future
10.	The soccer team is playing well today. They're winning.	present	future



☐ Exercise 2. Warm-up. (Chart 4-1)

Correct the errors.

- 1. Marie will cooks some chicken and rice for dinner tonight.
- 2. Where you will be tomorrow morning?
- 3. I no will ride the bus to work tomorrow.
- 4. Marco will probably to call us this evening.
- 5. I going to look for a new apartment.

Simple Future: Will and Be Going To



- (a) Jack will finish his work tomorrow.
- (b) Jack is going to finish his work tomorrow.

Will and be going to express future time and often have essentially the same meaning. Examples (a) and (b) have the same meaning. See Chart 4-2 for differences in meaning between the two forms.

fonateam.com Will (c) Anna will come tomorrow around 5:00. Will typically expresses predictions about the future, as in (c). INCORRECT: Anna -wills- come. Will does not take a final -s. INCORRECT: Anna -will- comes. Will is followed immediately by the simple form of INCORRECT: Anna will to come. a verb. NEGATIVE: will + not = won't(d) Alex will not be here tomorrow. Peter won't be here either. (e) Will you be here tomorrow? QUESTION: will + subject + main verb How will you get here? In (e): The speaker is asking for information about a future event.* (f) Spoken or written: I'll be there. CONTRACTIONS WITH PRONOUNS AND NOUNS: Will is often contracted with pronouns in both speaking (a) Spoken: Tom'll be there too. and informal writing: I'll, you'll, she'll, he'll, it'll, we'll, they'll. Written: Tom will be there too. Will is also often contracted with nouns in speaking but (h) Spoken or very informal writing: usually not in writing, as in (g). Nobody'll notice. That'll be fun. In very informal writing, will may be contracted with other There'll be a test tomorrow. kinds of pronouns and there, as in (h). Be Going To Anna is going to come tomorrow around 5:00. Be going to also commonly expresses predictions about Informally spoken: Anna's gonna come tomorrow the future. In informal speech, going to is often around 5:00. pronounced "gonna." (k) Tom isn't going to come. NEGATIVE: be + not + going to, as in (k)

^{*}Will can also be used in questions to make polite requests: Will you open the door for me, please? See Chart 9-3, p. 159.





If you hear a form of will, choose yes. If not, choose no.



Example: I'll have time to see you tomorrow.



no no

QUESTION: be + subject + going to, as in (1)

- I have time to see you tomorrow.
- 1. yes no

5. yes no

2. yes no

(1) Are you going to come?

6. yes no

3. yes no 7. ves no

4. ves no 8. ves no

	1. Bob will be here soon.	8.	Bill will be here too.
	ightarrow Bob'll be here soon.	9.	The children will be home at 3:00.
	2. I'll come. He'll come. You'll	come. 10.	Who will be at the meeting?
	3. She'll help us. They'll help u	s too. 11.	Where will you be around five?
	4. I'm sure we'll do well on the	test. 12.	How long will Tom be here?
	5. It'll probably rain tomorrow.		Nobody will recognize you in that wig.
	6. The weather will be hot in Au	0	That will be interesting.
	7. Mary will come tomorrow.	15.	What will you do?
CD 1 Track 28			
	1.	to turn in all your	assignments by tomorrow.
	1 2		
		for the final exam	on Monday.
	2.	for the final exam	on Monday.
	2	for the final exam 50 questions 50 questions on t	on Monday.
	2	for the final exam 50 questions 50 questions on the the whole hour to	on Monday. ne exam. complete the test.

Exercise 6. Listening. (Chart 4-1)

Listen to the sentences. Circle whether you hear "going to" or "gonna."

1. going to 3. going to gonna gonna

2. going to gonna 4. going to gonna

Exercise 7. Let's talk: small groups. (Chart 4-1)

Choose a leader for your group. Practice using be going to. Follow these steps:

(1) Every person in the group, including the leader, will hand the leader a slip of paper on which is written the name of an occupation or any kind of work adults do. Examples: movie star, teacher, plumber, peace activist, artist, stay-at-home dad, civil engineer, architect, politician.

available in my office the next day.

- (2) The leader will redistribute the slips of paper to the group.
- (3) Each member of the group will then explain what he/she is going to be or do according to what is written on the slip of paper. Example: "I'm going to be a famous movie star."
- (4) The group will ask the speaker questions about his/her future career. Example: "What kind of movies are you going to be in? Where will you live?" Etc.

Exercise 8. Warm-up. (Chart 4-2)

Read the sentences and answer the questions.

- a. It's going to rain tomorrow.
- b. I'm going to paint the house next week.
- c. Here. I'll help you carry that box. It looks heavy.
- d. It will be cloudy this weekend.

1.	Which sentence expresses a prior plan?	
2.	Which sentences are predictions?	and

3. Which sentence expresses willingness?

4-2 Will vs. Be Going To				
Prediction	Prediction			
(a) According to the weather report, it will be cloudy tomorrow.(b) According to the weather report, it is going to be cloudy tomorrow.	Will and be going to mean the same when they make predictions about the future (prediction = a statement about something the speaker thinks will be true or will occur in the future). Examples (a) and (b) have the same meaning.			
Prior Plan				
(c) —Why did you buy this paint? —I'm going to paint my bedroom tomorrow.	Be going to (but not will) is used to express a prior plan (i.e., a plan made before the moment of speaking).* In (c): The speaker already has a plan to paint his/her bedroom.			
Willingness				
(d) —The phone's ringing. —I'll get it.	Will (but not be going to) is used to express willingness. In this case, will expresses a decision the speaker makes at the moment of speaking.			
 (e) —How old is Aunt Agnes? —I don't know. She won't tell me. (f) The car won't start. Maybe the battery is dead. 	In (d): The speaker decides to answer the phone at the immediate present moment; she/he does not have a prior plan. Will not / won't can express refusal, as in (e) with a person or in (f) with an inanimate object.			

*Compare:

Situation 1: A: Are you busy this evening?

B: Yes. I'm going to meet Jack at the library at seven. We're going to study together.

In Situation 1, only be going to is possible. The speaker has a prior plan, so he uses be going to.

Situation 2: A: Are you busy this evening?

B: Well, I really haven't made any plans. I'll eat (OR I'm going to eat) dinner, of course. And then I'll probably watch (OR I'm probably going to watch) TV for a little while.

In Situation 2, either will or be going to is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either will or be going to.

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

Discuss the italicized verbs in these short conversations. Decide if the speakers are expressing

- (a) predictions,
- (b) decisions they are making at the moment of speaking (willingness), or
- (c) plans they made before the moment of speaking.
- 1. A: Are you busy Saturday night? I've got front-row seats for the baseball game.
 - B: Oh, I wish I could, but I can't. I'm going to be at my niece's wedding on Saturday.
- 2. A: Masako's such a creative artist. And she's so patient with children.
 - B: She'll be very successful as an elementary art teacher.
- 3. A: We're going to go out to dinner in a few minutes. Do you want to join us?
 - B: Sure. Give me just a minute. I'll grab my coat.
- 4. A: I heard Sue and David are engaged for the third time!
 - B: They won't ever get married. They fight too much.
- 5. A: How do you spell "accustomed"?
 - B: I'm not sure. I'll look it up for you.
- 6. A: That's great news about your new job.
 - B: Well, actually, I've changed my mind about it. I'm not going to take it after all. I've decided to stay with my old job.

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

Decide if each italicized verb expresses a prediction, a prior plan, or willingness.

1.	Dinner's almost ready. I'll set the table.	prediction	plan	willingness
2.	Ivan has some vacation time. He is going to take next week off.	prediction	plan	willingness
3.	Heidi will love her birthday present. It's just what she wants.	prediction	plan	willingness
4.	I don't like my job. I'm going to quit when I get back from vacation.	prediction	plan	willingness
5.	That's okay. Don't worry about the spilled coffee. I'll clean it up.	prediction	plan	willingness
6.	Someday, there <i>are going to be</i> computers in every classroom in the world.	prediction	plan	willingness
7.	The light bulb is burned out. I'll get a new one from the supply room.	prediction	plan	willingness
8.	I'm going to the bookstore. Do you want to go with me?	prediction	plan	willingness

Exercise 11. Looking at grammar. (Chart 4-2)

Complete the sentences with be going to if you think the speaker is expressing a prior plan. If you think she/he has no prior plan, use will. Use won't if the speaker is expressing refusal.

- 1. A: This letter is in French, and I don't speak French. Can you help me?
 - B: Sure. I (translate) _____ will translate _____ it for you.
- 2. A: Do you want to go shopatoamtrom? I (go) _____ am going to go___ to the shopping mall downtown.
 - B: Sure. What time do you want to leave?
 - A: How about 1:00?
 - B: Great! See you then.



3. A: Who wants to erase the board? Are there any volunteers?

D.	I(do)		:!
B:	(ao)		11.

C: I (do) _____ it!

- 4. A: Why does he have an eraser in his hand?
 - B: He (erase) the board.



- 5. A: How about getting together for dinner tonight?
 - B: Sounds good. Where?
 - A: How about Alice's Restaurant or the Gateway Café? You decide.
 - B: Alice's Restaurant. I (meet) ______ you there around six.
 - A: Great. I (see) ______ you then.
 - B: It's a date.

6.	A: Do you have plans for dinner?	
	B: Yes. I (meet*)	_ a co-worker for dinner at Alice's
	Restaurant. Want to join us?	
7.	A: Why is that little boy crying?	
	B: I don't know. He (tell, not)	me. I wonder where his parents are.
8.	A: What's wrong?	
	B: The door (open, not)	·
	A: Well, of course not. It's locked.	
	ercise 12. Listening. (Chart 4-2) ten to the sentences and choose the expected resp	onse (a. or b.).
0 1.	a. I'm going to work at a summer resort in the r	nountains.
	b. I'll work at a summer resort in the mountains	i.
2.	a. Sure. I'm going to drop it off on my way to w	vork.
	b. Sure. I'll drop it off on my way to work.	
3.	a. I'm going to attend my cousin's funeral.	
	b. I'll attend my cousin's funeral.	
4.	a. Here, give it to me. I'm going to fix it for you	L.
	b. Here, give it to me. I'll fix it for you.	
5.	a. I'm going to sweep the front steps.	
	b. I'll sweep the front steps.	
	ercise 13. Warm-up. (Chart 4-3) mplete the sentences with your own words. All th	e sentences talk about future time. What
	you notice about the verbs in blue?	
1.	After I leave this class, I'm going to	
2.	As soon as I get home tonight, I'll	
3.	When I finish my English studies, I'm going to	

I am going to meet Larry at Alice's Restaurant at six. I am meeting Larry at Alice's Restaurant at six.

^{*}When be going to expresses a prior plan, it is often also possible to use the present progressive with no change in meaning. See Chart 4-2, p. 63. There is no difference in meaning between these sentences:

4	-5 Expressing the Future in 1 in	ne Clauses
(a)	Bob will come soon. When Bob comes, we will see him.	In (a): When Bob comes is a time clause.* when + subject + verb = a time clause
(b)	Linda is going to leave soon. <i>Before she leaves</i> , she is going to finish her work.	When the meaning of the time clause is future, the SIMPLE PRESENT tense is used. <i>Will</i> or <i>be going to</i> is not used in the time clause.
(c)	I will get home at 5:30. After I get home, I will eat dinner.	A time clause begins with such words as when, before,
(d)	The taxi will arrive soon. As soon as it arrives, we'll be able to leave for the airport.	after, as soon as, until, and while and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the
(e)	They are going to come soon. I'll wait here <i>until they</i> come.	sentence: When he comes, we'll see him. OR We'll see him when he comes.
		Notice: A comma is used when the time clause comes first in a sentence.
(f)	While I am traveling in Europe next year, I'm going to save money by staying in youth hostels.	Sometimes the PRESENT PROGRESSIVE is used in a time clause to express an activity that will be in progress in the future, as in (f).
(g)	I will go to bed after I finish my work.	Occasionally, the PRESENT PERFECT is used in a time
(h)	I will go to bed after I have finished my work.	clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of one act before a second

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

Draw brackets around the time clause in each sentence and underline its verb. Identify and discuss the use of verb tenses.

act occurs in the future.

- 1. We'll be here when you arrive tomorrow.
- 2. After the rain stops, I'm going to sweep the front porch.
- 3. I'm going to start making dinner before my wife gets home from work today.
- 4. I'm going to wait right here until Sonya comes.
- 5. As soon as the war is over, there will be new elections.
- 6. Right now the tide is low, but when the tide comes in, the ship will leave the harbor.
- 7. While I'm driving to work tomorrow, I'm going to listen to my Greek language CD.

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

Use will/be going to or the simple present. (In this exercise, both will and be going to are possible when a future verb is necessary, with little or no difference in meaning.)

1.	Pete is going to leave in half an hour. He (finish)	will finish / is going to finish	all
	of his work before he (leave)leaves		

^{*}A time clause is an adverb clause. See Charts 17-1 (p. 365) and 17-2 (p. 368) for more information.

2.	I'm going to eat lunch at 12:30. After I (eat),
	I (take, probably) a nap.
3.	I'll get home around six. When I (get) home, I (give)
	Sharon a call.
4.	I'm going to watch a TV program at nine, but before I (watch)
	the program, I (call) my parents.
5.	Bakir will come soon. I (wait) here until he (come)
6.	I'm sure it will stop raining soon. As soon as the rain (stop)
	I (walk) to the store to get some film.
7.	I'm a junior in college this year. After I (graduate) with a B.A.
8.	next year, I (intend) to enter graduate school and work for an M.A. Perhaps I (go) on for a Ph.D. after I (get) to an English language course while I (sleep) tonight. Do you think it will help me learn English faster?
Mal	ercise 16. Let's talk: interview. (Chart 4-3) ke questions using the given words. Ask two students each question. Share some of their wers with the class. Use <i>be going to</i> for the future verb.
	What \ you \ do \ after \ you \ wake up \ tomorrow?
	What \ you \ do \ as soon as \ class \ end \ today?
3.	Before \ you \ go \ to bed \ tonight \ what \ you \ do?
4.	What \ you \ do \ when \ you \ have \ free time \ this weekend?

5. When $\ \$ you $\$ finish $\$ school $\$ what $\$ you $\$ do?

Decide if each sentence has a present or future meaning. What do you notice about the verb tense in each sentence?

1.	I'm meeting a friend for dinner tonight.	present meaning	future meaning
2.	We're taking a flight at midnight.	present meaning	future meaning
3.	Class starts in ten minutes.	present meaning	future meaning

4-4 Using the Present Progressive and the Simple Present to **Express Future Time**

Present Progressive

- (a) My wife has an appointment with a doctor. She is seeing Dr. North next Tuesday.
- (b) Sam has already made his plans. He is leaving at noon tomorrow.
- (c) What are you going to do this afternoon?
 - After lunch, I am meeting a friend of mine. We are going shopping. Would you like to come along?

The PRESENT PROGRESSIVE may be used to express future time when the idea of the sentence concerns a planned event or definite intention.

COMPARE: A verb such as rain is not used in the present progressive to indicate future time because rain is not a planned event.

A future meaning for the present progressive tense is indicated either by future time words in the sentence or by the context.

Simple Present

- (d) The museum opens at 10:00 tomorrow morning.
- (e) Classes begin next week.
- (f) John's plane arrives at 6:05 P.M. next Monday.

The SIMPLE PRESENT can also be used to express future time in a sentence concerning events that are on a definite schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: e.g., open, close, begin, end, start, finish, arrive, leave, come, return.

	Exercise	18.	Looking	at	grammar.	(Chart 4	-4
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Decide the meaning of each italicized verb. Write in the future, now, or habitually.

1. I am taking four courses next semester. 2. I am taking four courses this semester. now habitually 3. Students usually *take* four courses every semester. 4. I'll mail this letter at the corner when I take Susan home. 5. My brother's birthday is next week. I am giving him a sweater. 6. Shhh. The broadcaster is giving the latest news about the crisis overseas. I want to hear what she's saying. 7. When I graduate, I'm going to return home. 8. When students *graduate*, they receive diplomas. 9. I'm tired. I am going to bed early tonight. 10. When I am in New York, I'm going to visit the Museum of Modern Art. 11. When I am home alone in the evening, I like to read or watch television.

in the future

12.	A: Are you busy?	
	B: Not really.	
	A: What are you doing?	A:
	B: I'm writing a letter to my folks.	B:
	A: When you <i>finish</i> your letter, do you want to play a game of chess?	A:
13.	A: What are you doing after work today?	A:
	B: I'm playing tennis with Brown at the health club. And you?	B:
	A: I'm meeting Smith for a round of golf.	A:



		se 19. Looking at grammar. (Chart 4-4) ete each sentence with any present progressive verb.
1.	A:	How about going across the street for a cup of coffee?
	B:	I can't. I Jennifer at the library at 5:00.
2.	A:	Why are you in such a hurry?
	B:	I have to be at the airport in an hour. I the four
		o'clock plane to New York. I have an important meeting there tomorrow.
3.	A:	I see you're smoking. I thought you stopped last month.
	B:	I did. I don't know why I started again. I tomorrow,
		and this time I mean it.

- 4. A: Your cough sounds terrible! You should see a doctor.
- 5. A: Where are you and your family going for your vacation this summer?



- A: Are you planning to fly?
- B: No, we ______ so we can take our time and enjoy the scenery.
- A: That sounds wonderful.

Exercise 20. Let's write. (Chart 4-4)

Pretend that you are going to take your ideal vacation next week. All of your plans are made, and your itinerary is in front of you. Write your travel plans. Use present tenses where appropriate.

Example: This coming Saturday, I am beginning my "vacation of a lifetime." The first place I'm going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I'm staying at the Nusa Dua Beach Hotel. I leave Bali on the fifteenth and travel to the Philippines. While I'm there, I'm staying with some friends. Etc.

Exercise 21. Warm-up. (Chart 4-5)

Notice the verbs in blue. What do they have in common?

- 1. Right now, I'm sitting in class.
- 2. Yesterday at this time, I was sitting in class.
- 3. Tomorrow at this time, I will be sitting in class.

	(a) I will begin to study at seven. You will come at eight. I will be studying when you come.	The future progressive expresses an activity that will be in progress at a time in the future.
X	(b) Don't call me at nine because I won't be home. I <i>am going to be studying</i> at the library.	The progressive form of be going to: be going to + be + -ing, as in (b)
	(c) Don't worry. She will be coming soon.(d) Don't worry. She will come soon.	Sometimes there is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future, as in (c) and (d).

	Please don't call our house after 9:00 tonight. The	e baby	is going to be s	leeping
	OR will be sleeping . My husbar	ıd		
	for a test. I	a project i	for work.	
2.	talk, do, see			
	Dr. Roberts is the town's only medical doctor and	works lor	ng hours. Tomorro	ow she has a
	especially busy schedule. From early in the morni	ng until l	unch, she	
	patients at her clinic. After	unch, she	:	
	research at the hospital. In the evening, she		I =	to
	medical students about rural health care.			
				41-
	mplete the sentences. Use the future progressive or rentheses.	the simp	de present form of	the verbs in
1.	T			- 4 41-
_ •	Tomorrow I'm going to leave for home. When I (a	arrive) _		at the
	airport, my whole family (wait)			at the
	airport, my whole family (wait) up tomor	row morn	for me.	·)
	when I (get) up tomor, the birds (sing)	row morn	for me.	·)
	airport, my whole family (wait) up tomor	row morn	for me.	·)
	when I (get) up tomor, the birds (sing) roommate (lie, still)	row morn	for me.	·)
2.	when I (get) up tomor, the birds (sing) roommate (lie, still)	row morn	for me.	·)
2.	when I (get) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida?	row morn	for me.	·)
2.	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now	row morn	for me.	·)
2.	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now I (enjoy)	row morn	for me.	·)
2.	airport, my whole family (wait) When I (get), the birds (sing), the birds (sing)	row morn	for me.	·)
2.	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now I (enjoy) my vacation in the sun. A: Sounds great! I (think)	row morn	for me.	·)
2.	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now I (enjoy) my vacation in the sun. A: Sounds great! I (think) about you.	in	for me.	·)
2.	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now I (enjoy) my vacation in the sun. A: Sounds great! I (think) about you. A: Are you going to be in town next Saturday?	in	for me.	·)
 3. 4. 	airport, my whole family (wait) up tomor, the birds (sing) roommate (lie, still) A: When do you leave for Florida? B: Tomorrow. Just think! Two days from now I (enjoy) my vacation in the sun. A: Sounds great! I (think) about you. A: Are you going to be in town next Saturday? B: No. I (visit, in Chicago*)	in	for me.	·)

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

^{*}Expressions of place can often be used between the helping verb and the main verb in progressive tenses. See Chart 2-10, p. 34.

Exercise 24. Warm-up. (Chart 4-6)

Notice the verbs in blue. What do they have in common?

- 1. Eric isn't here. He has left.
- 2. Eric wasn't there. He had left by the time we got there.
- 3. Eric won't be there. He will have left by the time we get there.

Future Perfect and Future Perfect Progressive NOTE: These two tenses are rarely used compared to the other verb tenses. **Future Perfect** (a) I will graduate in June. I will see The FUTURE PERFECT expresses an you in July. By the time I see you, activity that will be completed before I will have graduated. another time or event in the future. **Future Perfect Progressive** (b) I will go to bed at 10:00 P.M. Ed will The FUTURE PERFECT PROGRESSIVE get home at midnight. At midnight emphasizes the duration of an activity I will be sleeping. I will have been that will be in progress before another sleeping for two hours by the time time or event in the future. Ed aets home. (c) When Professor Jones retires next Sometimes the future perfect and the month, he will have taught OR future perfect progressive have the same meaning, as in (c). will have been teaching for 45 vears. Also, notice that the activity expressed by either of these two tenses may begin in the past.

Exercise 25. Looking at grammar. (Chapter 3: Charts 4-5 and 4-6)

Complete the sentences. Use any appropriate tense of the verbs in parentheses.

1. Ann and Andy got married on June 1st. Today is June 15th. They (be) married for two weeks. By June 8th, they (be) married for one week. By June 29th, they (be) married for four weeks.

		J	un	e		
Sun	Mon	Tues	Wed	Thurs	Frl	Sat
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			-	_		-

2. This traffic is terrible. We're going to be late. By the time we

(get) ______ to the airport, Yuri's plane (arrive, already*) _____, and he'll be wondering where we are.

^{*}With the future perfect, already has two possible midsentence positions: I will already have finished. I will have already finished.

3.	The traffic was very heavy. By the time we (get) to the airport,
	Yuri's plane (arrive, already)
4.	This morning I came to class at 9:00. Right now it is 10:00, and I am still in class. I (sit)
	at this desk for an hour. By 9:30, I (sit)
	here for half an hour. By 11:00, I (sit)
	here for two hours.
5.	Classes start at 9:00 every day. It's 9:30 and the school bus is late. When the bus gets to
	school, classes (begin) The teachers (teach)
	since 9:00.
6.	I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Phoenix,
	we (drive) for twenty straight hours?
7.	Go ahead and leave on your vacation. Don't worry about this work. By the time you (get)
	back, we (take) care of
	everything.
8.	I don't understand how those marathon runners do it! The race began more than an hour
	ago. By the time they reach the finish line, they (run)
	steadily for more than two hours. I don't think I can run more than two minutes!
9.	We have been married for a long time. By our next anniversary, we (be)
	married for 43 years.

☐ Exercise 26. Let's talk or write. (Chapter 4)

These sentences describe typical events in a day in the life of a man named Bill. The sentences are in the past, but all of these things will happen in Bill's life tomorrow. Change all of the sentences to the future.

- 1. When Bill got up yesterday morning, the sun was shining. And tomorrow?
 - → When Bill gets up tomorrow morning, the sun will be shining.
- 2. He shaved and showered, and then made a light breakfast. And tomorrow?
- 3. After he ate breakfast yesterday, he got ready to go to work. And tomorrow?
- 4. By the time he got to work yesterday, he had drunk three cups of coffee. And tomorrow?
- 5. Between 8:00 and 9:00, Bill answered his email and planned his day. And tomorrow?
- 6. By 10:00 yesterday, he had called new clients. And tomorrow?
- 7. At 11:00 yesterday, he was attending a staff meeting. And tomorrow?
- 8. He went to lunch at noon and had a sandwich and a bowl of soup. And tomorrow?



- 9. After he finished eating, he took a short walk in the park before he returned to the office. And tomorrow?
- 10. He worked at his desk until he went to another meeting in the middle of the afternoon. And tomorrow?
- 11. By the time he left the office, he had attended three meetings. And tomorrow?
- 12. When Bill got home, his children were playing in the yard. And tomorrow?
- 13. They had been playing since 3:00 in the afternoon. And tomorrow?
- 14. As soon as he finished dinner, he took the children for a walk to a nearby playground. And tomorrow?
- 15. Afterward, the whole family sat in the living room and discussed their day. And tomorrow?
- 16. They watched television for a while, and then he and his wife put the kids to bed. And tomorrow?

17. By the time Bill went to bed yesterday, he had had a full day and was ready for sleep. And tomorrow?



Exercise 27. Let's talk or write. (Chapter 4)

What do you think the world will be like in a hundred years? What changes will have occurred between then and now? Use your imagination and make some predictions. NOTE: You may wish to make comparisons among the past, the present, and the future.

A hundred years ago, the automobile hadn't been invented. Today it is one of the Example: most common means of transportation and has greatly changed the way people lead their lives. By the year _____, the automobile will have become obsolete. A hundred years from now, people will use small, jet-propelled, wingless flying machines in place of cars.

Possible topics:

- 1. types of transportation
- 2. energy sources
- 3. population growth
- 4. food sources
- 5. extinction of animal species
- 6. architecture
- 7. clothing styles
- 8. exploration of the oceans or of the earth's interior

- 9. space exploration; contact with beings from outer space
- 10. weapon technology
- 11. role of computers in daily life
- 12. long-term solutions to today's political crises
- 13. international language
- 14. international world government

 \Box Exercise 1. What do I already know? (Chapters $1 \rightarrow 4$)

Correct the errors in verb tense usage.

- 1. I am studying here since last January.
- 2. By the time Hassan returned to his country, he is away from home for more than three years.
- 3. After I will graduate, I going to return to my hometown.
- 4. By the end of the 21st century, man will had discovered the cure for the common cold.
- 5. I want to get married, but I don't meet the right person yet.
- 6. I have been seeing that movie three times, and now I am wanting to see it again.
- 7. I am not like my job. My brother wants me to quit. I am thinking he is right.
- 8. While I'm study tonight, I'm going to listen to classical music.
- 9. We washed the dishes and clean up the kitchen after our dinner guests were leaving.
- 10. My neighbors are Mr. and Mrs. Sanchez. I know them ever since I am a child.
- 11. Many scientists believe there is a major earthquake in California in the near future.
- \Box Exercise 2. Looking at grammar. (Chapters $1 \rightarrow 4$)

Complete the sentences with any appropriate tense of the verbs in parentheses.

- 1. John is in my English class. He (study) ______ English this semester. He (take, also) _____ some other classes. His classes (begin) _____ at 9:00 every day.
- 2. Yesterday John ate breakfast at 8:00. He (eat, already) ______ for class at 8:45.

3.	John (eat, always)	breakfast before he (go)
	to class. Tomorro	ow before he (go) to
	class, he (eat)	_ breakfast.
4.	John is in class every morning from 9:00 to 1	12:00. Two days ago, I (call)
	him at 11:30, but fonateam.c	t I could not reach him because he (attend) com time.
5.	Don't try to call John at 11:30 tomorrow mo	
6.	Yesterday John took a nap from 1:00 to 2:00	
	there, John (sleep)	
	for 45	
7.	Right now John (take)	
	asleep an hour ago. He (sleep)	for an hour.
8.	Tomorrow, after he (eat)	dinner, John (go)
	to a movie. In other words, he (eat)	
	time he (go) to the mo	ovie.
9.	Three days ago, John (start)	vina fiika
	to read <i>The Old Man and the Sea</i> , a novel by	
	Ernest Hemingway. It is a long novel. He	
	(finish, not)	
	reading it yet. He (read)	
	it because his English	
	teacher assigned it.	
0		
0.	0 0	The state of the s
	(finish) three	Suggest of the sugges
	novels. Right now he (read)	7 0000 000
	The Old Ma	
		that novel for the past three
	days. He (intend) to fi	nish it by next week. In his lifetime, he
	(read) many nove	els, but this is the first Hemingway novel he
	(read, ever)	

Practice verb tenses by answering the questions in complete sentences. Work in pairs, in small groups, or as a class. Only the questioner's book is open.

- 1. What have we been studying? What is one tense we have studied since the beginning of the term? When, as best as you can remember, did we study it?
- 2. What else will we have studied in this class by the time the term ends?
- 3. This class began on (date). Had you studied verb tenses before that?
- 4. We're going to finish studying Chapter 5 on (day or date). How long will we have been studying Chapter 5 by that time?
- 5. Where are you going to be living in five years?
- 6. Think about recent news. What's happening in world affairs? What's happened recently?

(Change roles if working in pairs.)

- 7. What are you doing right now? How long have you been doing that?
- 8. What were you doing at this time yesterday? What did you do after that?
- 9. What will you be doing tonight at midnight? What were you doing last night at midnight?
- 10. What places have you been to since you came to (this city)?
- 11. What are some of the things you have done in your lifetime? When did you do them?
- 12. What countries/cities have you visited? When did you visit (______)? Why did you go there? What did you like about (_____)? What did you dislike about (_____)? Are you planning to go there again someday?

Exercise 4. Listening. (Chapters 1 → 4)

Part I. Listen to the story with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.

1.	The man broke the lock on the door.	T	F
2.	The man thought a stranger was in his apartment.	T	F
3.	The man's wife opened the door.	T	F
4.	The man felt he had done something stupid.	Т	F

Part II. Listen again. Complete the sentences with the verbs you hear.

When I	hon	ne to my apa	rtment last nigh	t, I out my key
to open the	door as usual. As a	lways, I	it ir	n the lock, but the door
	I _	5	my key again	and again with no luck. So I
6	on the do	or for my wi	fe to let me in.	Finally the door
7	, but I	8	my v	wife on the other side. I
9	a stranger. I _		10	to get into the wrong
apartment!	I quickly	11	and	to my own. I
13	very stupid abo	out what I $_$	14	·

Track 31

j	Exercise 5. Let's talk and write. (Chapters $1 \rightarrow 4$) Before you come to class, think of an interesting, dangerous, or amusing experience you have had. Tell the story to a classmate, who will report your experience in a composition.
j	Exercise 6. Looking at grammar. (Chapters $1 \rightarrow 4$) Complete the sentences with any appropriate tense of the verbs in parentheses.
	Dear Anna, fonateam.com
	I (get) your long email about two
	weeks ago and (try)
	to find time to write you back ever since. I (be)
	very busy lately. In the past
	two weeks, I (have) four tests, and
	I have another one next week. In addition, a friend (stay)
	with me since last Thursday. She wanted to see the
	city, so we (spend) a lot of time visiting some of the
	interesting places here. We (be) to the zoo, the art museum,
	and the botanical gardens.
	Yesterday we (go) to the park and (watch) a
	balloon race. Between showing her the city and studying for my exams, I (have, barely)
	enough time to breathe.
	10
	Right now it (be) 3:00 A.M., and I (sit) at my
	desk. I (sit) here for five hours doing my studying. My
	friend's plane (leave) in a few hours, so I (decide)
	not to go to bed. That's why I (write) to
	you at such an early hour in the day. I (get) a little sleepy, but I
	would rather stay up. I (take) a nap after I (get)
	back from taking her to the airport.

20

21

How (you, get)

(your classes, go) _____

Yours, Yoko

Review of Verb Tenses 79

_____ along? How

_? Please write soon.

Exercise 7. Let's write. (Chapters $1 \rightarrow 4$)

Write a letter to a friend or family member. Discuss your activities, thoughts, feelings, and adventures in the present, past, and future.

Use as many different tenses as seems natural. For example, in the course of your letter, tell your reader what you are doing, do every day, have done since a certain time, have been doing lately, did at some particular time, had done before you did something else, are going to do, etc.

Exercise 8. Listening. (Chapters $1 \rightarrow 4$)

CD I Track 32 Listen to each situation and choose the sentence that comes next (a. or b.).

- 1. a. Now the passengers are waiting in the baggage claim area.
 - b. After the plane lands, the passengers will be waiting in the baggage claim area.
- 2. a. Then his boss called.
 - b. He's finding it very relaxing.
- 3. a. When did it stop?
 - b. When's it going to stop?
- 4. a. Some people in the audience said "Shhh" as we sat down.
 - b. We missed the first half hour.
- 5. a. She's glad that she's finished her training.
 - b. She's going to take another one next month.

Exercise 9. Looking at grammar. (Chapters $1 \rightarrow 4$)

- 6. a. They never caught him.
 - b. They'll never catch him.

Complete the sentences with the	words in parentheses. Use any app	ropriate tense.
Almost every part of the world	(experience)	an
	1	
earthquake in recent years, and all	most every part of the world (experi	ence)
2	earthquakes in the years to com	ne. Since the ancient
Chinese (begin)	to keep records several thousan	d years ago, more than 13
million earthquakes (occur)	worldwid	le by some estimates.
What (cause)5	earthquakes? Throughout ti	me, different cultures
(develop)6	myths to explain these	violent earth movements
From India comes the story of	six strong elephants who (hold)	up the
earth on their heads. Whenever or	ne elephant (move)8	its head, the earth

trembles.

According to a Japanese myth, a playful catfish lives in the mud under the earth. Whenever it
feels like playing, it (wave) its fat tail around in the mud. The result?
Earthquakes.
Nowadays, although scientists
(know) more fonateam.com
about the causes of earthquakes, they
still cannot prevent the terrible
damage. One of the strongest quakes
in the last hundred years (happen) in Anchorage, Alaska, on March
24, 1964, at about six o'clock in the evening. When the earthquake (strike)
that evening, many families (sit) down to
eat dinner. People in the city (find, suddenly)
themselves in the dark because most of the lights in the city went out when the earthquake
occurred. Many people (die) instantly when tall buildings (collapse)
and (send) tons of brick and concrete crashing
into the streets. When (the next earthquake, occur)
? No one really knows for sure.
Interestingly enough, throughout history animals (help, often)
people predict earthquakes shortly before they happen. At present, some scientists (study)
catfish because catfish swim excitedly just before an
earthquake.
According to some studies, snakes, monkeys, and rodents (appear, also)
to be sensitive to the approach of violent movement in the
earth's surface. Some animals (seem) to know a great deal more than
humans about when an earthquake will occur.
In recent years, scientists (develop) many extremely
sensitive instruments. Perhaps someday the instruments (be) able to
give us a sufficiently early warning so that we can be waiting calmly in a safe place when the
next earthquake (strike)

Exercise 10. Let's talk: pairwork. (Chapters $1 \rightarrow 4$)

Work with a partner.

- PARTNER A: Pretend to be a famous living person. Agree to an interview by a nosy newspaper reporter (Partner B). Tell the reporter all about yourself. Invent answers. Use your imagination. Begin with $I \dots$
- PARTNER B: You're the reporter. Ask the famous person (Partner A) all sorts of questions about his/her past, present, and future.

After the interview, write an article with your partner about this person.

Exercise 11. Let's talk: small groups. (Chapters $1 \rightarrow 4$)

Divide up the tasks within your group. Put together a news release about your class. It should contain the following:

- a few sentences about each class member and the teacher
- · activities you have done in this class
- a description of the classroom, the building it's in, and the surrounding area
- some information about the school you're attending
- other interesting information about your class

Exercise 12. Let's talk and write. (Chapters $1 \rightarrow 4$)

In a short talk (two or three minutes), summarize a recent news event. Present your talk to a small group or to the class. If necessary, you may speak from brief notes (an outline of only the most important points). Listeners can write short summaries of each presentation.

Exercise 13. Check your knowledge. (Chapters 1 -> 4)

Correct the errors in verb tense usage.

- 1. I haven't been in this town very long. I come here just two weeks ago.
- 2. Dormitory life is not quiet. Everyone shouted and make a lot of noise in the halls.
- 3. My friends will meet me when I will arrive at the airport.
- 4. Hasn't anyone ever tell you to knock on the door before you enter someone else's room? Didn't your parents taught you that?
- 5. The phone rung while I doing the dishes. I dry my hands and answer it. When I am hear my husband's voice, I very happy.
- 6. I am in the United States for the last four months. During this time, I had done many things and saw many places.
- 7. When the old man started to walk back to his hut, the sun has already hided itself behind the mountain.

- 8. While I am writing my composition last night, someone knocks on the door.
- Why did you writing a children's book?
- 10. I'm really glad you to visit my hometown next year.
- While I was visitting my cousin in Los Angeles, we went to a restaurant and eat Thai food.
- When I was a child, I viewed things from a fruch lower height. Many physical objects around me appear very large. When I want to move something such as a chair, I need help.
- 13. When I was in my country, I am afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I am having a different opinion. I live in this small town for three months and learn that there is very little crime here.

Chapter 6 Subject-Verb Agreement

☐ Exercise 1. What do I already know? (Chart 6-1)

Add -s or -es where necessary. Do not change or omit any other words. All of the sentences are simple present. Discuss the use, spelling, and pronunciation of final -s/-es.

89

- 1. Erica miss, her mother and father.
- 2. My parent visit many countries when they travel in Europe.
- 3. Robert sing when he take a shower.
- 4. Chicken, duck, and turkey lay egg.
- 5. Anna wear glove on her hand when she work in her garden.
- 6. She scratch her chin when it itch.



☐ Exercise 2. Warm-up. (Chart 6-1)

Look at the words that end in -s. Are they singular or plural? Are they nouns or verbs?

	Singular	Plural	Noun	Verb
1. A new car costs a lot of money.	×			×
2. New cars cost a lot of money.				
3. My neighbor <i>makes</i> a lot of noise.				
4. My neighbors make a lot of noise.				
5. Bill <i>drinks</i> tea for breakfast.				
6. Cold <i>drinks</i> taste good on a hot day.				

Final -s/-es: Use, Pronunciation, and Spelling Use (a) Noun + -s: Friends are important. A final -s or -es is added to a noun to make the noun plural. Noun + -es: I like my classes. Friend and class = singular nouns Friends and classes = plural nouns (b) Verb + -s: Mary works at the bank. fohateams coms is added to a simple present verb when the Verb + -es: John watches birds. subject is a singular noun (e.g., Mary, my father, the machine) or third person singular pronoun (she, he, it). Marv works = singular She works = singular The students work = plural They work = plural Pronunciation (c) seats Final -s is pronounced /s/ after voiceless sounds, as in (c): "t." "p." seat/s/ ropes rope/s/ and "k" are examples of voiceless sounds.* backs back/s/ (d) seeds Final -s is pronounced /z/ after voiced sounds, as in (d): "d," "b," "g," seed/z/ robes robe/z/ and "ee" are examples of voiced sounds.* bags bag/z/ sees see/z/ (e) dishes dish/əz/ Final -s and -es are pronounced /əz/ after "sh," "ch," "s," "x," "z," and -> "ge"/"dge" sounds. catches catch/əz/ The /əz/ ending adds a syllable. kisses kiss/əz/ mixes mix/az/ All of the words in (e) are pronounced with two syllables. -> COMPARE: All of the words in (c) and (d) are pronounced with one prizes prize/az/ svllable. edaes edae/əz/ Spelling For most words (whether a verb or a noun), simply add a final -s (f) sing sings sona sonas to spell the word correctly. Final -es is added to words that end in -sh, -ch, -s, -z, and -x. (g) wash washes watch watches class classes buzz buzzes box boxes (h) tov toys For words that end in -v: In (h): If -y is preceded by a vowel, only -s is added. buv buys In (i): If -y is preceded by a consonant, the -y is changed to (i) baby babies cries -i and -es is added. *See Chart 2-6, p. 27, for an explanation of voiced vs. voiceless sounds. **Exercise 3. Listening and pronunciation.** (Chart 6-1) Listen to the words. Practice saying them aloud. Write the pronunciation of final -s/-es after Č each word. CD 1 Track 33 /z/ 1. rides 7. wishes 4. rugs 2. writes sleeps 8. pages

6. locks

3. robs

9. months

	Add	-s or -es to	pelling and pro the given words t r each ending.				them aloud	. Write the
	1.	floor <u>s</u>	<u>/z/</u>	7.	season			
	2.	tax <u>es</u>	<u>/əz/</u>	8.	develop_		*	
	3.	talk <u>s</u>	<u> /6/</u>	9.	touch		-	
	4.	bush		10.	cough		_	
	5.	hat		11.	method_		_	
	6.	rise		12.	language_		_	
CD 1 ack 34	the s 1. 2. 3. 4. 5.	People come Maria The	ntences with the wud. e in many nas a cold, he	ei	ghteen and nciation by	reading _ good _ us to speak E	a day. · English outsi	aloud.
ם	Wor item Part Exar Par Par	k with a part Help each ner B uses a mple: alarm of TNER A: Alar	em clocks ring. alarm clock rings. \ sing	ontains a su e of final -s	bject and a s/-es if nece			

- 3. butterfly \ fly
- 4. ball \ bounce
- 5. door \ open and close

Change roles.

- 6. mosquito bite \ itch
- 7. hungry baby \ cry
- 8. student \ ask questions
- 9. snake \ hiss
- 10. dog \ say "arf-arf" in English



Exercise 7. Warm-up. (Chart 6-2)

Look at the verbs in blue in each pair of sentences. How do you know when to use a singular or a plural verb?

- 1. a. A girl is in the classroom.
 - b. Some girls are in the classroom.
- 3. a. The fruit at those markets is cheap. b. The apples at that market are cheap.
- 2. a. A girl and a boy are in the classroom.
 - b. Every girl and boy is in the danateam.com
- 4. a. Vegetables are good for you.
 - b. Eating vegetables is good for you.

	Singular Verb	Plural Verb	
(a)	My friend lives in Boston.	(b) My friends live in Boston.	<pre>Verb + -s/-es = third person singular in the simple present tense Noun + -s/-es = plural</pre>
		 (c) My brother and sister live in Boston. (d) My brother, sister, and cousing live in Boston. 	Two or more subjects connected by <i>and</i> require a plural verb.
(e) (f)	Every man, woman, and child needs love. Each book and magazine is listed in the bibliography.		EXCEPTION: <i>Every</i> and <i>each</i> are always followed immediately by singular nouns. (See Chart 7-11, p. 129.) In this case, even when there are two (or more) nouns connected by <i>and</i> , the verb is singular.
	That book on political parties is interesting. The book that I got from my parents was very interesting.	 (h) The <i>ideas</i> in that book <i>are</i> interesting. (j) The <i>books</i> I bought at the bookstore <i>were</i> expensive. 	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase <i>on political parties</i> does not change the fact that the verb <i>is</i> must agree with the subject <i>book</i> . In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k)	Watching old movies is fun.		A gerund (e.g., watching) used as the subject of the sentence requires a singular verb. (See Chart 14-8, p. 322.)

Exercise 8. Looking at grammar. (Chart 6-2)

Choose the correct completions.

- 1. Lettuce (is, are) good for you.
- 2. The subjects you will be studying in this course (is, are) listed in the syllabus.
- 3. The extent of Fatima's knowledge on various subjects (astounds, astound) me.
- 4. Oranges, tomatoes, fresh strawberries, cabbage, and lettuce (is, are) rich in vitamin C.

- 5. Every man, woman, and child (is, are) protected under the law.
- 6. The professor and the student (agrees, agree) on that point.
- 7. Almost every professor and student at the university (approves, approve) of the choice of Dr. Brown as the new president.
- 8. Each girl and boy in the sixth-grade class (has, have) to do a science project.
- 9. Tomatoes (is, are) easy to grow. Growing tomatoes (is, are) especially easy in hot climates.
- 10. Getting to know students from all over the world (is, are) one of the best parts of my job.
- 11. Where (does, do) your parents live?
- 12. Annie had a hard time when she was coming home from the store because the bag of groceries (was, were) too heavy for her to carry.
- 13. Why (was, were) Yoko and Alex late for the meeting?
- 14. (Is, Are) having the responsibility for taking care of pets good for young children?
- 15. I like to go shopping when I'm on vacation, but I don't buy many things. A lot of the stuff* in tourist shops (is, are) cheaply made and overpriced.



Exercise 9. Listening. (Chart 6-2)

Track 35

Listen to the beginning of each sentence. Choose the correct verb.

Example: You will hear: The student . . .

You will choose: (know, knows) the assignment.

- (know, knows) basic math calculations.
- 2. (know, knows) when the assignments are due.
- 3. (know, knows) how to use a thesaurus.
- 4. (know, knows) the classroom routine.
- 5. (know, knows) her expectations.
- (know, knows) how to use the internet. 6.
- 7. (know, knows) how to use sign language.
- (know, knows) where to go in case of fire.

Exercise 10. Warm-up. (Chart 6-3)

Look at the verbs in blue. How do you know when to use a singular or a plural verb?

- 1. Some of this book is interesting.
- 2. Some of those books are interesting.
- 3. Most of those books are interesting.
- 4. Most of the book is interesting.
- 5. One of those books is Linda's.
- 6. Each of those books is yours.

^{*}stuff = a noun used in informal English to refer to a group of things. For example: My stuff is in my backpack. My stuff = my books, pens, gym clothes, etc.

6-	3 Subject-Verb	Agreement: Using	Expressions of Quantity
	Singular Verb	Plural Verb	
(a) (c) (e) (g)	Some of the book is good. A lot of the equipment is new. Two-thirds of the money is mine. Most of our homework is easy.	 (b) Some of the books are good. (d) A lot of my friends are here. (f) Two-thirdonateam.com here. (h) Most of our assignments are easy. 	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows of. For example, in (a) and (b): some of + singular noun = singular verb some of + plural noun = plural verb
(i) (j) (k)	One of my friends is here. Each of my friends is here. Every one of my friends is here.		EXCEPTIONS: One of, each of, and every one of take singular verbs. one of each of every one of every one of
(1)	None of the boys is here.	(m) None of the boys are here.	Subjects with <i>none of</i> used to be considered singular in very formal English, but plural verbs are often used in informal English and sometimes even in formal writing.
(n)	The number of students in the class is fifteen.	(o) A number of students were late for class.	COMPARE: In (n): <i>The number</i> is the subject. In (o): <i>A number of</i> is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

Exercise 11. Looking at grammar. (Chart 6-3)

Choose the correct completions. <u>Underline</u> the word(s) that determine whether the verb is singular or plural.

- 1. Some of the fruit in this bowl ((is,) are) rotten.
- Some of the apples in that bowl (is, are) rotten.
- 3. Most of the movie (is, are) funny.
- 4. Most of the movies (is, are) funny.
- 5. Half of the students in the class (is, are) from Arabic-speaking countries.
- 6. Half of this money (is, are) yours.
- 7. A lot of the students in the class (is, are) from Southeast Asia.
- 8. A lot of clothing in those stores (is, are) on sale this week.
- 9. One of my best friends (is, are) coming to visit me next month.
- 10. Each boy in the class (has, have) his own notebook.
- 11. Each of the boys in the class (has, have) his own notebook.

12. Every one of the students (is, are) required to take the final test. 13. None of the animals at the zoo (is, are) free to roam. All of them (is, are) in enclosures. 14. A number of students (is, are) absent today. 15. The number of employees in my company (is, are) approximately ten thousand. 16. One of the chief materials in bones and teeth (is, are) calcium. 17. (Does, Do) all of the students have their books? 18. (Does, Do) all of this homework have to be finished by tomorrow? 19. Why (was, were) some of the students excused from the examination? 20. Why (was, were) one of the students excused from the examination? Exercise 12. Looking at grammar. (Chart 6-3) Take turns making sentences. Work with a partner or in small groups. ... is/are unusual. ... is/are secondhand. 11. The furniture 1. The story \rightarrow The story is unusual. 2. The stories 12. A lot of the furniture 3. Some of the story 13. A lot of the chairs 4. Some of the stories 14. Some of the furniture 15. Half of the furniture 5. Two-thirds of the story 6. One of the stories 16. None of the furniture 7. Each of the stories 17. Some of the chairs 18. Three-fourths of the furniture 8. None of the story 9. None of the stories 19. Seventy-five percent of the furniture 10. A number of stories 20. Half of the chairs Exercise 13. Warm-up. (Chart 6-4) Complete the sentences with your own words. 1. Think about (or look around) your classroom. There are ______ in my classroom. There is _______ in my classroom.

2. Think about (or look around) your bedroom. There are in my bedroom. There is ______ in my bedroom.

Subject-Verb Agreement: Using There + Be

(a) There is a fly in the room.

(b) There are three windows in this room.

There + be introduces the idea that something exists in a particular place.

There + be + subject + expression of place*

The subject follows be when there is used.

In (a): The subject is a fly. (singular)

In (b): The subject is three windows. (plural)

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(c) INFORMAL: There's two sides to every story.

In informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (c). The use of this form is fairly frequent but is not generally considered to be grammatically correct.

Exercise 14. Looking at grammar. (Chart 6-4)

Choose the correct completions.

- 1. There (isn't, aren't) any letters in the mail for you today.
- 2. There (isn't, aren't) any mail for you today.
- 3. There (is, are) a lot of problems in the world.
- 4. There (is, are) a hole in his sock.
- 5. How many kinds of birds (is, are) there in the world?
- 6. Why (isn't, aren't) there a hospital close to those villages?
- 7. There (was, were) a terrible earthquake in Iran last year.
- 8. Why (is, are) there a shortage of available apartments for rent in this city at present?
- 9. There (is, are) more women than men in my office.
- 10. There (has been, have been) a line in front of that theater every night for the past two weeks.
- 11. How many wars do you suppose there (has been, have been) in the history of the world?

Exercise 15. Listening. (Chart 6-4)



Choose the words you hear. For many of the sentences, you will hear reductions of the given words. NOTE: Is + there can sound like "ih-zehr." For example, Is there ("ih-zehr") a doctor Track 36 in the house?

There's a spider on the wall. Example: You will hear: You will choose: (There is) There are

1. There is There are 5. Is there Are there

2. there is there are

Are there 6. Is there

3. There is There are 7. there is there are

4. There is There are 8. Is there Are there

^{*}Sometimes the expression of place is omitted when the meaning is clear. For example, There are seven continents. The implied expression of place is clearly in the world.

Exercise 16. Let's talk. (Chart 6-4)

Using there and be, name four or five things that exist in the given places. Work in small groups or as a class.

Example: in this book

SPEAKER A: There are exercises in this book. SPEAKER B: There's an index in this book.

Speaker C: There are illustrations in this book.

- 1. on this page
- 4. on an airplane
- 2. in this room
- 5. in the world
- 3. in this city
- 6. in outer space

Exercise 17. Let's talk and write. (Chart 6-4)

Choose the correct verb in each sentence. Based on the city/town you're in now, do you agree or disagree with each statement? Circle yes or no. Afterward, write four more true sentences about this city/town. Begin your sentences with There is/There are. Share some of them with the class.

- 1. There (is, are) good public transportation. yes
- no

2. There (is, are) clean air.

ves no

3. There (is, are) enough recreation areas.

yes no

4. There (is, are) good restaurants.

yes no

5. There (is, are) excellent medical facilities.

yes no

Exercise 18. Warm-up. (Chart 6-5)

Look at the subjects and verbs (in blue) in each pair of sentences. Some of them are "exceptions to the rule." For example, nouns that end in -s usually take a plural verb, but sometimes not. Look for these irregularities.

- 1. a. Nations are groups of people who share a common identity.
 - b. The United Nations is an international organization.
- 2. a. Kilometers are measures of distance.
 - b. Seven kilometers is too far for me to run.
- 3. a. Mix and fix are verbs.
 - b. Six and six is twelve.
- 4. a. Whales are mammals.
 - b. People are mammals.
- 5. a. English is a language.
 - b. The English are concerned about global warming.

Subject-Verb Agreement: Some Irregularities

Singular Verb

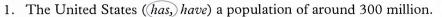
Singular vero		
 (a) The United States is big. (b) The Philippines consists of more than 7,000 islands. (c) The United Nations has its headquarters in New York City. (d) Harrods is a department store. 		Sometimes a proper noun that ends in -s is singular In the examples, if the noun is changed to a pronoun, the singular pronoun it is used (not the plural pronoun they) because the noun is singular. In (a): The United States = it (not they)
(e) The news is interesting	J.	News is singular.
(f) Mathematics is easy fo	or her. <i>Physics is</i> easy for her too.	Fields of study that end in -ics require singular verbs.
(g) Diabetes is an illness.		Certain illnesses that end in -s are singular: diabetes, measles, mumps, rabies, rickets, shingles.
(h) Eight hours of sleep is (i) Ten dollars is too much (j) Five thousand miles is	n to pay.	Expressions of time, money, and distance usually require a singular verb.
(k) Two and two is four. Two and two equals fo Two plus two is/equals (1) Five times five is twent	s four.	Arithmetic expressions require singular verbs.
Plural Verb		
(m) Those people are from (n) The police have been (o) Cattle are domestic an (p) Fish live under water.	called.	People,* police, cattle, and fish do not end in -s, but they are plural nouns in the example sentences and require plural verbs.
Singular Verb	Plural Verb	
 (q) English is spoken in many countries. (s) Chinese is his native language. 	 (r) The English drink tea. (t) The Chinese have an interesting history. 	In (q): <i>English</i> = language In (r): <i>The English</i> = people from England Some nouns of nationality that end in <i>-sh</i> , <i>-ese</i> , and <i>-ch</i> can mean either language or people, e.g., <i>English</i> , <i>Spanish</i> , <i>Chinese</i> , <i>Japanese</i> , <i>Vietnamese</i> , <i>Portuguese</i> , <i>French</i> .
	(u) The poor have many problems.(v) The rich get richer.	A few adjectives can be preceded by <i>the</i> and used as a plural noun (without final <i>-s</i>) to refer to people who have that quality. Other examples: <i>the young, the elderly, the living, the dead, the blind, the deaf, the disabled</i>

^{*}The word people has a final -s (peoples) only when it is used to refer to ethnic or national groups: All the peoples of the world desire peace.

the disabled.

☐ Exercise 19. Looking at grammar. (Chart 6-5)

Choose the correct completions.







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- 3. The New York Times (is, are) an established and respected newspaper.
- 4. Physics (seek, seeks) to understand the mysteries of the physical world.
- 5. Statistics (is, are) a branch of mathematics.
- 6. The statistics in that report on oil production (is, are) incorrect.*
- 7. Fifty minutes (is, are) the maximum length of time allowed for the exam.
- 8. Twenty dollars (is, are) an unreasonable price for the necklace.
- 9. Many people in the world (does, do) not have enough to eat.
- 10. The police (is, are) prepared in case there is a riot.
- 11. Rabies (is, are) an infectious and often fatal disease.
- 12. The French (is, are) proud, independent people.
- 13. French (is, are) not my native language.
- 14. Many Japanese (commutes, commute) to their places of work.
- 15. Portuguese (is, are) somewhat similar to Spanish, (isn't it, aren't they)?
- 16. The poor (is, are) helped by government programs.
- 17. The blind (want, wants) the rest of us to treat them the same way we treat everyone else.
- 18. The effect of a honeybee's sting on a human being (*depends*, *depend*) on that person's susceptibility to the bee's venom. Most people (*is*, *are*) not in danger if they are stung, but there (*has*, *have*) been instances of allergic deaths from a single honeybee sting.

Exercise 20. Game. (Chart 6-5)

Check your knowledge by choosing the correct words (or numbers) in parentheses. Then complete the sentences with *is* or *are*. Work in pairs or small groups. (The correct answers can be found on page 476.)

- 1. (The Scots, The Irish, The English) ___are__ famous for educational institutions like Oxford and Cambridge.
- 2. (Statistics, Linguistics, Physics) _____ the study of the structure and nature of language.
- 3. (Diabetes, Measles, Rabies) ______ a blood-sugar illness.
- 4. (English, French, Afrikaans) _____ the official language of Namibia.

^{*}Statistics is singular when it refers to a field of study (e.g., Statistics is an interesting field of study.). When it refers to particular numbers, it is used as a count noun: singular = one statistic (no final -s); plural = two statistics. For example, This statistic is correct. Those statistics are incorrect.

- 5. People from Canada _____ called (Canadas, Canadians, Canadese). 6. Approximately (60 percent, 70 percent, 80 percent) of the earth _____ covered by water, but only (one percent, ten percent, twenty percent) of the earth's water _____ drinkable. 7. $312 \times .5 + 100$ ______ (227, 275, 256). 8. (The United Arab Emirates, The Northerlands, The Philippines) _____ in the Northern for the Northern in the Northern
- Hemisphere (i.e., north of the equator).
- 9. (Fish, Whales, Cattle) _____ not mammals.

Exercise 21. Let's talk. (Chart 6-5)

Work in small groups. Take turns giving answers.

- 1. How many hours of sleep is enough for you? How are you affected if you don't get that amount of sleep?
- 2. Write one math equation for each answer: 250, 75, 700, and 1,000. Use addition, subtraction, multiplication, or division. Read the equations aloud for others to answer.
- 3. What do you think is a reasonable amount of money to pay for school supplies and textbooks for one term?
- 4. What do you think is a manageable distance for a person to commute to and from a job? Give your answer in miles or kilometers.
- 5. In your opinion, what advantages do the old have over the young? The young over the old?
- 6. Consider various school subjects: science (biology, chemistry, etc.), mathematics (algebra, geometry, etc.), languages, etc. Which class is easy for you to understand? Which is difficult for you? Which is the most enjoyable?
- 7. Think of a country that has a history you're familiar with. Share some information about the people (the Chinese, the French, the Egyptians, etc.) of this country. Which country has a history you'd like to know more about?

Exercise 22. Looking at grammar. (Charts $6-2 \rightarrow 6-5$)

Your teacher will give you phrases to complete with *is* or *are*. Close your book for this activity.

Example:

TEACHER (book open): Women SPEAKER A: (book closed): are

TEACHER (book open): Every man, woman, and child

SPEAKER B (book closed): is

- 1. A woman and her child
- 2. One of the countries I would like to visit
- 3. Some of the cities I would like to visit
- 4. A number of students
- 5. Ten minutes
- 6. Most people

- 7. Chinese
- 8. The Chinese
- 9. The poor in my country
- 10. Washing the dishes
- 11. The United States
- 12. This exercise on subject-verb agreement

	Exercise 23. Looking at grammar. (Charts $6-2 \rightarrow 6-5$) Your teacher will give you phrases to complete with <i>is</i> or <i>are</i> . Close your book for activity.	this	
	Example: TEACHER (book open): His idea \ interesting STUDENT A (book closed): His idea is interesting.		
	 His ideas \ interesting Some of the people \ friendly One of the girls \ absent Italian \ a Romance language Two-thirds of the food \ gone The clothes in that store \ expensive The clothing in those stores \ inexpense Most of the stores in tourist towns \ or 		ed
	Exercise 24. Let's talk. (Charts 6-2 -> 6-5) Choose the correct verb in each sentence. Are the sentences true in your opinion? or <i>no</i> . Share some of your answers with the class.	Circle	yes
	1. The United Nations (has, have) an important role in today's world.	yes	no
	2. Mathematics (is, are) an interesting subject.	yes	no
	3. Both boys and girls (needs, need) to learn how to do housecleaning.	yes	no
	4. Every girl and boy in my country (needs, need) to have		
	immunizations for certain diseases before entering public school.	yes	no
	5. Two hours of homework per day (is, are) too much for elementary		
	school children.	yes	no
	6. Having good computer skills (is, are) necessary if you want to get a high-paying job.	yes	no
	7. One of the biggest problems in the world today (is, are) the lack of		
	clean, fresh drinking water for significant numbers of people.	yes	no
	8. We may come from different cultures and have different customs,		
	but I believe that people across the world (is, are) more alike than		
	different.	yes	no
1	Exercise 25. Game. (Charts $6-2 \rightarrow 6-5$)		
	Work in teams. Decide if the sentences are correct (C) or incorrect (I). If incorrect necessary changes. Your teacher will give you a time limit. The team with the most answers wins.		
	C I was		
	✓ 2. The economy is not doing well.		
	3. Economists is worried.		
	4. Economics is a field of study.		

C	I
	5. Where's Kenya on the map?
	6. Where's my gloves? I can't find them.
	7. More men than women are left-handed.
	8. Chinese have more than fifty thousand written characters.
<u> </u>	9. About two-thirds of the Vietnamese works in agriculture.
	10. Two hours is too long to wait, don't you think?
_	11. How many people is there in Canada?
	12. What is the population of Canada?
_	13. Everybody in my family enjoys music and reading.
	14. Some of the movies these days contains too much violence.
	ercise 26. Looking at grammar. (Chapter 6) applete the sentences. Use the simple present form of the verbs in parentheses.
1.	My alarm clock (ring) <u>rings</u> at seven every morning.
2.	There (be) a lot of sheep in the field.
3.	One of my friends (keep) a goldfish bowl on her kitchen table.
4.	Sensitivity to other people's feelings (make) Giorgio a kind person.
5.	Each car, truck, and motorcycle (be) stopped at the border by customs officials
6.	My driver's license (be) in my wallet.
7.	(Do) Sergei's uncle live in the suburbs?
8.	(Do) most of the students live in the dormitories?
9.	An orange and black bird (be) sitting in that tree.
10.	An orange bird and a black bird (be) sitting in that tree.
11.	The insurance rates on our car (be) high because we live in a city.
12.	(Be) January and February the coldest months of the year in the Northern Hemisphere?
13.	Almost two-thirds of the land in the southwestern areas of the country (be) unsuitable for farming.
14.	A car with poor brakes and no brake lights (be) dangerous.

- 15. Almost all the information in those texts on the Aztec Indians and their civilization _____ to be well researched.
- 16. Every day there (be) _____ more than a dozen traffic accidents in the city.
- 17. No news (be) _____ good news.
- 18. Four hours of skiing (provide) _ plenty of exercise.



Exercise 27. Check your knowledge. (Chapter 6)

Correct the errors in subject-verb agreement. Some sentences contain no errors.

- 1. The books in my office is very valuable to me.
- 2. All of the windows in our house were broken in the earthquake. (no errors)
- 3. A lot of the people in my class works during the day and attends class in the evening.
- 4. Many of the satellites orbiting the earth is used for communications.
- 5. The news about the long-range effects of air pollution on the development of children's lungs is disturbing.
- 6. Studying a foreign language often lead students to learn about the culture of the countries where it is spoken.
- 7. One of the most common names for dogs in the United States are "Rover."
- 8. A number of planes were delayed due to the snowstorm in Denver.
- 9. Most of the mountain peaks in the Himalayan Range is covered with snow the year round.
- 10. The number of passengers affected by the delays was great.
- 11. Seventy-five percent of the people in New York City lives in upstairs apartments, not on the ground floor.
- 12. Approximately 76 percent of all the data in computers around the world is in English.

- 13. Unless there are a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.
- 14. While I was in Paris, some of the best food I found were not at the well-known eating places but in small out-of-the-way cafés.



Exercise 28. Let's talk. (Chapter 6)

Work in small groups. Share your experiences as second language learners. Discuss the following questions and any other thoughts that occur to you. Summarize some of your group's conclusions for the rest of the class. Listen to each other for subject-verb agreement.

- 1. How much English do you speak and read outside the classroom? Is using English in class sufficient for you to meet your language-learning goals? What are some good ways to get practice with English outside the classroom?
- 2. Do you avoid certain situations if you have to speak English? For example, speaking on the phone? Attending a party? Participating in class discussion?
- 3. Are you afraid of making mistakes when you speak? Everyone who is learning a second language makes mistakes. It's part of the process. Do mistakes matter?

Exercise 29. Let's talk and write. (Chapter 6)

Tell a fairy/folk tale from your country or from your imagination. Present your story to a small group or to the class in five minutes or less. Begin your tale with Once upon a time, there was/were. Listeners can write short summaries of each story.

Once upon a time, there was a mother duck who was sitting on her nest of eggs. Example: Suddenly they began to hatch. Six cute, yellow ducklings popped out of their shells, but the seventh had gray feathers and looked very strange. The ugly duckling struggled to fit in, but he felt that nobody wanted him because he looked so different from all the others.* Etc.

^{*}Adapted from The Ugly Duckling by Hans Christian Andersen.

Write the plural forms	of the given nouns.			
1. one child, two	<u>children</u>	8.	one woman, two	 _
2. one branch, two		9.	one echo, two	 _
3. one mouse, two		10.	one photo, two	

ł.	one enemy, two	 11.	one zero, two	
5.	one valley, two	 12.	one crisis, two	
ó.	one shelf, two	 13.	one curriculum, two	

14. one offspring, two

11. wolf

Did you see any ____ at the zoo?

Exercise 2. Warm-up. (Chart 7-1)

Last night I ate a lot of _____.

7. one belief, two

5. carrot

Complete the sentences with the plural forms of the given nouns.

Exercise 1. What do I already know? (Chart 7-1)

۱.	tomato _	tomatoes	7.	kangaroo	
2.	potato _		8.	goose	
3.	fish _		9.	donkey	
1.	sandwich _		10.	deer	



(a)	song—songs			The plural of most nouns is formed by adding final -s.*
(b)	box—boxes			Final -es is added to nouns that end in -sh, -ch, -s, -z, and -x.*
(c)	baby—babies		fonateam.com	The plural of words that end in a consonant + -y is spelled -ies.*
(d)	man— <i>men</i> woman— <i>women</i> child— <i>children</i>	ox—oxen foot—feet goose—gees	tooth—teeth mouse—mice louse—lice	The nouns in (d) have irregular plural forms that do not end in -s
(e)	echo—echoes hero—heroes	potato—pota tomato—tom		Some nouns that end in -o add -es to form the plural.
(f)	auto—autos ghetto—ghettos kangaroo—kangaroos kilo—kilos memo—memos	photo—photo piano—piano radio—radios solo—solos soprano—so	s tatoo— <i>tatoos</i> video— <i>videos</i> zoo— <i>zoos</i>	Some nouns that end in -o add only -s to form the plural. NOTE: When in doubt, use your dictionary or spellcheck.
(g)	memento—mementoes/n mosquito—mosquitoes/n tornado—tornadoes/torn	nosquitos	volcano—volcanoes/volcanos zero—zeroes/zeros	Some nouns that end in -o add either -es or -s to form the plural (with -es being the more usual plural form).
(h)	calf—calves half—halves knife—knives leaf—leaves	life—lives loaf—loaves self—selves shelf—shelve	thief—thieves wolf—wolves scarf—scarves/scarfs	Some nouns that end in -f or -fe are changed to -ves to form the plural.
(i)	belief—beliefs chief—chiefs	cliff—cliffs roof—roofs		Some nouns that end in -f simply add -s to form the plural.
(j)	one deer—two deer one fish—two fish** one means—two means one offspring—two offspr		one series—two series one sheep—two sheep one shrimp—two shrimp*** one species—two species	Some nouns have the same singular and plural form: e.g., One deer is Two deer are
	criterion—criteria		nalysis—analyses pasis—bases prisis—crises	Some nouns that English has borrowed from other languages have foreign plurals.

^{*}For information about the pronunciation and spelling of words ending in -s/-es, see Chart 6-1, p. 85.

^{**}Fishes is also possible but rarely used.

^{***}Especially in British English, but also occasionally in American English, the plural of shrimp can be shrimps.

☐ Exercise 3. Game. (Chart 7-1)

Divide into teams of three to five members. The leader has paper and a pen. Use Chart 7-1 to list plural nouns that fit the given categories.

The team that comes up with the most words within the given time limit wins. Be ready to explain a choice if another team questions it. Your teacher will decide if the word belongs on the list.

Example: things that cause people physical problems

TEAM A LEADER writes: mosquitoes, lice, tornadoes, autos, etc.

TEAM B: How do autos cause physical problems?

TEAM A: They hit people.

TEACHER: We'll accept autos on the list.

Make a list of:

- 1. things that you find in nature
- 2. things that you see every day
- 3. things in life that can be dangerous
- 4. things that you can hear

☐ Exercise 4. Looking at spelling. (Chart 7-1)

Write the plural form of each word in the correct column. Some forms have two possible spellings.

√belief	√deer	leaf	photo	tomato
box	fish	life	potato	video
chief	√hero	loaf	scarf	wolf
class	kilo	match	sheep	zoo
cloud	√knife	memo	shelf	

-8	-es	-ves	no change
beliefs	heroes	knives	deer
			5
			1

	te the correct forms of the given nouns. Use each noun only one time.
	attorney discovery /match piano beach laboratory medium phenomenon box man ox /tooth cliff
	fonateam.com
1.	The baby has been crying and not sleeping well at night because she is getting her first
2.	I need some to light the fire.
3.	Studies are showing that process information differently from women.
4.	Maria needed some legal advice for her businesses, so she contacted two
5.	New scientific are made every day in throughout the world.
6.	The farmer loaded his cart with of fresh vegetables to take to market
	His cart was pulled by two
	A THE PROPERTY OF THE PARTY OF
7.	The north side of the island has no for people to walk on. There are only steep No one can climb these steep walls of rock.
8.	The music building at the university has 27 for students to play on. Students need to sign up for practice times.
9.	Thunder and lightning are of nature.
10.	People get most of their news about the world through the mass, that is, through radio, television, the internet, newspapers, and magazines.

	Exercise	6.	Looking	at	grammar.	(Chart	7-1)	
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Change the nouns to plural as necessary. Do not change any other words.

Bacteria

- (1) Bacterium are the smallest living thing. They are simple organism that consist of one cell.
- (2) Bacterium exist almost everywhere. They are in the air, water, and soil* as well as in the body of all living creature.
- (3) There are thousand of kind of bacterium. Most of them are harmless to human being, but some cause diseases such as tuberculosis and pneumonia.
- (4) Virus are also microscopic organism, but virus live in the cell of other living thing. By themselves, they are lifeless particle that cannot reproduce, but inside a living cell they become active and can multiply hundred of time.
- (5) Virus cause many disease. They infect human being with such illness as influenza, the common cold, measles, and AIDS (Acquired Immune Deficiency Syndrome).
- (6) Virus are tiny. The virus that causes AIDS is 230 million** times smaller than the period at the end of this sentence. Some viral infection are difficult or impossible to treat.

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

Decide if the words in blue refer to one person or more than one person. If the meaning is one, write 1. If the meaning is more than one, write 2.

1. his sisters' opinions ____

4. my sons' school ____

2. his sister's opinions ____

5. the men's hats ____

3. my son's school ____

6. the man's hats ____

^{*}Air, water, and soil are used as noncount nouns and thus have no plural form. See Chart 7-4 for information about noncount nouns.

^{**}When the words hundred thousand, million, and billion are used with numerals, they remain in their singular form: Six hundred employees will attend the company picnic this year. There are three thousand entrants in the photo contest.

When they are used without numerals to indicate an indefinite but large number of something, they are used in their plural form: Hundreds of people came to the concert. There are thousands of earthquakes in the world every year. Millions of people in the world are starving.

Singular Noun Possessive Form		To show possession, add an apostrophe (') and -s to a		
(a) the girl (b) Tom (c) my wife (d) a lady (e) Thomas	the girl's Tom's my wife's fonatea a lady's Thomas's/Thomas'	singular noun: The girl's book is on the table. If a singular noun ends in -s, there are two possible fam.COMAdd an apostrophe and -s: Thomas's book. 2. Add only an apostrophe: Thomas' book.		
Plural Noun Possessive Form		Add only an apostrophe to a plural noun that ends in -s:		
(f) the girls(g) their wives(h) the ladies(i) the men(j) my children	the girls' their wives' the ladies' the men's my children's	The girls' books are on the table. Add an apostrophe and -s to plural nouns that do not in -s: The men's books are on the table.		
(k) Alan and Lisa's	apartment is on the third floor.	When two (or more) names are connected by <i>and</i> , only the final name shows possession.		

1.	(Mrs. Smith)Mrs. Smith's husband often gives her flowers.
2.	The (boy) hat is red.
3.	The (boys) hats are red.
4.	The (children) toys are all over the floor.
5.	I fixed the (child) bicycle.
6.	(Sally) last name is White.
7.	(Bess) last name is Young.
8.	There are many problems in (today) world.
9.	It would cost me a (month) salary to buy that refrigerator.
10.	We went to (Jack and Larry) house for dinne

1. I enjoy visiting -friend- houses.

necessary.

friend's

2. When I was in Chicago, I stayed at a -friend- house.

friends'

3. My uncle is my father brother.

4.	I have four aunts. All of my aunt homes are within walking distance of my mother apartment.
5.	Esteban's aunt oldest son is a violinist.
6.	Bill wife is a factory worker.
7.	I walked into my boss office.
8.	I borrowed the secretary pen to fill out the application form.
9.	Five astronauts were aboard the space shuttle. The astronaut safe return to earth was a
	welcome sight to millions of television viewers.
10.	It is the people right to know what the city is going to do about the housing problem.
11.	Quite a few diplomats are assigned to our city. Almost all of the diplomat children attend a
	special school.
12.	A diplomat work invariably involves numerous meetings.
Exe	ercise 10. Looking at grammar. (Chart 7-2)

Correct the errors in the use of possessive nouns by adding apostrophes as necessary.

- 1. Texas is a leading producer of petroleum and natural gas. It is one of the world s largest storage areas for petroleum.
- 2. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an individuals personal characteristics, such as friendliness or trustworthiness.
- 3. Many mythological stories tell of heroes encounters with giants or dangerous animals. In one story, the heros encounter with a dragon saves a village from destruction.
- 4. Childrens play is an important part of their lives. It teaches them about their environment while they are having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults toys are usually much more expensive than childrens toys.

Exercise	11.	Warm-up.	(Chart 7-3)

Which nouns in the list commonly follow the nouns *computer* and *airplane*?

	error	passenger	phot	SCIECTI	SKIIIS	licket	
1.	computer			2. airplane			
	computer			airplane			
	computer			airplane			

01-111-

. . 1. . .

7-3 Nouns as Adjectiv	res
The soup has vegetables in it. (a) It is <i>vegetable soup</i> . The building has offices in it. (b) It is an <i>office building</i> .	When a noun is used as an adjective, it is in its singular form.* INCORRECT: vegetable -S soup
The test lasted two hours. (c) It was a <i>two-hour test</i> . Her son is five years old. (d) She has a <i>five-year-old son</i> .	fonateambeoused as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used. INCORRECT: She has a five year-s- old son.

ra.	Evereice	12	Looking	at	aramamar.	(Chart 7 2)
	Exercise	4.	LOOKING	aı	grammar.	(Chart /-3)

Complete the sentences with the words in *italics*. Use the singular or plural form as appropriate. Include hyphens (-) as necessary.

ppropriate. Inc	rude hyphens (-) as necessary.
1. shoe	They sell <u>shoes</u> at that store. It is a <u>shoe</u> store.
2. flower	My garden has in it. It is a garden.
3. bean	This soup is made from black It is black soup.
4. baby	People can buy special food in small jars for It is called food.
5. child	Dr. Adams is trained as a psychologist for She is a psychologist.
6. salad	At a formal dinner, there are usually two forks on the table. The smaller fork is for fork.
7. mosquito	In tropical climates, sometimes it is necessary to hang a net over a bed to protect the sleeper from It is called a

^{*}Adjectives never take a final -s (INCORRECT: beautiful s pictures). See Appendix Chart A-2.

	8. $tvo + hour$				wa	it.
		We had to v	vait for		··	
	9. $ten + year + old$	My brother	is		I have a	1
					brother.	
	10. three + letter	Arm and do	g are		words. Eac	ch
		word has _				
Ì		k of common exp	pressions in w		nouns are used to modify n the given time wins.	7
	Example: flower $\rightarrow a$	flower vase, a flow	ver garden, a flo	ower shop, etc.		
	1. cotton	5. telephone	9. m	orning	13. kitchen	
	2. grammar	6. mountain	10. str	reet	14. baby	
	3. birthday	7. government	11. ne	wspaper	15. vegetable	
	4. chicken	8. football	12. hc	otel	16. bicycle	
CD I ack 37	You will he	oose: professor	professo	o well-known ors college ed college profe professor	colleges essor.	
	1. taxi	taxis	driver	drivers		
		drivers	taxi	taxis		
		offices	manager	managers		
		managers	office	offices		
		airplanes	seat	seats		
	-	airplanes	seat	seats		
	7. school	schools	activity	activities		
	8. school	schools	activity	activities		
)	Exercise 15. War Choose all the correct		7-4)			
	1. I got one a. letter	b. postcard	d c.	package	d. mail	
	My room has on a. chair	e b. furnitur	re c.	table	d. bed	

7-4 Count and Noncount Nouns

(a) I bought a chair. Sam bought three chairs.

(b) We bought some furniture.

INCORRECT: We bought some furniture s...

INCORRECT: We bought a furniture.

Chair is called a "count noun." This means you can count chairs: *one chair, two chairs, etc.*

Furniture is called a "noncount noun." In grammar, you cannot use numbers (one, two, etc.) with the word furniture.

	Singular	Plural	team.com
Count Noun	a chair one chair	two chairs some chairs a lot of chairs many chairs O chairs*	A count noun: (1) may be preceded by <i>alan</i> or <i>one</i> in the singular. (2) takes a final <i>-s/-es</i> in the plural.
Noncount Noun	some furniture a lot of furniture much furniture © furniture*		A noncount noun: (1) is not immediately preceded by <i>a</i> / <i>an</i> or <i>one</i> . (2) has no plural form, so does not add a final <i>-s</i> / <i>-es</i> .

^{*}Ø = nothing (i.e., no article or other determiner).

Exercise 16. Looking at grammar. (Chart 7-4)

Look at the *italicized* nouns. Write "C" above the count nouns and "NC" above the noncount nouns.

c c

NC

- 1. I bought some chairs, tables, and desks. In other words, I bought some furniture.
- 2. Michiko likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.
- 3. We saw beautiful mountains, fields, and lakes on our trip. We saw beautiful scenery.
- 4. Gold and iron are metals.
- 5. I used an iron to press my wrinkled shirt.
- 6. They have a rusty *car* without an *engine*, broken *furniture*, and an old *refrigerator* in their front yard. Their yard is full of *junk*.



7-	5 Noncount Nouns	经 国际 10 的 20 的
(a)	I bought some chairs, tables, and desks. In other words, I bought some <i>furniture</i> .	Many noncount nouns refer to a "whole" that is made up of different parts. In (a): furniture represents a whole group of things that is made up of similar but separate items.
(b)	I put some sugar in my coffee.	In (b): sugar and coffee represent whole masses made up of individual particles or elements.*
(c)	I wish you <i>luck</i> .	Many noncount nouns are abstractions. In (c): <i>luck</i> is an abstract concept, an abstract "whole." It has no physical form; you can't touch it; you can't count it.
(d)	Sunshine is warm and cheerful.	A phenomenon of nature, such as <i>sunshine</i> , is frequently used as a noncount noun, as in (d).
(e) (f)	NONCOUNT: Ann has brown hair. COUNT: Tom has a hair on his jacket. NONCOUNT: I opened the curtains to let in some light. COUNT: Don't forget to turn off the light before you go to bed.	Many nouns can be used as either noncount or count nouns, but the meaning is different, e.g., <i>hair</i> in (e) and <i>light</i> in (f). (Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usage of nouns.)

^{*}To express a particular quantity, some noncount nouns may be preceded by unit expressions: a spoonful of sugar, a glass of water, a cup of coffee, a quart of milk, a loaf of bread, a grain of rice, a bowl of soup, a bag of flour, a pound of meat, a piece of furniture, a piece of paper, a piece of jewelry.

7-6 Some Common Noncount Nouns

This list is a sample of nouns that are commonly used as noncount nouns. Many other nouns can also be used as noncount nouns.

- (a) WHOLE GROUPS MADE UP OF SIMILAR ITEMS: baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, stuff, traffic, etc.
- (b) FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
- (c) solibs: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
- (d) GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
- (e) PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.
- (f) ABSTRACTIONS:
 - —beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.
 - -advice, information, news, evidence, proof, etc.
 - -time, space, energy, etc.
 - -homework, work, etc.
 - -grammar, slang, vocabulary, etc.
- (g) LANGUAGES: Arabic, Chinese, English, Spanish, etc.
- (h) FIELDS OF STUDY: chemistry, engineering, history, literature, mathematics, psychology, etc.
- (i) RECREATION: baseball, soccer, tennis, chess, bridge, poker, etc.
- (j) ACTIVITIES: driving, studying, swimming, traveling, walking (and other gerunds)
- (k) NATURAL PHENOMENA: weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.

Exercise 17. Looking at grammar. (Charts 7-3, 7-5, and 7-6)

Add final -s/-es to the nouns in *italics* if necessary. Do not add or change any other words.

1. Isabel always has fresh egg_{\wedge} available because she raises *chicken* in her yard.

- 2. I had *chicken* and *rice* for dinner last night. (*no change*)
- 3. Outside my window, I can see **adopateum**, both grass, dirt, and flower.
- 4. Abdullah gave me some good advice. Nadia also gave me some good suggestion.
- 5. Yoko learned several new word today. She increased her vocabulary today.
- 6. I drank two glass of water.
- 7. Window are made of glass.
- 8. Mr. Chu wears glass because he has poor eyesight.
- 9. It took me a lot of time to finish my homework. I had a lot of assignment.
- 10. I have been in Mexico three time. I've spent a lot of time there.
- 11. The air is full of *smoke*, *dust*, carbon *monoxide*, and many other harmful *substance*. We must try to reduce air *pollution*.
- 12. I like to read good *literature*. I especially like to read *novel*, *poetry*, and *essay*. My favorite *poet* are Longfellow and Wordsworth. I have always liked their *poem*.
- 13. I like to experience different season. I like both hot and cold weather.
- 14. Being a parent has brought me a lot of *happiness*. Parenting requires a lot of *patience*, but it provides many *reward*.
- 15. There are more *star* in the universe than there are *grain* of *sand* on all the beaches on earth.
- 16. The true sign of intelligence is not knowledge but imagination.*

Exercise 18. Game. (Chart 7-6)

Work in teams. The leader has paper and a pen. The teacher will say a noncount noun. Working together, make a list of things that belong to this category until the teacher says "Stop." The team with the most nouns in a list is the winner of that list.

Example:

TEACHER (book open): mail

LEADER writes (book closed): mail

TEAM to LEADER (book closed): letters, postcards, packages, etc.

- 1. fruit
- 4. garbage
- 2. jewelry
- 5. traffic
- 3. clothing
- 6. office equipment

^{*}This is a quote from Albert Einstein, Nobel Prize winner in physics.

Con	plete the senten		ns. Add final -s/-	7-6) -es if necessary. Use each noun correct word in parentheses.
	advice change coin computer	definition equipment homework information	music problem progress river	symphony traffic truck vocabulary
1.	Yes, I have some	e money. I have a few	coins	in my pocket. In other words,
	I have some	change in n	ny pocket.	
2.	The Mississippi	, the Amazon, and the	Nile are well-kno	wn
3.	I like to listen to	operas,		, and folk songs. I enjoy
		and listen to it o	ften on my iPod.	
4.	The street is full		, and buse	es. In other words, it is full of
5.	There are		copiers, telephon	es, and staplers in a typical
	business office.	A business office need	s a lot of	
6.	Tonight I have t	o read 20 pages in my	history book, do	30 algebra
	and write a com	position. In other wor	ds, I have a lot of	
	to do tonight.			
7.	Antonio is study	ring the meaning of En	nglish words. He l	earned some new
			_	learned that the word fly has at
	least two			
8.				rage annual precipitation in
				the metropolitan area is over
				on the internet.
9.		d. Ann said, "You sho Martha said, "You sho		Nick said, "You should go home ice and rest." I got
		from three peop	le.	
10.	My English is sl	owly getting better. M	ly vocabulary is in	creasing. It's getting easier for me
	to write, and I n	nake fewer mistakes. I	can often unders	tand people even when they talk
	fast. I'm satisfie	ed with the	I've ma	ade in learning English.

Exercise 20. Warm-up. (Chart 7-7)

Read the dialogues. Notice the words in blue, and notice whether or not the speaker and the listener are thinking of the same specific cats. Then answer the questions.

Dialogue 1



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Tom: Sally will take care of the cat while we're away.

ANNA: Good.

Dialogue 3



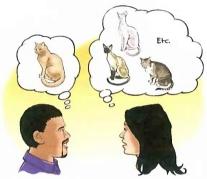
Tom: A cat has an independent nature.

Anna: That's true. But cats can also express a lot of affection when they want to.

Questions:

- 1. In dialogue 1, why do you think Tom uses the?
- 2. In dialogue 2, Tom is thinking of a particular cat, but he uses *a* (not *the*) when he is talking to Anna. Why?
- 3. In dialogue 3, Tom and Anna do not use *the*. Are they talking about specific cats, or are they talking about any and all cats in general?

Dialogue 2



Tom: Our new neighbor has a cat. It's very friendly.

ANNA: Oh? What does it look like?

7-7 Basic Article Usage

I. Using A or Ø: Generic Nouns

Singular Count Noun	(a) A banana is yellow.*	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real, concrete thing, but rather a symbol of a whole group.
Plural Count	(b) Ø Bananas are yellow.	fonale (a) and (b). The speaker is talking about any banana, all bananas, bananas in general.
Noun		In (c): The speaker is talking about any and all fruit, fruit in general.
Noncount Noun	(c) Ø Fruit is good for you.	Notice that no article (\emptyset) is used to make generalizations with plural count nouns, as in (b), and with noncount nouns, as in (c).
II. Using	A or Some: Indefinite N	Nouns
Singular Count Noun	(d) I ate a banana.	Indefinite nouns are actual things (not symbols), but they are not specifically identified.
Plural Count Noun	(e) I ate some bananas.	In (d): The speaker is not referring to "this banana" or "that banana" or "the banana you gave me." The speaker is simply saying that she/he ate one banana. The listener does not know on need to know which specific banana was eaten; it was simply one banana out of all bananas.
Noncount Noun	(f) I ate some fruit.	In (e) and (f): Some is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to some , a speaker might use <i>two</i> , a few, several, a lot of, etc., with plural count nouns, or a little, a lot of, etc., with noncount nouns. (See Chart 7-4.)

Singular Count Noun	(g) Thank you for the banana.	A noun is definite when both the speaker and the listener are thinking about the same specific thing. In (g): The speaker uses <i>the</i> because the listener knows which
Plural Count Noun	(h) Thank you for the bananas.	specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker. Notice that <i>the</i> is used with both singular and plural count nouns
Noncount Noun	(i) Thank you for <i>the</i> fruit.	and with noncount nouns.

^{*}Usually a/an is used with a singular generic count noun. Examples: A window is made of glass. A doctor heals sick people. Parents must give a child love. A box has six sides. An apple can be red, green, or yellow.

However, *the* is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). "Generic *the*" is commonly used with, in particular:

⁽¹⁾ species of animals: The blue whale is the largest mammal on earth. The elephant is the largest land mammal.

⁽²⁾ inventions: Who invented the telephone? the wheel? the refrigerator? the airplane? The computer will play an increasingly large role in all of our lives.

⁽³⁾ instruments: I'd like to learn to play the piano. Do you play the guitar?

Exercise 21. Looking at grammar. (Chart 7-7)

Add a/an if necessary. Write \emptyset if the noun is noncount. Capitalize as necessary.

- 1. A bird has wings.
- 2. An animal needs a regular supply of food.
- 3. Ø food is a necessity of life.

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- 4. ____ tennis is a sport.
- 5. ____ tennis player has to practice long hours.
- 6. ____ island is a piece of land surrounded by water.
- 7. ____ gold is a metal.
- 8. ____ bridge is a structure that spans a river.
- 9. ____ health is one of the most important things in life.
- 10. ____ adjective is a word that modifies a noun.
- 11. ____ tree needs water to survive.
- 12. ____ water is composed of oxygen and hydrogen.
- 13. ____ knowledge is a source of power.
- 14. ____ homework is a necessary part of a course of study.
- 15. ____ grammar is interesting and fun.
- 16. _____ sentence usually contains a subject and a verb.
- 17. ____ English is used in airports throughout much of the world.
- 18. ____ air is free.
- 19. ____ fruit is good for you.
- 20. ____ orange is green until it ripens.
- 21. ____ iron is a metal.
- 22. _____ iron is an appliance used to take wrinkles out of cloth.
- 23. ____ basketball is round.
- 24. ____ basketball is a sport.





	ercise 22. Looking	g at grammar. (Chart 7-7) with a, an, or some.
1.	The teacher made _	an announcement.
2.	I sawa	_ bird.
3.	I sawsome	_ birds. fonateam.com
4.	Rosa borrowed	some money from her uncle.
5.	I had	_ accident.
6.	I have	homework to do tonight.
7.	There is	table in the room.
8.	There is	furniture in the room.
9.	There are	chairs in the room.
10.	My father gave me	advice.
11.	Sonya is carrying	bag.
12.	Sonya is pulling	luggage.
13.	There was	earthquake in California.
14.	I got	_ letters in the mail.
15.	Helen got	letter from her mother.
16.	Mr. Alvarez got	mail yesterday.
17.	A computer is	machine that can solve problems.
18.	The factory bought	new machinery.
19.	mad	chines are powered by electricity. Some use other sources of energy.
20.	I threw away	junk.
21.	I threw away	old basket that was falling apart.
22.	I threw away	old boots that had holes in them.

Exercise 23. Listening. (Chart 7-7)

A and an can be hard to hear. Listen to each sentence and choose the word you hear. If you do not hear a or an, circle \emptyset .

Example: You will hear: That's an excellent idea.

You will choose: a an Q

1. a an Ø 5. a an Ø fonateam.com 6. a an Ø

3. a an Ø 7. a an Ø

4. a an \emptyset 8. a an \emptyset

Exercise 24. Game. (Charts $7-4 \rightarrow 7-7$)

A favorite game played with a group of people is called "My Grandfather's Store." Each person begins his/her turn by saying "I went to my grandfather's store and bought" The first person names something that begins with the letter "A." The second person repeats what the first person said, and then names something that begins with the letter "B." The game continues to the letter "Z," the end of the alphabet. The people in the group have to listen carefully and remember all the items previously named.

Assume that "grandfather's store" sells just about anything anyone would ever think of. Pay special attention to the use of a/an and some.

Example:

6

CD I

SPEAKER A: I went to my grandfather's store and bought an apple.

Speaker B: I went to my grandfather's store and bought an apple and some bread.

SPEAKER C: I went to my grandfather's store and bought an apple, some bread, and a camel.

SPEAKER D: I went to my grandfather's store and bought an apple, some bread, a camel, and some dark socks.

Etc.

Alternative beginnings:

Tomorrow I'm going to (name of a place). In my suitcase, I will pack My friends are having a party. I'm going to bring

Exercise 25. Warm-up. (Chart 7-8)

Correct the errors.

- 1. Oh, look at moon! It's beautiful tonight.
- 2. I saw a cat and a bird outside my window. Cat was trying to catch a bird, but it didn't succeed. Bird flew away.
- 3. The birds have the wings. Many insects have wings too.
- 4. We all look for the happiness.
- 5. I have book.

7-	8	General Guidelines for Article	le Usage
(a)	Pleas Pleas	sun is bright today. se hand this book to the teacher. se open the door. ar is in the kitchen.	GUIDELINE: Use <i>the</i> when you know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.
(b)	chasi	erday I saw some dogs. The dogs were ing a cat. The cat was chasing a moutonateam see ran into a hole. The hole was very small.	GUIDELINE: Use <i>the</i> for the second mention of an indefinite 1.60ht In (b): first mention = some dogs, a cat, a mouse, a hole; second mention = the dogs, the cat, the mouse, the hole
(c)	INCO CO	ORRECT: Apples are my favorite fruit. ORRECT: The apples are my favorite fruit. ORRECT: Gold is a metal. ORRECT: The gold is a metal.	GUIDELINE: Do NOT use <i>the</i> with a plural count noun (e.g., <i>apples</i>) or a noncount noun (e.g., <i>gold</i>) when you are making a generalization.
(e)		ORRECT: (1) I drove a car. / I drove the car. (2) I drove that car. (3) I drove his car. ORRECT: I drove car.	GUIDELINE: A singular count noun (e.g., <i>car</i>) is always preceded by: (1) an article (<i>a</i> / <i>an</i> or <i>the</i>); OR (2) <i>this</i> / <i>that</i> ; OR (3) a possessive pronoun.
	Exe Com 1. 2.	that color is a banana (generic noun)? A banana (generic offered me a banana (indefinite noun) or an apple. It is confered me a bana	chose the banana (definite noun). Charts 7-7 and 7-8) Capitalize as necessary. Property picnic Saturday. Esterday? In for being late!
		 A: Where's my blue shirt? B: It's in washing machine. A: That's okay. I can wear different differ	ine.
	7.	A: Have you seen my boots? B: They're in closet in f	

8.	A: Can you repair my car for me?
	B: What's wrong with it?
	A: radiator has leak, and one of
	windshield wipers doesn't work.
	B: Can you show me where leak is?
9.	fonateam.com A: What happened to your bicycle? front wheel is bent.
	B: I ran into parked car when I swerved to avoid big pothole.
	A: Did you damage car?
	B: A little.
	A: What did you do?
	B: I left note for owner of car.
	A: What did you write on note?
	B: My name and address. I also wrote apology.
	ercise 27. Looking at grammar. (Charts 7-7 and 7-8) mplete the sentences with <i>a</i> , <i>an</i> , <i>the</i> , or Ø. Capitalize as necessary.
Cor	
1.	B
3.	Lucy is wearinga straw hat today.
4.	Lucy likes to wear hats.
5.	hat is article of clothing.
6.	hats are articles of clothing.
7.	brown hat on that hook over there belongs to Mark.
8.	Everyone has problems in life.
9.	That book is about life of Helen Keller.*
10.	The Brooklyn Bridge was designed by engineer.
11.	John Roebling is name of engineer who designed the Brooklyn
	Bridge. He died in 1869 from infection before bridge was

completed.

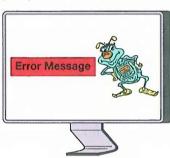
^{*}The first blind and deaf person to graduate from college, Helen Keller (1880–1968) overcame her double handicap to become a noted American author, activist, and lecturer.

)	Con	ercise 28. Grammar and speaking. (Charts 7-7 and 7-8) inplete the sentences with <i>a</i> , <i>an</i> , <i>the</i> , or Ø. Do you agree or disagree with the state of yes or <i>no</i> . Share some of your answers with the class. Capitalize as necessary.		its?
	1.	Everyone needs to have cell phone.	yes	no
	2.	If you have a cell phone, you don't need to wear watch.	yes	no
	3.	cell phones are replacton ateam.com hes.	yes	no
	4.	One key to healthy life is daily physical exercise.	yes	no
	5.	You'd like to read a book about life and art of Pablo Picasso.	yes	no
	6.	jewelry looks good on both men and women.	yes	no
	7.	English is easy language to learn.	yes	no
	8.	beings similar to human beings exist somewhere in universe.	yes	no
	9.	Listening to loud rock music is fun.	yes	no
	10.	music you like best is rock 'n roll.	yes	no
	11.	vocabulary in this exercise is easy.	yes	no
I	Con	ercise 29. Looking at grammar. (Charts 7-7 and 7-8) nplete the sentences with <i>a</i> , <i>an</i> , <i>the</i> , or Ø. Capitalize as necessary. We need to get new phone.		
	2.	Alex, would you please answer phone?		
	3.	people use plants in many different ways. Plants suppoxygen. They are a source of lifesaving medicines. We use plant productions		
		houses and to make paper and textiles.		
	4.	The biggest bird in the world is the ostrich. It eats just about		
		anything it can reach, including stones, glass,	L'E	
		and keys. It can kill person with one kick.		1
	5.	In recent newspaper article, I read about		
		Australian swimmer who was saved from shark by		
		group of dolphins. When shark attacked swimmer, dolphins chased it away. They saved		
		swimmer's life.	9	

- 6. I heard on the radio that there is ______ evidence that _____ dolphins suffer in captivity. Dolphins that are free in _____ nature live around 40 years. Captive dolphins live _____ average of 12 years. It is believed that some captive dolphins commit _____ suicide.
- 7. Look. There's _____ fly walking on _____ ceiling. It's upside down. Do you suppose ____ fly was flying rightside up and flipped over at the last second, or was it flying upside down when it landed on _____ ceiling?

Exercise 30. Listening. (Charts 7-7 and 7-8)

CD 1 Track 39 Listen to this informal talk with your book closed. Then open your book and listen again. Complete the sentences with *a*, *an*, or *the*.



Computer Bugs

When there is _____ problem with ____ computer, we often say we have _____
"computer bug." Of course, it's not _____ real insect. It refers to _____ technical difficulty we are having. ____ expression actually goes back to Thomas Edison, who was ____
famous inventor. When he was working on his first phonograph, he had a lot of problems. He attributed ____ problems to ____ imaginary insect that had hidden inside ____

machine. He is quoted in ____ newspaper as saying there was "____ bug" in his phonograph. This was in 1889, and it is ____ first recorded use of ____ word bug in such ____ context.

Exercise 31. Warm-up. (Chart 7-9)

Before you look at the next chart, try this exercise. Draw a line through the words/expressions that <u>cannot</u> be used to complete the sentences.

Example: I bought ____ furniture.

- 1. some
- 2. a couple of
- 3. several-
- 4. too much
- 5. too-many

I received letters.	I received mail.
1. two	16. two
2. a couple of	17. a couple of
3. both	18. both
4. several	19. several
5. some	fonateam.com
6. a lot of	21. a lot of
7. plenty of	22. plenty of
8. too many	23. too many
9. too much	24. too much
10. a few	25. a few
11. a little	26. a little
12. a number of	27. a number of
13. a great deal of	28. a great deal of
14. hardly any	29. hardly any
15. no	30. no

	pressions of antity	Used with Count Nouns	Used with Noncount Nouns	
(a)	one each every	one apple each apple every apple	Ø* Ø Ø	An expression of quantity may precede a noun. Some expressions of quantity are
(b)	two, etc. both a couple of a few several many a number of	two apples both apples a couple of apples a few apples several apples many apples a number of apples	Ø Ø Ø Ø Ø	used only with count nouns, as in (a and (b).
(c)	a little much a great deal of	Ø Ø Ø	a little rice much rice a great deal of rice	Some are used only with noncount nouns, as in (c).
(d)	no hardly any some/any a lot of/lots of plenty of most all	no apples hardly any apples some/any apples a lot of/lots of apples plenty of apples most apples all apples	no rice hardly any rice some/any rice a lot of/lots of rice plenty of rice most rice all rice	Some are used with both count and noncount nouns, as in (d).

 $[\]star \emptyset$ = not used. For example, *one* is not used with noncount nouns. You can say "I ate one apple" but NOT "I ate one rice."

Exercise 32. Looking at grammo Draw a line through the expressions that column has been started for you.	Chart 7-9) cannot be used to complete the sentences. The first
Jake has homework.	Isabel has assignments.
1. three-	13. three
	Draw a line through the expressions that column has been started for you. Jake has homework.

1.	three-	13.	three
2.	several	fonateam	several
3.	some		some
4.	a lot of	16.	a lot of
5.	too much	17.	too much
6.	too many	18.	too many
7.	a few	19.	a few
8.	a little	20.	a little
9.	a number of	21.	a number of
10.	a great deal of	22.	a great deal of
11.	hardly any	23.	hardly any

Exercise 33. Looking at grammar. (Chart 7-9)

Complete the sentences with *much* or *many*. Also write the plural form of the nouns as necessary. In some sentences, you will need to choose the correct verb in parentheses.

24. no

		cities	;
1.	I haven't visited	many city	in the United States.
2.	There (isn't, aren't)	much	money in my bank account.
3.	I haven't gotten	mail	lately.

4. I don't get _____ letter.

12. no

5. There (*is*, *are*) too _____ furniture in Anna's living room.



7.	A: How	side does a pentagon have?
	B: Five.	
8.	I couldn't find	information in that book.
9.	I haven't met	fonateam comme here.
10.	How post	tage does this letter need?
11.	I think there (is, are) too _	violence on television.
12.	I don't have	patience with incompetence.
13.	The doctor has so	patient that she has to work at least twelve hours a day
14.	A: How	tooth does the average person have?
	B: Thirty-two.	
15	There (isn't, aren't)	international news in the local paper.
Exe	ercise 34. Looking at the given noun can be used	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular o
Exe If the	he given noun can be used the given noun can be used the given noun can be the given noun can be the bought several	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular on the used to complete the sentence, write Ø. 3. Jack bought too much
Exe If the	he given noun can be used the given noun can be used the given noun can helen bought several lamplamps	to complete the sentence, write it in its correct form (singular on the used to complete the sentence, write Ø . 3. Jack bought too much shoe
Exe If the	he given noun can be used to ral). If the given noun canral. Helen bought several lamplamps furniture	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt
Exe If the	he given noun can be used the given noun can be used to be used	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt equipment
Exe If the	he given noun can be used to ral). If the given noun canral. Helen bought several lamplamps furniture	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt equipment
Execute the plus of the plus o	he given noun can be used the given noun can be used to be used	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe
Execute the plus of the plus o	he given noun can be used to ral). If the given noun can he used to ral). If the given noun can helen bought several lamplamps furniture jewelry	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt equipment tool
Execute the plus of the plus o	he given noun can be used the given noun can be used to be used	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt equipment tool 4. Alice bought a couple of
Execute the plus of the plus o	he given noun can be used the given noun can be used the given noun can be used that it is a second	grammar. (Chart 7-9) to complete the sentence, write it in its correct form (singular of not be used to complete the sentence, write Ø. 3. Jack bought too much shoe salt equipment 4. Alice bought a couple of bread bread

novel			shirt
literature			homework
poem	fanataana		pen
poetry	fonateam.com		chalk
I bought some		10.	I don't have a great deal of
orange juice			patience
light bulb			wealth
hardware			friend
computer software			pencil
. We need plenty of		11.	I need a little
sleep			money
information			advice
fact			time
help			minute
. I saw both		12.	The author has many
woman			idea
movie			theory
scene			hypothesis
scenery			knowledge

9. Nick has a number of _____.

answers with the class.

1. I have a number of

5. I read a few ____.

- 2. I need to have a lot of
- 3. Teachers need to have a great deal of
- 4. People in (name of a country) have too much / too many

☐ Exercise 36. Warm-up. (Chart 7-10)

Choose the correct answers.

- 1. Which sentence gives a negative meaning of "not many people"?
 - a. Deserts are largely uninhabited. Very few people live in the middle of a desert.
 - b. We had a good time. We met a few people and had some nice conversations.
- 2. Which sentence gives a negative meaning of "not much water"?
 - a. It's hot today. You should dfonateam zoom
 - b. A desert is a dry place. There is *little water* in a desert.

7-10 Using A Few and Few; A Little and Little								
NC	COUNT: (a) We sang a few songs. PNCOUNT: (b) We listened to a little music.	A few and few are used with plural count nouns, as in (a). A little and little are used with noncount nouns, as in (b).						
(c)	She has been here only two weeks, but she has already made a few friends. (Positive idea: She has made some friends.) I'm very pleased. I've been able to save a little money this month. (Positive idea: I have saved some money instead of spending all of it.)	A few and a little give a positive idea; they indicate that something exists, is present, as in (c) and (d).						
(e)	I feel sorry for her. She has (very) few friends. (Negative idea: She does not have many friends; she has almost no friends.)	Few and little (without a) give a negative idea; they indicate that something is largely absent, as in (e).						
(f)	I have (<i>very</i>) <i>little money</i> . I don't even have enough money to buy food for dinner. (Negative idea: I do not have much money; I have almost no money.)	Very (+ few/little) makes the negative stronger, the number/amount smaller, as in (f).						

Exercise 37. Looking at grammar. (Chart 7-10)

Without changing the meaning of the sentence, replace the *italicized* words with *a few*, (*very*) *few*, *a little*, or (*very*) *little*.

a little

1. I think that -some lemon juice on fish makes it taste better.

(very) few

- 2. Many people are multilingual, but *not-many* people speak more than ten languages.
- 3. Some sunshine is better than none.
- 4. January is a cold and dreary month in the northern states. There is *not much* sunshine during that month.
- 5. My parents like to watch TV. Every evening they watch *two or three* programs on TV before they go to bed.

- 6. I don't watch TV very much because there are hardly any television programs that I enjoy.
- 7. If a door squeaks, *several* drops of oil in the right places can prevent future trouble.
- 8. If your door squeaks, put some oil on the hinges.
- 9. Mr. Adams doesn't like to wear rings on his fingers. He wears *almost no* jewelry.



	precise 38. Looking at grammar. (Chart 7-10) applete the sentences with a few, (very) few, a little, or (very) little.							
1.	Do you have a few minutes? I'd like to ask you a few							
	questions. I need a little more information.							
2.	Diana's previous employer gave her a good recommendation because she makes							
	(very) few mistakes in her work.							
3. Ben is having a lot of trouble adjusting to high school. He seems to be unpop								
	Unfortunately, he has friends.							
4.	We're looking forward to our vacation. We're planning to spend days							
	with my folks and then days with my husband's folks. After that,							
	we're going to go to a fishing resort in Canada.							
5.	I was hungry, so I ate nuts.							
6.	Because the family is very poor, the children have toys. And the							
	parents have to work two jobs, so they have time to spend with their							
	children.							
7.	Into each life, rain must fall.*							
8.	Natasha likes sweet tea. She usually adds honey to her tea.							
	Sometimes she adds milk too.							

^{*}This is a common English saying that means "no life is perfect."

			e 39. Li				ribes th	e si	tua	tion you hear.
CD I Track 40	Example: You will hear: Rosie was still hungry. She wanted some more rice. You will choose: a. Rosie wanted a little rice. b. Rosie wanted little rice.									nted some more rice.
	1.		add a lit add little			od. I . fonatean	n.com	5.		Linda has a few problems, I'd say. Linda has few problems in her life.
	a. I packed a few sandwichb. I packed few sandwich					S		6.		Billy has a few problems, I'd say. Billy has very few problems, I'd say.
	3. a. Mr. Hong knows a little English b. Mr. Hong knows little English.							7.		A few people like working for him. Few people like working for him.
	4. a. His daughter knows a little English.b. His daughter knows little English.									
	Exercise 40. Let's talk. (Charts 7-9 and 7-10) Read the list of the food in Dan and Eva's kitchen. Do they have enough food for the next week? Give your opinion using the given expressions of quantity. Work in pairs, in small groups, or as a class.									
	Example: 36 eggs → They have too many eggs.									
		oo m	uch* any	too little		not) enough not) nearly e				ast the right amount of ast the right number of
	$Th_{\mathcal{C}}$	The food in Dan and Eva's kitchen:								
		0 apr		ia Loa s r		10 bags of ri	ice			1 kilo of coffee
		bana				20 cans of to	matoe	S		2 teabags
		oran				0 fresh veget				1 box of breakfast cereal
	1 quart of orange juice							2 slices of bread		
	4	gallo	ons of ice	cream		1 cup of sug	ar			5 pounds of cheese
	Exercise 41. Warm-up. (Chart 7-11) Notice the words in blue. Complete the sentences with <i>country</i> or <i>countries</i> .									
	1. One I would like to visit is Malaysia.									
	2. One of the my wife would like to visit is Brazil.									
	3. I'd like to visit every in the world before I die.									
		Eac	h			is specia	al.			
	4.				perien	ces in each o	of the _			I've visited
		duri	ing my tra	avels.						

^{*}In spoken English, too is often modified by way or far: They have way/far too many eggs. They have way/far too few teabags.

7-11 Singular Expressions of	Quantity: One, Each, Every
 (a) One student was late to class. (b) Each student has a schedule. (c) Every student has a schedule. 	One, each, and every are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) One of the students was late to class. (e) Each (one) of the students has a schedule onat (f) Every one of the students has a schedule.	One of, each of, and every one of * are followed by specific plural count nouns (never singular nouns; never noncount ean com
NOTE: Each and every have essentially the same meaning.	same meaning as everybody (e.g., Everyone/Everybody has a schedule). /thing at a time: Each student has a schedule. = Mary has a schedule, a schedule. Etc. nt has a schedule. = All of the students have schedules.
	r or plural form of the nouns in parentheses.
1. There is only one (girl)girl	on the sixth-grade soccer team.
2. Only one of the (girl)	_ in the sixth grade is on the soccer team.
3. Each of the (child)	got a present.
4. Mr. Hoover gave a present to each (a	child)
5. We invited every (member)	of the club.
6. Every one of the (member)	came.
7. One (student)	stayed after class to ask a question.
8. One of the (student)	stayed after class.
	te. The teacher was very excited when every (student) rticipated in the discussion.
10. Each of the (student)	joined the conversation.
Exercise 43. Check your knowled Correct the errors. Some of the sentence	
student 1. It's important for every -students- to	have a book.
2. Each of the students in my class has	a book. (no change)

3. The teacher gave each of students a test paper.

4. Every student in the class did well on the test.

5. Spain is one of the country I want to visit. 6. Every furniture in that room is made of wood. 7. One of the equipment in our office is broken. 8. I gave a present to each of the woman in the room. fonateam.com
9. One of my favorite place in the world is an island in the Caribbean Sea. 10. Each one of your suitcases will be checked when you go through customs. 11. It's impossible for one human being to know every languages in the world. 12. I found each of the error in this exercise. Exercise 44. Warm-up. (Chart 7-11) Complete the sentences with of or \emptyset . How do you know when to use of in expressions of quantity? I saw ____. 1. some ______ students. 2. some ____of__ the students. 3. several _____ students. 4. several _____ the students. 5. several _____ your students. 6. most _____ your students. 7. most _____ them. I know ____. 8. many _____ students. 9. many _____ those students. 10. many _____ them. 11. a lot _____ students. 12. a lot _____ those students. 13. none _____ those students. 14. none _____ them.

7-12 Using Of in Expressions of Quantity					
(a) I bought one book.(b) I bought many books.		With some expressions of quantity, of is not used when the noun is onspecific, as in (a) and (b).			
 (c) One of those books is mine. (d) Some of the books are yours. (e) Many of my books are in Spanish. (f) Most of them are paperbacks. 		Of is used with: • specific nouns, as in (c), (d), and (e). nateଅନ୍ୟୁଧ୍ୟ in (f).			
(g) I have a lot of books.(h) I've read a lot of those books.		come expressions of quantity, like <i>a lot of</i> , always include <i>of</i> , whether the noun is nonspecific, as in (g), or specific, as in (h).			
Expressions of quantity					
one (of) two (of) half of 50 percent of three-fourths of a majority of hundreds of thousands of millions of	all (of) each (of) every almost all (o most (of) many (of) much (of) a number of a great deal a lot of	hardly any (of) none of no			

	Exercise 4	15.	Looking	at	grammar.	(Chart	7-12)
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Complete the sentences with of or \emptyset .

- 1. I know several <u>of</u> Jack's friends.
- 2. I've made several ______ friends lately.
- 3. Some _____ students are lazy. Most _____ students are hard-working.
- 4. Some _____ the students in Mrs. Gray's class are a little lazy.
- 5. I usually get a lot _____ mail.
- 6. A lot _____ the mail I get is junk mail.
- 7. Most _____ books have an index.
- 8. Most _____ Ali's books are written in Arabic.
- 9. I bought a few _____ books yesterday.
- 10. I've read a few _____ those books.
- 11. I'm new here. I don't know many _____ people yet.
- 12. I've just moved into a new apartment. I don't know many _____ my neighbors yet.

mailbox

13. Millions _____ people watch World Cup soccer.

Exercise 46. Let's talk. (Charts 7-11 and 7-12)

Use the expressions of quantity in the list to make sentences about the given situation. Work in pairs, in small groups, or as a class.

all of the majority of several of a couple of almost all of some of a few of hardly any of most of about half of very few of one of fonateam.com

SITUATION: There are 15 students taking a basic Chinese language class.

Example: Three have studied Chinese before.

SPEAKER A: Several of them have studied Chinese before. SPEAKER B: Most of them have never studied Chinese before.

- 1. Thirteen speak English as their native language.
- 2. One speaks Thai, and one speaks Arabic.
- 3. No one speaks Spanish.
- 4. Two have studied several languages already.
- 5. Fifteen think Chinese is very difficult.
- 6. Fourteen are enjoying the class.
- 7. Five have already bought the textbook.
- 8. Four are men; eleven are women.

Exercise 47. Let's talk: interview. (Charts $7-9 \rightarrow 7-12$)

Conduct a poll among your classmates and report your findings.

Part I. Prepare five yes/no questions that ask for opinions or information about your classmates' likes, dislikes, habits, or experiences. Record their responses.

Sample questions:

Do you read an English-language newspaper every day?

Do you like living in this city?

Do you have a car?

Have you ever ridden a horse?

Are you going to be in bed before midnight tonight?

Part II. Report your findings to the class using expressions of quantity to make generalizations about what you learned.

Sample report:

Only a few of the people in this class read an English newspaper every day.

Most of them like living in this city.

Three of the people in this class have cars.

About half of them have ridden a horse at some time in their lives.

Almost all of them are going to be in bed before midnight tonight.

Exercise 48. Let's talk. (Charts $7-9 \rightarrow 7-12$)

Most of the statements are overgeneralizations. Make each statement clearer or more accurate by adding an expression of quantity. Add other words to the sentences or make any other changes you wish. Work in pairs, in small groups, or as a class.

Example: My classmates are from Japan.

- → Most of my classmates are from Japan.
- → All (of) my classmates are from Japan.*
- → One of my classmates is from Japan.
- → Hardly any of my classmates are from Japan.
- → None of my classmates is from Japan.
- 1. My classmates speak Arabic.
- 2. People are friendly.
- 3. The pages in this book contain illustrations.
- 4. Babies are born bald.
- 5. The students in my class are from South America.
- 6. People like to live alone.
- 7. The people I know like to live alone.
- 8. The countries in the world are in the Northern Hemisphere.
- 9. The citizens of the United States speak English.
- 10. Children like to read scary stories.
- 11. The children in my country go to school.
- 12. Airplanes depart and arrive precisely on time.
- 13. The rivers in the world are polluted.
- 14. The pollution in the world today is caused by human beings.

Exercise 49. Let's talk. (Charts $7-9 \rightarrow 7-12$)

As a class, make a list of controversial topics (i.e., topics that generate opinions not everyone agrees with) that you think are interesting. From this list, choose topics that you would like to discuss with your classmates; then, divide into groups to talk about them.

At the end of the discussion time, the leader of each group will report on the opinions of his or her group using expressions of quantity to make generalizations (e.g., *Most of us believe that*... OR *Only a few of us think that*...). The number of topics you choose to discuss depends on the time available.

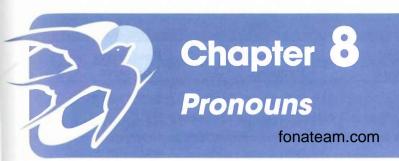
Sample topics:

physician-assisted suicide for terminally ill patients birth control education in public schools a current war or other political crisis the dangers posed by global warming

CORRECT: All of my classmates CORRECT: All my classmates are

^{*}Using of after all is optional with a specific noun.

- ☐ Exercise 50. Check your knowledge. (Chapter 7) Correct the errors.
 - 1. That book contain many different kind of story and article.
 - 2. In my country, there is alot of schools.
 - 3. She is always willing to help her friends in every possible ways. fonateam.com
 - 4. In the past, horses was the principal mean of transportation.
 - 5. He succeeded in creating one of the best army in the world.
 - 6. There are a lot of equipments in the research laboratory, but undergraduates are not allowed to use them.
 - 7. I have a five years old daughter and a three years old son.
 - 8. Most of people in my apartment's building is friendly.
 - 9. Everyone seek the happiness in the life.
 - 10. Writing compositions are very hard for me.
 - 11. Almost of the student in my class are from Asia.
 - 12. It's difficult for me to understand English when people uses a lot of slangs.



Exercise 1. What do I already know? (Chart 8-1)

Correct the errors in pronoun usage.

- 1. My friends and I ordered Indian food at the restaurant. I wasn't very hungry, but I ate most of them.
- 2. When we were in school, my sister and me used to play tennis after school every day.
- 3. If you want to pass you're exams, you had better study very hard for it.
- 4. A hippopotamus spends most of it's time in the water of rivers and lakes.



- 5. After work, Mr. Gray asked to speak to Mona and I about the company's new policies. He explained it to us and asked for ours opinions.
- 6. My friends asked to borrow my car because their's was in the garage for repairs.

Exercise 2. Warm-up. (Chart 8-1)

Talk about names, paying special attention to pronouns.

Part I. Use personal pronouns to refer to people in the classroom. Begin your sentence with the given pronoun.

Examples: She \rightarrow She is Marika.

Their → Their names are Marika, Carlos, and Talal.

1. He

5. Their

9. Her

2. They

6. Our

10. His

3. I

7. You (singular)

11. She

4. We

8. You (plural)

12. Your

Part II. Discuss these topics. Listen for pronouns.

- 1. In many cultures, first names have special meanings. For example, in Japanese, Akira means "intelligent." In Spanish, Amanda means "loveable." In Chinese, Liang means "kindhearted." Does your name have a special meaning?
- 2. What kind of names do people in your culture give pets? What are some common names?

	Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective		
Singular	l you she, he, it	me you her, him, it fonateam	mine yours hers, his, its	my (name) your (name) her, his, its (name)		
Plural	we you they	us you them	ours yours theirs	our (names) your (names) their (names)		
	book. It was good. ome books. They were	e good.	refers to is called the In (a): The pronoun i book. A singular pronoun is	place of a noun. The noun it "antecedent." It refers to the antecedent noun sused to refer to a singular noun, anoun is used to refer to a plural		
(c) / like tea. Do you like tea too?			explicitly stated. In (c): I refers to the	Sometimes the antecedent noun is understood, not explicitly stated. In (c): I refers to the speaker, and you refers to the person the speaker is talking to.		
s (d) John has a car. <i>He drives</i> to work.			SUBJECT PRONOUNS are as <i>he</i> in (d).	SUBJECT PRONOUNS are used as subjects of sentences, as <i>he</i> in (d).		
o (e) John works in my office. I <i>know him</i> well. o (f) I talk <i>to him</i> every day.				OBJECT PRONOUNS are used as the objects of verbs, as <i>him</i> in (e), or as the objects of prepositions, as <i>him</i> in (f).		
(g) That boo	ok is <i>hers</i> . s over there.		POSSESSIVE PRONOUNS a noun; they stand ale	are not followed immediately by one, as in (g).		
(h) INCORRE	CT: That book is her's Your's is over the		in (h).	Possessive pronouns DO NOT take apostrophes, as in (h). (See Chart 7-2, p. 105, for the use of apostrophes		
			with possessive nour			
(i) Her boo Your bo	ok is here.		POSSESSIVE ADJECTIVE:	s are followed immediately by a nd alone.		
(k) INCORRE	ses its wings to fly.	gs to fly.	possessive, as in (j).			
	today. bour Inn is my favorite os s since 1933.	old hotel. It's been in	contraction of it is, as	ne when it is used as a s in (I), or <i>it has</i> when <i>has</i> is erfect tense, as in (m).		
			NOTE: <i>It's</i> vs. <i>its</i> is a native speakers of Er	common source of error for nglish.		

1	Identify the personal pronouns and their antecedents.
	 Jack has a part-time job. He works at a fast-food restaurant. → (he = a pronoun; Jack = the antecedent) Most monkeys don't like water, but they can swim well when they have to. The teacher graded the students' papers last night. She returned them during class today. Nancy took an apple with her towateatheomit at lunchtime. A dog makes a good pet if it is properly trained. Yuri's cat is named Maybelle Alice. She* is very independent. She never obeys Yuri. His dogs, on the other hand, obey him gladly. They like to please him.
Ì	Exercise 4. Looking at grammar. (Chart 8-1) Choose the words in <i>italics</i> that are grammatically correct. NOTE: A number of native English speakers commonly use subject pronouns after <i>and</i> , even when the grammatically correct choice is an object pronoun.
	1. My parents always read bedtime stories to my sister and I / me .
	2. Just between you and I / me , I think Ms. Lucas is going to lose her job.
	3. There's Kevin. Let's go talk to him. I need to tell you and he / him something.
	4. Mrs. Minski needs to know the truth. I'm going to tell Mr. Chang and <i>she her</i> the truth, and you can't stop me.
	5. Alex introduced Sally and I/me to his cousin from Mexico City.
1	Exercise 5. Looking at grammar. (Chart 8-1) Complete the sentences in each situation with pronouns for the word in <i>italics</i> .
	SITUATION 1: There's Sarah.
	1. I need to go talk to <u>her</u> .
	2 and I have been friends since high school.
	3. I went to elementary school with brother and
	4 parents are best friends with my parents.
	5 is getting married next month. Another friend and I are taking on a
	short trip before marriage.
	6. Being with is a lot of fun. We laugh a lot.
	7 always has a good time with friends.

^{*}If the sex of a particular animal is known, usually she or he is used instead of it.

SITUATION 2: I'm not feeling well. I think I'd better stay home today.
8. My friends and were planning to volunteer at our local food bank* today.
9. The food bank often asks my friends and to help them with various projects.
10. But my friends will have to go without
11. I'd better call friendonateamelcom I can't come today.
12. Could I use your cell phone? I don't have with
Exercise 6. Looking at grammar. (Chart 8-1) Choose the correct words in <i>italics</i> .
1. This is my / mine umbrella. Your / Yours umbrella is over there.
2. This umbrella is my / mine. The other one is your / yours.
3. Mary and Bob have their / theirs books. In other words, Mary has her / hers, and Bob has his / him.
4. Our / Ours house is almost the same as our / ours
neighbors' house. The only difference in appearance is that our / ours is gray and
their / theirs is white.
Exercise 7. Let's talk. (Chart 8-1) Place a pen or pencil on your desk. Your teacher will say a sentence. One student will repeat the sentence, indicating the person(s) the sentence refers to. Close your book for this activity.
Example: TEACHER: This one is mine, and that one is hers. Ahmed? AHMED: (Ahmed points to his pen and gestures toward himself): This one is mine. (Ahmed points to another pen and gestures toward Anita): And that one is hers.
 This pen is mine, and that pen is yours. This pen is hers, and that pen is his. Their pens are there, and her pen is here. These are ours, and those are theirs. This isn't hers. It's his.
Exercise 8. Looking at grammar. (Chart 8-1) Complete the sentences with <i>its</i> or <i>it's</i> .
1. Are you looking for the olive oil?!t's on the top shelf.
2. A honeybee has two wings on each side of body.

^{*}food bank = a place that receives donations of food and gives them away to needy people.

3.	om has a pet name is Squeak a turtle been his pet
	or several years.
4.	nation that does not educate children has no future.
5.	ll of us can help create peace in the world. Indeed, our responsibility to do so.
	e the correct words in italics.
W	en I was in Florida, I observed an interesting bird
calle	an anhinga. It's / Its a fish eater. It / They dives / dive
into	the water and spears/spear its / it's prey on its / it's long,
poin	d bill. After emerging from the water, it / they
tosses	toss the fish into the air and catches / catch
it / th	m in mid-air, and then swallows / swallow
it / th	m headfirst. Its / It's interesting to watch anhingas in
actio	. I enjoy watching it / them a lot.
	n. Complete each conversation with the words you hear. Where's Kim?
	: I don't know. I haven't seen this morning.
	3: I think in the restroom.
	C: I'm looking for too.
	D: Ask assistant. He'll know.
	: Have you tried looking in office? I know not there
	much, but maybe surprise you.
2.	The Nelsons are giving their daughter a motorcycle for graduation.
	: Hmmm like motorcycles that much?
	8: Really? a motorcycle rider?
	: That's an odd gift. I wonder what were thinking.
	D: That's what the Smiths gave son. I think already had an accident.
	E: I'm not a fan of motorcycles. Cars just don't see in traffic.
	: I think a wonderful gift! I've had for years, and
	been great.

CD 1 Track 41

Exercise 11. Warm-up. (Chart 8-2)

Pretend you are writing an article about seat belts. Which sentence would you choose to include? Why? NOTE: All the sentences are correct.

- 1. A driver should put on his seat belt as soon as he gets in his car.
- 2. A driver should put on her seat belt as soon as she gets in her car.
- 3. A driver should put on his or her seat belt as soon as he or she gets in his or her car.
- 4. Drivers should put on their seafton attemptons they get in their cars.

8-	•2 Personal Pronouns: Agr Indefinite Pronouns	eement with Generic Nouns and	
(a)	A student walked into the room. She was looking for the teacher.	In (a) and (b): The pronouns refer to particular individuals whose gender is known. The nouns are not generic.	
(b)	A student walked into the room. He was looking for the teacher.		
(c)	A student should always do his assignments.	A GENERIC NOUN* does not refer to any person or thing in particular; rather, it represents a whole group.	
(d)	A student should always do his or her assignments.	In (c): A student is a generic noun; it refers to anyone who is a student.	
		With a generic noun, a singular masculine pronoun has been used traditionally, but many English speakers now use both masculine and feminine pronouns to refer to a singular generic noun, as in (d).	
(e)	Students should always do their assignments.	Problems with choosing masculine and/or feminine pronouns can often be avoided by using a plural rather than a singular generic noun, as in (e).	
Ind	efinite pronouns		
	everyone someone everybody somebody everything something	anyone no one** anybody nobody anything nothing	
(f) (g)	Somebody left his book on the desk. Everyone has his or her own ideas.	In formal English, the use of a singular pronoun to refer to an INDEFINITE PRONOUN is generally considered to be grammatically correct, as in (f) and (g).	
(h)	INFORMAL: Somebody left their book on the desk. Everyone has their own ideas.	In everyday, informal English (and sometimes even in more formal English), a plural personal pronoun is usually used to refer to an indefinite pronoun, as in (h).	

^{*}See Chart 7-7, p. 114, for basic article usage.

Exercise 12. Looking at grammar. (Chart 8-2)

Change the sentences by using plural instead of singular generic nouns where possible. Change pronouns and verbs as necessary. Discuss the advantages of using plural rather than singular generic nouns.

- 1. When a student wants to study, he or she should find a quiet place.
 - → When students want to study, they should find a quiet place.

^{**}No one can also be written with a hyphen in British English: No-one heard me.

- 2. I talked to a student in my chemistry class. I asked to borrow her notes from the class I missed. She gave them to me gladly. (no change)
- 3. Each student in Biology 101 has to spend three hours per week in the laboratory where he or she does various experiments by following the directions in his or her lab manual.
- 4. A citizen has two primary responsibilities. He should vote in every election, and he should serve willingly on a jury.
- 5. We listened to a really interestifonateam somight. She discussed her experiences as an archeologist in Argentina.

Exercise 13. Looking at grammar. (Chart 8-2)

Complete each sentence with the pronoun(s) that seems appropriate to the given situation. Choose the correct verbs in parentheses as necessary. Discuss formal vs. informal pronoun usage.

- 1. One classmate to another: Look, Somebody left _their* book on my desk. Is it yours?
- 2. One friend to another: Of course you can learn to dance! Anyone can learn how to dance if ____ (wants, want) to.
- 3. Business textbook: An effective corporate manager must be able to motivate _____ employees.
- 4. One roommate to another: If anyone asks where I am, tell ______ you don't know. I want to keep my meeting with Jim a secret.
- 5. Son to his mother: Gosh, Mom, everyone who came to the class picnic was supposed to bring _____ own food. I didn't know that, so I didn't have anything to eat. I'm really hungry!
- 6. A university lecture: I will end my lecture today by saying that I believe a teacher needs to work in partnership with ______ students.
- 7. A magazine article: People do not always see things the same way. Each person has ____ own way of understanding a situation.

Exercise 14. Warm-up. (Chart 8-3)

All the pronouns in blue refer to the noun *team*. Discuss how the pronouns in the two sentences are different. NOTE: Both sentences are correct.

- 1. When the soccer team won in the closing moments of the game, they ran to the player who had scored the winning goal and lifted him on their shoulders.
- 2. A basketball **team** is relatively small. It doesn't have as many members as a baseball team.

^{*}also possible: his; his or her; her or his,

8-3 Personal Pronouns: Agreement with Collective Nouns						
(a) My <i>family</i> is large. <i>It</i> nine members.	is composed of		When a collective noun refers to a single impersonal unit, a singular gender-neutral pronoun (it, its) is used, as in (a).			
(b) My family is loving at They are always read			When a collective noun refers to a collection of various individuals, a plural pronoun (they, them, their) is used, as in (b).*			
Examples of collective nouns fonateam.com						
audience class committee	couple crowd faculty	family government group	public staff team			

Exercise 15. Looking at grammar. (Chart 8-3)

Complete the sentences with pronouns. In some of the sentences, there is more than one possibility. Choose the correct singular or plural verb in parentheses as necessary.

- 1. I have a wonderful family. I love ______them___ very much, and _____they____(loves, love) me.
- 2. I looked up some information about the average American family. I found out that _____ (consists, consist) of 2.3 children.
- 3. The audience clapped enthusiastically. Obviously _____ had enjoyed the concert.
- 4. The crowd at the soccer game was huge. _____ exceeded 100,000 people.



^{*}Note: When the collective noun refers to a collection of individuals, the verb may be either singular or plural: My family is OR are loving and supportive. A singular verb is generally preferred in American English. A plural verb is used more frequently in British English, especially with the words government or public. (American: The government is planning many changes. British: The government are planning many changes.)

6.	The audience filled the room to overflowing.	(was, were) larger than
	I had expected.	
7.	The class is planning a party for the last day of school.	(is, are) going to
	bring many different kinds of food and invite some of	friends to celebrate
	with	
8.	The class is too small (is, are) going to be can	celed.

Exercise 16. Warm-up. (Chart 8-4)

Draw a picture of yourself. Show it to the rest of the class. Answer the questions in complete sentences. Your teacher will supply student names in items 1 and 5.

- 1. (____), what did you draw?
- 2. Who drew a picture of herself? Name someone.
- 3. Who drew a picture of himself? Name someone.
- 4. Who drew pictures of themselves? Name them.
- 5. (____), did you and (____) draw pictures of yourselves?



myself our	ural selves urselves mselves
 (a) Larry was in the theater. I saw him. I talked to him. (b) I saw myself in the mirror. I looked at myself for a long time. (c) INCORRECT: I saw me in the mirror. 	Compare (a) and (b): Usually an object pronoun is used as the object of a verb or preposition, as <i>him</i> in (a). (See Chart 8-1.) A reflexive pronoun is used as the object of a verb or preposition when the subject of the sentence and the object are the same person, as in (b).* <i>I</i> and <i>myself</i> are the same person.
Did someone email the report to Mr. Lee? Yes Are you sure? (d) Yes. I myself emailed the report to him. (e) I emailed the report to him myself.	Reflexive pronouns are also used for emphasis. In (d): The speaker would say "I myself" strongly, with emphasis The emphatic reflexive pronoun can immediately follow a noun or pronoun, as in (d), or come at the end of the clause, as in (e).

^{*}Sometimes an object pronoun is used as the object of a preposition even when the subject and object pronoun are the same person. Examples: I took my books with me. Bob brought his books with him. I looked around me. She kept her son close to her.

		prcise 17. Looking at grammar. (Chart 8-4) applete the sentences with appropriate reflexive pronouns.							
	1.	Everyone drew self-portraits. I drew a picture ofmyself	·						
	2.	Rosa drew a picture of							
	3. 4	Yusef drew a picture of fonateam.com The children drew pictures of							
		We drew pictures of							
		Olga, you drew a picture of, didn't you?							
		All of you drew pictures of, didn't you?							
	8.	When one draws a picture of, it is called a self-	portrait.						
		ercise 18. Looking at grammar. (Chart 8-4) applete the sentences with appropriate reflexive pronouns.							
	1.	Tommy told a lie. He was ashamed ofhimself							
	2.	Masako cut while she was chopping vegetables							
	3.	3. People surround with friends and family during holidays.							
	4. Omar thinks Oscar is telling the truth. So does Ricardo. I don								
		believe Oscar's story for a minute!							
	5.	Now that their children are grown, Mr. and Mrs. Grayson live by							
	6.	A: Should I marry Steve?							
		B: No one can make that decision for you, Ann. Only you	can make						
		such an important decision about your own life.							
	7.	7. Emily and Ryan, be careful! You're going to hurt!							
	8.	A: I hate my job.							
	B: Me too. I envy Jacob. He's self-employed.								
		A: Yeah. I'd like to work for too.							
	9.	Jason, you need to eat better and get more exercise. You should take	better care of						
		Your father takes care of	, and I take care of						
		Your father and I are healthy because we take							
		People who take care of	have a better chance						
		of staying healthy than those who don't.							

angry at introduced promised enjoy killed proud of entertained laugh at talking to feeling sorry for pat fonateam.com taught 1. Karen Williams never took lessons. She <u>taught herself</u> how to play the piane 2. Did Roberto have a good time at the party? Did he 3. All of you did a good job. You should be 4. You did a good job, Barbara. You should on the barbard on the street committed suicide. We were all shocked by the news that herself on the party? 6. The children played very well without adult supervision. They			expression only one time.		
entertained feeling sorry for pat fonateam.com talking to pat fonateam.com talking to pat fonateam.com taught 1. Karen Williams never took lessons. She <u>taught herself</u> how to play the piant 2. Did Roberto have a good time at the party? Did he		0.	_		
 Did Roberto have a good time at the party? Did he		entertained			
 All of you did a good job. You should be on the bate. You did a good job, Barbara. You should on the bate. A man down the street committed suicide. We were all shocked by the news that had The children played very well without adult supervision. They 	1.	Karen Williams never	took lessons. She <u>taught</u>	herself how to play the pia	ıno.
 4. You did a good job, Barbara. You should on the base. 5. A man down the street committed suicide. We were all shocked by the news that have 6. The children played very well without adult supervision. They 	2.	Did Roberto have a go	ood time at the party? Did he	<u> </u>	
 5. A man down the street committed suicide. We were all shocked by the news that he 6. The children played very well without adult supervision. They 	3.	All of you did a good j	job. You should be		
6. The children played very well without adult supervision. They	4.	You did a good job, Ba	arbara. You should	on the	back.
	5.	A man down the stree	et committed suicide. We wer	e all shocked by the news that	he had
by playing school	6.	The children played ve	ery well without adult superv	ision. They	
by playing school.			by playing school.		

one way to practice using English.

walk a long way to a gas station. He is still

forgetting to fill the tank.

Exercise 20. Listening. (Chart 8-4)

Listen to the beginning of each sentence. Choose the correct completion.

Example: You will hear: We wanted to save money, so we painted the inside of our apartment _____.

You will circle: myself ourselves yourselves

1.	himself	herself fonate	yourself eam.com
2.	yourself	myself	ourselves
3.	ourselves	themselves	myself
4.	themselves	himself	herself
5.	ourselves	yourselves	themselves
6.	himself	herself	myself

\Box Exercise 21. Looking at grammar. (Chapters $6 \rightarrow 8$)

Choose the correct words in italics.

- 1. (*Penguin*, *Penguins*) are interesting (*creature*, *creatures*). They are (*bird*, *birds*), but (*it*, *they*) cannot fly.
- 2. (Million, Millions) of (year, years) ago, they had (wing, wings). (This, These) wings changed as the birds adapted to (its, their) environment.
- 3. (*Penguin's, Penguins'*) principal food (*was, were*) (*fish, fishes*). Penguins needed to be able to swim to find their food, so eventually their (*wing, wings*) evolved into (*flipper, flippers*) that enabled (*it, them*) to swim through water with speed and ease.
- 4. Penguins (spends, spend) most of their lives in (water, waters). However, they lay their (egg, eggs) on (land, lands).
- 5. Emperor penguins have interesting egg-laying (habit, habits).
- 6. The female (*lays*, *lay*) one (*egg*, *eggs*) on the (*ice*, *ices*) in Antarctic regions and then immediately (*returns*, *return*) to the ocean.
- 7. After the female lays the egg, the male (takes, take) over. (He, They) (covers, cover) the egg with (his, their) body until (she, he, it, they) (hatches, hatch).
- 8. (*This*, *These*) process (*takes*, *take*) seven to eight (*week*, *weeks*). During (*this*, *these*) time, the male (*doesn't*, *don't*) eat.
- 9. After the egg (hatches, hatch), the female returns to take care of the chick, and the male (goes, go) to the ocean to find food for (himself, herself), his mate, and their (offspring, offsprings).
- 10. (Penguin, Penguins) live in a harsh (environment, environments). (He, They) (need, needs) endurance to survive.

Exercise 22. Warm-up. (Chart 8-5)

Read the dialogue. Discuss the pronouns in blue. Who or what do they refer to?

MRS. COOK: Jack Woods bought a used car. Did you hear?

MR. COOK: Yes, I heard all about his car. He paid next to nothing for it.

MRS. COOK: Right. And now it doesn't run.

Mr. Cook: Well, as they say, you get what you pay for. fonateam.com

MRS. COOK: That's certainly true. One gets what one pays for.

8-5 Using You, One, and The	ey as Impersonal Pronouns
(a) One should always be polite.(b) How does one get to Fifth Avenue from here?	In (a) and (b): <i>One</i> means "any person, people in general." In (c) and (d): <i>You</i> means "any person, people in general."
(c) You should always be polite.(d) How do you get to Fifth Avenue from here?	One is much more formal than you. Impersonal you, rather than one, is used more frequently in everyday English.
(e) lowa is an agricultural state. <i>They</i> grow a lot of corn there.	They is used as an impersonal pronoun in spoken or very informal English to mean "people in general" or "an undefined group of people."
	They has no stated antecedent. Often the antecedent is implied.
	In (e): <i>They</i> = farmers in Iowa

Exercise 23. Looking at grammar. (Chart 8-5)

Discuss the meanings of the pronouns in *italics*.

- 1. I agree with Kyung's decision to quit his corporate job and go to art school. I think *you* need to follow *your* dreams.
 - → The pronouns refer to everyone, anyone, people in general, all of us.
- 2. Jake, if *you* really want my advice, I think *you* should find a new job.
 - → The pronouns refer to Jake, a specific person.
- 3. Wool requires special care. If *you* wash wool in hot water, it will shrink. *You* shouldn't throw a wool sweater into a washing machine with *your* cottons.
- 4. Alex, I told you not to wash your sweater in hot water. Now look at it. It's ruined!
- 5. Generosity is its own reward. You always get back more than you give.
- 6. Sonya, let's make a deal. If you wash the dishes, I'll take out the garbage.
- 7. The earth's environmental problems are getting worse all the time. *They* say that the ozone layer is being depleted more and more every year.
- 8. Memory is selective. Often *you* remember only what *you* want to remember. If *you* ask two people to tell *you* about an experience they shared, they might tell *you* two different stories.
- 9. I would have loved to have gone to the concert last night. *They* played Beethoven's Seventh Symphony. I heard it was wonderful.
- 10. I've grown to dislike airplane travel. *They* never give *you* enough room for *your* legs. And if the person in front of *you* puts his seat back, *you* can barely move. *You* can't even reach down to pick up something from the floor.

Exercise 24. Let's talk. (Chart 8-5)

Discuss the meanings of these common English sayings. Work in pairs, in small groups, or as a class.

- 1. "You can't teach an old dog new tricks."
- 2. "You are what you eat."
- 3. "If you're not part of the solution, you're part of the problem."
- 4. "You can fool some of the people all of the people all of the time, but you can't fool all of the people all of the time." —Abraham Lincoln

Exercise 25. Warm-up. (Chart 8-6)

Match each sentence to the picture it describes.

- 1. Some of the crows are flying. The others are sitting on a fence.
- 2. Some of the crows are flying. Others are sitting on a fence.



Picture A



Picture B

	Adjective	Pronoun	
Singular Plural	another book (is) other books (are)	another (is) others (are)	Forms of <i>other</i> are used as either adjectives or pronouns Notice:
Singular Plural			 Another is always singular. A final -s is used only for a plural pronoun (others).
(a) The students in the class come from many countries. One of the students is from Mexico. Another student is from Iraq. Another is from Japan. Other students are from Brazil. Others are from Algeria.		from Mexico. Inother is	The meaning of <i>another</i> : "one more in addition to or different from the one(s) already mentioned." The meaning of <i>other/others</i> (without <i>the</i>): "several more in addition to or different from the one(s) already mentioned."
book (c) I have	books are yours. (The others are yours.) I will be here for another three years. I need another five dollars.		The meaning of <i>the other</i> (s): "all that remains from a given number; the rest of a specific group."
(e) I need			Another is used as an adjective with expressions of time, money, and distance, even if these expressions contain plural nouns. Another means "an additional" in these expressions.

		cise 26. Looking at grammar. (Chart 8-6) lete the sentences with a form of <i>other</i> .		
1.	Ιg	got three letters. One was from my father.	nother or	e was from my
	sis	ister. <u>The other</u> letter was from my girl	friend.	
2.	Lo	ook at your hand. You have five fingers. One is your	thumb.	is
		our index finger. fonatean, com mic		
		nger is your ring finger. And	finger (the last o	f the five) is your
		ttle finger.		
3.	Lo	ook at your hands. One is your right hand	is	your left hand.
4.	I l	lost my dictionary, so I bought	<u> </u>	
5.	So	ome people have red hair h	ave brown hair.	
6.	Sc	ome people have red hair p	eople have brown	hair.
7.	Ιh	have four children. One of them has red hair.		children have
	br	rown hair.		
8.	Ιŀ	have four children. One of them has red hair.		have brown hair.
Rea	d ea	cise 27. Looking at grammar. (Chart 8-6) each pair of sentences and answer the question that for the control of	Algeria. Another i misia. The other i	s Algeria.
2.		Purple is one of Mai's favorite colors. The others so. Purple is one of Elaine's favorite colors. Others she QUESTION: Who has only three favorite colors?		_
3.	a.	. Kazuo took a cookie from the cookie jar and ate it. ate it too.	Then he took and	other one and
	b.	 Susie took a cookie from the cookie jar and ate it. 'ate it too. 	Γhen she took the	other one and
		QUESTION: Whose cookie jar had only two cookies	?	
4.	a.	. Some of the men at the business meeting on Thurs wore black suits.	day wore dark blu	e suits. Others
	b.	 Some of the men at the business meeting on Friday wore black suits. 	wore dark blue s	uits. The others
		QUESTION: Mr. Anton wore a gray suit to the busin attend the meeting, Thursday or Friday?	ness meeting. Wh	ich day did he

1.	There are two women standing on the corner. One is Helen Jansen, and
	<u>the other</u> is Pat Hendricks.
2.	They have three children. One has graduated from college and has a job.
	is at Yal to Oateam, com is still living at home
3.	I would like some more books on this subject. Do you have any
	that you could lend me?
4.	I would like to read more about this subject. Do you have any
	books that you could lend me?
5.	Marina reads the New York Times every day. She doesn't read anynewspapers.
6.	Some people prefer classical music, but prefer rock music.
7.	I'm almost finished. I just need five minutes.
8.	One of the most important inventions in the history of the world was the printing press.
	was the electric light were the telepho
	the television, and the computer.
9.	Some babies begin talking as early as six months; don't speak to
	they are more than two years old.
10.	One common preposition is <i>from</i> common one is <i>in</i> .
	are by, for, and of. The most frequently used prepositions in
	English are at, by, for, from, in, of, to, and with. What are some
	prepositions?
11.	That country has two basic problems. One is inflation, and is t
	instability of the government.
12.	I have been in only three cities since I came to the United States. One is New York, and
12.	I have been in only three cities since I came to the United States. One is New York, and are Washington, D.C., and Chicago.
	are Washington, D.C., and Chicago.
	are Washington, D.C., and Chicago. When his alarm went off this morning, Toshi shut it off, rolled over, and slept for hour.

	Con	rcise 29. Let's talk. (Chart 8-6) aplete the sentences, using an appropriate form of <i>other</i> . Work in page a class.	irs, in sma	ll groups		
		nple: KER A (book open): There are two books on my desk. One is KER B (book closed): One is red. The other is blue.				
	 2. 3. 4. 5. 	I speak two languages. One is fonateam.com I speak three languages. One is I lost my textbook, so I had to buy Some people have brown hair, but Hawaii is a popular tourist destination. Italy is I have two books. One is				
	7. 8. 9. 10.	Some TV programs are excellent, but Some people need at least eight hours of sleep each night, but Only two of the students failed the quiz. All of There are three colors that I especially like. One is I have two candy bars. I want only one of them. Would you like There are three places in particular I would like to see when I visit (a One is		'y').		
		rcise 30. Listening. (Chart 8-6) aplete each sentence with the form of <i>other</i> you hear.				
D 1 ack 43	1.	This coffee is delicious. Could I please have	cup?			
	2.	The coffee isn't in this grocery bag, so I'll look in	one.			
	3.	There are supposed to be ten chairs in the room, but I count only five?	e. Where a	are		
	4.	No, let's not use this printer. Let's use one.				
	5.	Bob is a nickname for Robert are Rob and	Robbie.			
	6.	The sky is clearing. It's going to be beautifu	ıl day.			
		d about Kate and Lisa. Are the statements about them true? Circle false.	"T" for tru	ie and "F		
	SITUATION: Lisa and Kate talk to each other every other day. Kate saw Lisa the other day at the park. Lisa was with her five children. They were walking behind her, one after the other.					
	1.	Kate talks to Lisa often.	T	F		
	2.	Kate talked to Lisa today. She'll talk to her again tomorrow.	T	F		
	3.	Kate last saw Lisa a few weeks ago.	T	F		

(a) Mike and I write to each other every week. We write to one another every week.	Each other and one another indicate a reciprocal relationship.* In (a): I write to him every week, and he writes to me every week.	
(b) Please write on <i>every other</i> line. fona	Every other can give the idea of "alternate." ICAMCOM The meaning in (b) means: Write on the first line. Do not write on the second line. Write on the third line. Do not write on the fourth line. (Etc.)	
(c) — Have you seen Ali recently? — Yes. I saw him just <i>the other day</i> .	The other is used in time expressions such as the other day, the other morning, the other week, etc., to refer to the recent past. In (c): the other day means "a few days ago, not long ago."	
(d) The ducklings walked in a line behind the mother duck. Then the mother duck slipped into the pond. The ducklings followed her. They slipped into the water one after the other. (e) They slipped into the water one after another.	In (d): one after the other expresses the idea that separate actions occurred very close in time. In (e): one after another has the same meaning as one after the other.	



		No one knows my secret <i>other than</i> Rosa. No one knows my secret <i>except</i> (<i>for</i>) Rosa.	Other than is usually used after a negative to mean "except," as in (f). Example (g) has the same meaning as (f).	
	(h)	Fruit and vegetables are full of vitamins and minerals. <i>In other words</i> , they are good for you.	In (h): In other words is used to explain, usually in simpler or clearer terms, the meaning of the preceding sentence(s).	

^{*}In typical usage, each other and one another are interchangeable; there is no difference between them. Some native speakers, however, use each other when they are talking about only two persons or things, and one another when there are more than two.

Complete the sentences with a form of <i>other</i> .		
1 Two countries harder on the United States	One is Canada	The other

Exercise 32. Looking at grammar. (Charts 8-6 and 8-7)

1.	Two countries border on the United States.	One is Canada.	<u> </u>	19
	Mexico.			

2.	One of the countries I would like to visit is Sweden.	is Malaysia
	Of course, besides these two countries, there are many	places I
	would like to see.	

3.	Louis and I have been friends for a long time. We've known since we were children.							
4.	A: I talked to Sam day. B: Oh? How is he? I haven't seen him for ages.							
5.	In the Southwest there is a large area of land that has little or no rainfall, no trees, and very fonateam.com few plants than cactuses. In words, this							
6.	area of the country is a desert. Thank you for inviting me to the picnic. I'd like to go with you, but I've already made plans.							
7.	Some people are tall; are short. Some people are fat; are thin. Some people are nearsighted; people are farsighted.							
8.	Mr. and Mrs. Jay love They support							
	They like words, they are a happily married couple.							
9.	A: How often do you travel to Portland?							
	B: Every month I go there to visit my grandmother in a nursing home.							
10.	Could I borrow your pen? I need to write a check, but I have nothing to write with than this pencil.							
11.	My niece, Kathy, ate one cookie after until she finished the whole box. That's why she had a bad stomachache.							



l	Exercise 33. Looking at grammar. (Charts 8-6 and 8-7) Complete the sentences with your own words. Use a form of <i>other</i> where indicated.
	Example: Some people like while (other) prefer → Some people like coffee while others prefer tea.
	 I have two One is, and (other) is One of the longest rivers in the world is (other) is Some people like to in their free time. (other) prefer There are three that I especially like. One is (other) is (other)
	is 5. There are many kinds of Some are, (other) are, and (other) are
	Exercise 34. Listening. (Chart 8-7) Listen to the way <i>other</i> and <i>except</i> are used. Choose the sentence that is closest in meaning to the one you hear.
ck 44	Example: You will hear: I spend a lot of time with my grandmother. We enjoy each other's company. You will choose: a. My grandmother and I like to spend time with others. (b.) I enjoy spending time with my grandmother.
	 a. All of the students had the wrong answer. b. Some students had the wrong answer.
	2. a. The Clarks each see others on weekends.b. The Clarks spend time together on weekends.
	3. a. Susan spoke with him a while ago.b. Susan spoke with him recently.
	4. a. Three people know about the engagement.b. Four people know about the engagement.
	5. a. Jan knows about the party.b. Jan doesn't know about the party.
1	Exercise 35. Check your knowledge. (Chapters $6 \rightarrow 8$) Correct the errors.
	are \mathfrak{S} \mathfrak{S} 1. There -is- many different kind \mathfrak{S} of animal \mathfrak{S} in the world.
	2. My cousin and her husband moved to other city because they don't like a cold weather.
	3. I like to travel because I like to learn about other country and custom.
	4. Collecting stamps is one of my hobby.
	5. I came here three and a half month ago. I think I have made a good progress in English.

- 6. When I lost my passport, I had to apply for the another one.
- 7. When I got to class, all of the others students were already in their seats.
- 8. English has borrowed quite a few of word from another languages.
- 9. There is many student from differents countries in this class.

fonateam.com 10. Thousand of athlete take part in the Olympics.

- 11. Education is one of the most important aspect of life. Knowledges about many different things allow us to live fuller lives.
- 12. All of the students names were on the list.
- 13. I live in a two rooms apartment. Its too small for my family.
- 14. Many of people prefer to live in small towns. Their attachment to their communities prevent them from moving from place to place in search of works.
- 15. Todays news is just as bad as yesterdays news.
- 16. Almost of the students in our class speaks English well.
- 17. The teacher gave us several homework to hand in next Tuesday.
- 18. In today's world, womans work as doctor, pilot, archeologist, and many other thing. Both my mother and father are teacher's.
- 19. Every employees in our company respect Mr. Ward.
- 20. A child needs to learn how to get along with another people, how to spend their time wisely, and how to depend on yourself.

☐ Exercise 36. Let's write. (Chapters 6 → 8)

Write a paragraph on one of the given topics. Write as quickly as you can. Write whatever comes into your mind. Try to write 100 words in ten minutes.

When you finish your paragraph, exchange it with a classmate. Correct each other's errors before giving it to your teacher.

Topics:

food	computers
English	families
this room	movies
animals	holidays

\Box Exercise 37. Let's write and talk. (Chapters $6 \rightarrow 8$)

Choose an object and write a short paragraph about it. Do NOT include the name of the object in your writing; always use a pronoun to refer to it, not the noun itself.

Describe the object (What does it look like? What is it made of? What does it feel like? Does it make a noise? Does it have a smell? Etc.), and explain why people use it or how it is used. Begin with its general characteristics; then gradually get more specific.

Finally, read your paragraph aloud to the class or to a small group of classmates. They will try to guess what the object is.

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Example: It is usually made of metal. It is hollow. It is round on one end. It can be very small — small enough to fit in your pocket — or large, but not as large as a car. It is used to make noise. It can be used to give a signal. Sometimes it's part of an orchestra. Sometimes it is electric and you push a button to make it ring. What is it?

Exercise 38. Let's talk. (Chapters $6 \rightarrow 8$)

Think of the best present you have ever been given. Maybe it was something for your birthday, maybe for an anniversary, or maybe it wasn't for any special occasion at all. It could be an object, an activity, or perhaps something someone did for you. Describe it to the class or a small group. Include what it looked like, how it made you feel, and why it was special. The class or group will try to guess what it was.

Example: The best present I ever received was something my son gave me. He had to work hard in order to be able to give me this gift. When he was 18, he decided to go to college. That made me very happy. Many times he didn't think he could finish, but I told him that a good education would be his key to success in life. He studied very hard and never quit. This present took place on one day. I was there and watched him with tears in my eyes. What was this gift?

Answer: Your son's graduation from college.



Chapter 9 Modals, Part 1



Exercise 1. Warm-up. (Chart 9-1)

Correct the errors in verb forms.

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- 1. She can -saw- it.
- 2. She can to see it.
- 3. She cans see it.
- 4. She can sees it.

- 5. Can pass you the rice, please?
- 6. Do you can see it?*
- 7. They don't can go there.**
- 8. They aren't able pay their rent.

9-1 Basic Modal Introduction

Modal auxiliaries generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes. Each modal has more than one meaning or use. See Chart 10-10, p. 204–205, for a summary overview of modals.

Modal auxiliaries in English

can could had better may might must ought (to)

should will would

Modal Auxiliaries

I You He She It We You They can do it.
could do it.
had better do it.
may do it.
might do it.
must do it.
ought to do it.
shall do it.
should do it.
will do it.
would do it.

Modals do not take a final -s, even when the subject is she, he, or it.

CORRECT: She can do it.

Modals are followed immediately by the simple form of a verb.

CORRECT: She can do it.

INCORRECT: She can to do it. / She can does it. / She can did it.

The only exception is *ought*, which is followed by an infinitive (to + the simple form of a verb).

CORRECT: He ought to go to the meeting.

Phrasal Modals

be able to do it be going to do it be supposed to do it have to do it have got to do it Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: *be able to* is similar to *can; be going to* is similar to *will*.

An infinitive (to + the simple form of a verb) is used in these similar expressions.

^{*}See Appendix Chart B-1 for question forms with modals.

^{**}See Appendix Chart D-1 for negative forms with modals.

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

Complete the requests with I or you. Which sentences have essentially the same meaning?

- 1. Could _____ see that book? Thanks.
- 2. Could _____ hand me that book? Thanks.
- 3. May _____ see that book? Thanks. fonateam.com
- 4. Can _____ hand me that book? Thanks.
- 5. Can _____ see that book? Thanks.
- 6. Would _____ hand me that book? Thanks.
- 7. Will _____ please hand me that book? Thanks.



9-2 F	Polite Requests with "I" as	the Subject			
May I Could I	(a) May I borrow your pen (please)? (b) Could I (please) borrow your pen?	May I and could I are used to request permission. They are equally polite, but may I sounds more formal.* NOTE in (b): In a polite request, could has a present or future meaning, not a past meaning.			
Can I	(c) Can I borrow your pen?	Can I is used informally to request permission, especially if the speaker is talking to someone she/he knows fairly well. Can I is usually considered a little less polite than may I or could I.			
	TYPICAL RESPONSES Certainly. Yes, certainly. Of course. Yes, of course. INFORMAL: Sure.	Often the response to a polite request is an action, such as a nod or shake of the head, or a simple "uh-huh," meaning "yes."			

^{*}Might is also possible: Might I borrow your pen? Might I is quite formal and polite; it is used much less frequently than may I or could I.

Would you Will you	(a) Would you pass the salt (please)?(b) Will you (please) pass the salt?	The meaning of would you and will you in a polite request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.
Could you	(c) Could you pass the salt (please) team.	Masically, <i>could you</i> and <i>would you</i> have the same meaning. The difference is slight. Would you = Do you want to do this please? Could you = Do you want to do this please, and is it possible for you to do this? Could you and would you are equally polite.
Can you	(d) Can you (please) pass the salt?	Can you is often used informally. It usually sounds a little less polite than could you or would you.
	TYPICAL RESPONSES Yes, I'd (I would) be happy to / be glad to. Certainly. INFORMAL: Sure.	A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying, "I'd like to, but" (e.g., "I'd like to pass the salt, but I can't reach it.").
	(e) INCORRECT: May you pass the salt?	May is used only with I or we in polite requests.

Exercise 3. Let's talk. (Charts 9-2 and 9-3)

Ask and answer polite questions. Speaker A presents the situation to Speaker B. Speaker B makes a polite request using Would/Could you, and Speaker A gives a typical response. Work in pairs or as a class.

Example:

SPEAKER A (book open): You and I are co-workers. We don't know each other well.

We're at a lunch table in a cafeteria. You want the pepper.

SPEAKER B (book closed): Would/Could you please pass me the pepper? (Will is also possible

because the speaker uses *please*, but *can* is probably not appropriate in

this situation.)

Certainly. I'd be glad to. Here you are. SPEAKER A (book open):

- 1. You and I are good friends. We're in my apartment. You want to use the phone.
- 2. I'm your instructor. You want to leave class early.
- 3. I'm a student in your class. You hand me some papers. You want me to pass them out to the class.

(Change roles if working in pairs.)

- 4. I'm your supervisor at work. You knock on my half-open office door. I'm sitting at my desk. You want to come in.
- 5. I'm Dr. North's assistant. You want to make an appointment to see Dr. North.
- 6. You are running toward the elevator. I'm already inside. The door is closing. You ask me to hold it open.

Exercise 4. Warm-up. (Chart 9-4)

In each dialogue, choose the speaker (A or B) who is going to turn down the heat.

1. A: Would you mind turning down the heat?

B: No, not at all.

2. A: Would you mind if I turned down the heat?

B: No, not at all.

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Polite Requests with Would You Mind

Asking Permission

(a)	Would you mind if I closed the window?	Notice in (a): Would you mind if I is followed by the s
		naet *

(b) Would you mind if I used the phone?

TYPICAL RESPONSES No. not at all. No, of course not. No, that would be fine. simple

The meaning in (a): May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?

Notice that the typical response is "no." "Yes" means Yes, I mind. In other words: It is a problem for me. Another typical response might be "unh-uh," meaning "no."

Asking Someone to Do Something

- (c) Would you mind closing the window?
- (d) Excuse me. Would you mind repeating that?

TYPICAL RESPONSES No. I'd be happy to.

Not at all. I'd be glad to.

INFORMAL: No problem. / Sure. / Okay.

Notice in (c): Would you mind is followed by the -ing form of a verb (a gerund).

The meaning in (c): I don't want to cause you any trouble, but would you please close the window? Would that cause you any inconvenience?

The informal responses "Sure" and "Okav" are common but not logical. The speaker means No, I wouldn't mind but seems to be saying the opposite: Yes, I would mind. Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the request.

NOTE: The simple past does not refer to past time after would you mind; it refers to present or future time. See Chart 20-3, p. 419, for more information.

Exercise 5. Looking at grammar. (Chart 9-4)

Make sentences using Would you mind.

- 1. a. I want to leave early. \rightarrow Would you mind if I left early?
 - b. I want you to leave early. → Would you mind leaving early?
- 2. a. I want you to speak with John.
 - b. I want to speak with John.
- 3. a. I want to turn on the air conditioner.
 - b. I want you to turn on the air conditioner.

^{*}Sometimes, in informal spoken English, the simple present is used: Would you mind if I close the window?

	Con	nple g for	se 6. Look te the senter m of the verb.	nces	with th	ne verbs	in paren	theses.					
	1.		I'm very tire I'm sorry. I <u>repeat</u>	did		lerstand	=	-					to bed?
	2.	B:	Are you con I know I pro (stay) Of course n	omi	sed to g	go with y		'm not	feeling	very	good.	Would y	ou mind
	3.		It's getting l No.	hot	in here	. Would	you min	d (open)			the	window?
	4.		This is probyou a perso. It depends.				usiness, t	out wou	ld you i	mind	(ask)		
	5.	B:	Would you I'd really ra Excuse me.	ther	you di	dn't.				1			
	0.					a little m	ore slow	ly? I di	dn't cat	tch w	hat you	ı said.	
	7.		I don't like channel? Unh-uh.	this	TV pro	ogram. V	Would yo	u mind	(chang	re)			the
CD 1	List	en t	se 7. Liste o each reque	est.	Choos	e the exp	pected re	sponse	(a. or b	o.). I	n relax	ed speed	ch, the you
Track 45	Example: You will hear: This room is stuffy. Would you mind if I opened the door? You will choose: (a.) No, of course not. b. Yes.												
	1.	a.	Yes.	b.	Not at	all. I'd l	be glad t	0.					
	2.	a.	Yes.	b.	No, th	at would	l be fine.						
			Yes.	b.	No, I'c	l be happ	py to.						
	4.	a.	Sure.	b.	Yes.								
	5.	a.	Yes.	b.	No pro	oblem.							

Wor	k with a part	t's talk: pairwork. (Chart 9-4) ner. Read each situation and create a dialogue. Partner A makes a polite uld you mind. Partner B gives a typical response.	
Exai	_	ve a library book. You want the other person to take it back to the library	
PART	for you FNER A: Are	you going to the library?	
Par:	TNER B: Yes. TNER A: This		
	to dry them.		
2.	You're feelin to go.	g tired. A friend has arrived to pick you up for a party, but you've decided no)t
3.	One of you s	says that you're going to a particular store. The other one also wants from that store but doesn't have time to go there.	
		wants to ask the other a personal question.	
5.	_	ht a new cell phone. You don't know how to send a text message, but your You want to learn how to do it.	
Con		oking at grammar. (Charts $9-2 \rightarrow 9-4$) lite requests with your own words. Try to imagine what the speaker might sation.	У
1.	JACK:	What's the trouble, Officer?	
	Officer:	You made an illegal U-turn.	
	JACK:	I did?	
	OFFICER:	Yes. May I see your driver's license	_?
	JACK:	Certainly. It's in my wallet.	
	Officer:	Wouldyou please remove it from your wallet	_?
2.	WAITER:	Good evening. Are you ready to order?	
	CUSTOMER:	No, we're not. Could	_?
	WAITER:	Certainly. I'll be back shortly.	
3.	SALLY:	Are you driving to the meeting tonight?	
	SAM:	Uh-huh, I am.	
	SALLY:	Could	_?
	SAM:	Sure. I'll pick you up at 7:00.	
4.	Mr. Penn:	Something's come up, and I can't meet with you Tuesday. Would you mind	

Ms. GRAY: Let me check my calendar.

5. MECHANIC: What seems to be the trouble with your car? CUSTOMER: Something's wrong with the brakes, I think. Could _____ MECHANIC: Sure. Just pull the car into the garage. SHELLEY: Are you enjoying the movie? 6. MIKE: Yeah, you? SHELLEY: Yes, but I can't see over the man in front of me. Would you mind _____? MIKE: Not at all. I see two empty seats across the aisle.

Exercise 10. Let's talk: pairwork. (Charts 9-2 -> 9-4)

Work with a partner. Make up a short dialogue for each situation. The dialogue should contain a polite request and a response to that request.

Example: Janet and Sara are roommates and good friends. Janet doesn't have enough money to go to a movie tonight. She wants to borrow some from Sara.

JANET: There's a movie I really want to see tonight, but I'm running a little low on money right now. Could I borrow a few dollars? I'll pay you back Friday.

SARA: Sure. No problem. How much do you need?

- 1. Rashid is walking down the hall of his office building. He needs to know what time it is. He asks Elena, a co-worker he's seen before but has never met.
- 2. Larry is trying to study. His roommate, Matt, is playing a CD very loudly. This is bothering Larry, who is trying to be polite even though he feels frustrated and a little angry.
- 3. Ms. Jackson is in the middle of the city. She's lost. She's trying to find the bus station. She stops a friendly-looking stranger on the street to ask for directions.
- 4. Paul just arrived at work and remembered that he left his stove on in his apartment. His neighbor Mrs. Wu has a key to the front door, and Paul knows that Mrs. Wu hasn't left for work yet. Anxiously, he telephones Mrs. Wu for help.

Exercise 11. Let's talk. (Charts $9-2 \rightarrow 9-4$)

What are some polite requests you have heard (or have said) in the given locations? Create typical dialogues.

1. in this classroom 3. at a restaurant 5. on the telephone 4. at a grocery store 6. at a clothing store 2. at an airport

Exercise 12. Warm-up. (Chart 9-5)

Read the statements. Choose the more typical context (a. or b.) for the words in blue. Discuss their meanings.

1. Gosh! Look at the time. I've got to go. I have class in five minutes! a. everyday conversation b. formal writing

2. All applicants must be 18 years of age and must have a valid driver's license.

a. everyday conversation b. formal writing

- 3. We have to prepare a research paper on global warming in Dr. Chen's seminar this term. I think it'll be interesting.
 - a. everyday conversation b. formal writing

Expressing Necessity: Must, Have To, Have Got To

Must, Have To

(a) All applicants <i>must take</i> an entrance exam.	Must and have to both express necessity. The meaning
(b) All applicants have to take an entrance exam.	is the same in (a) and (b): It is necessary for every

choice. The exam is required.

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(c) I'm looking for Sue. I have to talk to her about our lunch date tomorrow. I can't meet her for lunch because I have to go to a business

In everyday statements of necessity, have to is used more commonly than must.

meeting at 1:00.

Must is usually stronger than have to and can indicate urgency or stress importance.

(d) Where's Sue? I must talk to her right away. I have an urgent message for her.

The meaning in (c): I need to do this, and I need to do that.

The meaning in (d) is stronger: This is very important!

Because it is a strong word, must (meaning necessity) is relatively rare in conversation. It is usually found in legal or academic writing.

- (e) I have to ("hafta") be home by eight.
- (f) He has to ("hasta") go to a meeting tonight.

NOTE: Native speakers often say "hafta" and "hasta," as in (e) and (f).

Have Got To

- (g) I have got to go now. I have a class in ten Have got to also expresses the idea of necessity: (g) minutes. and (h) have the same meaning.
- Have got to is informal and is used primarily in spoken (h) I have to go now. I have a class in ten minutes. English.

Have to is used in both formal and informal English.

(i) I have got to go ("I've gotta go / I gotta go") now.

The usual pronunciation of *got to* is "gotta." Sometimes have is dropped in speech: "I gotta do it."

Past Necessity

(j) PRESENT OF FUTURE I have to I have got to I must study tonight. Had to expresses past necessity.

I had to study last night.

In (j): had to = needed to: I needed to study last night. There is no other past form for must (when it means necessity) or have got to.

Exercise 13. Let's talk. (Chart 9-5)

Answer the questions in complete sentences using must, have to, had to, or have got to. Work in pairs, in small groups, or as a class.

- 1. What are some things you have to do after class today?
- 2. What have you got to do before you go to bed tonight? Is there any place you have got to go later today?
- 3. Think about everyday life. What are some things you must have in order to survive?
- 4. Think about your plans for the next week. What are some things you have to do?
- 5. Think about your activities last week. What were some things you had to do?
- 6. Think of the job of a doctor. What kinds of things must a doctor know about? What are some things a doctor has to do every day?

Exercise 14. Warm-up. (Chart 9-6)

Choose the sentences that Speaker B might say in response to Speaker A.

SPEAKER A: The meeting starts in an hour. We have plenty of time.

Speaker B: 1. We must not hurry.

- 2. We don't have to hurry.
- 3. We don't need to hurry.

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9-6 Lack of Necessity and Prohibition: Have To and Must

Lack of Necessity				
(a) Tomorrow is a holiday. We <i>don't have to go</i> to class.	When used in the negative, <i>must</i> and <i>have to</i> have different meanings.			
(b) I can hear you. You don't have to shout.*	Negative form: <i>do not have to</i> = lack of necessity.			
	The meaning in (a): We don't need to go to class tomorrow because it is a holiday.			
Prohibition				
(c) You must not tell anyone my secret. Do you	must not = prohibition (DO NOT DO THIS!)			
promise?	The meaning in (c): Do not tell anyone my secret. I forbid it. Telling anyone my secret is prohibited.			
	Negative contraction: <i>mustn't</i> . (The first "t" is silent: "muss-ənt.")			
(d) Don't tell anyone my secret. (e) You can't tell anyone my secret. (f) You'd better not tell anyone my secret.	Because <i>must not</i> is so strong, speakers also express prohibition with imperatives, as in (d), or with other modals, as in (e) and (f).			

^{*}Lack of necessity may also be expressed by need not + the simple form of a verb: You needn't shout. The use of needn't as an auxiliary is chiefly British except in certain common expressions such as You needn't worry.

Exercise 15. Looking at grammar. (Chart 9-6)

Complete the sentences with must not or do/does not have to.

- 1. I've already finished all my work, so I ______ don't have to _____ study tonight. I think I'll read for a while.
- 2. In order to be a good salesclerk, you _______ be rude to customers.
- 3. You _____ introduce me to Dr. Gray. We've already met.
- 4. A person _______ become rich and famous in order to live a successful life.
- 5. If you encounter a growling dog, you ______ show any signs of fear. If a dog senses fear, it is more likely to attack a person.

6. I	go to the doctor	or. I'm feeling much better.			
7. We go to the concert if you don't want to, but it might be good					
8. A person	get mai	arried in order to lead a happy and fulfilling life.			
•	in a leader? Volnatean in	THEOMO you think a leader needs in order to be t, must not, has to, or doesn't have to.			
An effective leader of a c	ountry				
1.	be well educated	d.			
2	be flexible and o	open to new ideas.			
3	be wealthy.				
4.	have a family (sp	pouse and children).			
5	have a military b	oackground.			
6	use his or her po	ower for personal financial gain.			
7.	ignore the wishes of the majority of the people.				
8	be a good public	c speaker.			
hear. Finish the first so SITUATION 1: Class re 1. New students 2. Returning studen	es with <i>must</i> , <i>must not</i> ituation before moving egistration reg	egister in person register in person.			
3. New students	for	orget their ID.			
SITUATION 2: Class cl					
		ke class changes in person.			
		eir tuition at the time of registration.			
6. Students	pay the	eir tuition late.			
Exercise 18. Warr Read the situation. W	n-up. (Chart 9-7) hat advice would you gi	give Amir?			
SITUATION: Amir has	a bad toothache.				
 He should see a c He should wait as 	lentist immediately. nd see if the pain	4. He should put an ice-pack on his cheek5. He should take some pain medicine.			

6. He should get his cousin to pull the tooth

right away.

goes away.

3. He should call an ambulance.

(a)	You <i>should study</i> harder. You <i>ought to study</i> harder.	Should and ought to both express advisability. Their meaning ranges in strength from a suggestion (This is a good idea) to a statement about responsibility or duty (This is a very important thing to do).				
(b)	Drivers should obey the speed limit. Drivers ought to obey the speed limit.					
	fanataa	The meaning in (a): This is a good idea. This is my advice.				
	tonatean	nlicom This is an important responsibility.				
(c)	You shouldn't leave your keys in the car.	Negative contraction: shouldn't.*				
		NOTE: the /t/ is often hard to hear in relaxed, spoken English.				
(d)	I <i>ought to</i> ("otta") <i>study</i> tonight, but I think I'll watch TV instead.	Native speakers often pronounce <i>ought to</i> as "otta" in informal speech.				
	The gas tank is almost empty. We had better stop at the next gas station.	In meaning, <i>had better</i> is close to <i>should</i> and <i>ought to</i> , but <i>had better</i> is usually stronger. Often <i>had better</i> implies a warning or a threat of possible bad consequences.				
(f)	You had better take care of that cut on your hand soon, or it will get infected.	The meaning in (e): If we don't stop at a service station, there will be a bad result. We will run out of gas.				
		Notes on the use of <i>had better</i> : • It has a present or future meaning. • It is followed by the simple form of a verb. • It is more common in speaking than writing.				
	You'd better take care of it. You better take care of it.	Contraction: 'd better, as in (g). Sometimes in speaking, had is dropped, as in (h).				
(i)	You'd better not be late.	Negative form: <i>had better</i> + <i>not</i>				
*Oug	ght to is not commonly used in the negative. If it is, the to is	sometimes dropped: You oughtn't (to) leave your keys in the car.				
	Exercise 19. Looking at grammar. (Complete the dialogues with your own words give advice.					
	1. A: The shoes I bought last week don't fi	t.				
	B: You					
	2. A: Have you gotten your airplane ticket?					
	B: No, not yet.					
	A: Flights fill up fast near the holidays.	Flights fill up fast near the holidays. You				
	3. A: Yikes! My class starts in five minutes	. I wasn't watching the time.				
	B: You	B: You				
	4. A: I have the hiccups.					

5. A: I bought these organic apples, and all of them are rotten inside.

B: You _____

Advisability: Should, Ought To, Had Better

)	Exercise 20. Let's talk: pairwork. (Chart 9-7) Work with a partner. Partner A presents the problem. Partner B gives advice using should, ought to, or had better.
	Example: PARTNER A (book open): I have a test tomorrow. PARTNER B (book closed): You should / ought to / had better study tonight.
	 I can't see the board when I sifunateamkoom My roommate snores, and I can't get to sleep. Pam's younger brother, who is 18, is using illegal drugs. How can she help him?
	 Change roles. 4. My apartment is a mess, and my mother is coming to visit tomorrow! 5. I have six months to improve my English. 6. The Taylors' daughter is very excited about going to Denmark for a vacation.
)	Exercise 21. Let's talk: pairwork. (Chart 9-7) Work with a partner. Complete the dialogues with your own words.
	A: Oops! I spilledcoffee on my shirt. B: You'd betterrun it under hot water before the stain sets.
	2. A: My doctor said I should, but I
	3. A: I've been studying for three days straight. B: I know. You should
	4. A: Do you think I ought to or or If you don't,
	A: Lately I can't seem to concentrate on anything. I feel B: Maybe you should Or have you thought about
1	Exercise 22. Let's talk. (Charts 9-5 → 9-7) Which sentence in each pair is stronger? Discuss situations in which a speaker might say these sentences.
	 a. You should go to a doctor. b. You'd better go to a doctor. a. I have to go to the post office. b. I should go to the post office.
	 2. a. Mary should go to work today. b. Mary must go to work today. 5. a. We shouldn't go into that room. b. We must not go into that room.
	 3. a. We've got to go to class. b. We ought to go to class. 6. a. You'd better not go there alone. b. You shouldn't go there alone.

Exercise 23. Looking at grammar. (Charts $9-5 \rightarrow 9-7$) Complete the sentences with should or must/have to . In some sentences either one is possible, but the meaning is different. Discuss the difference in meanings.
1. A person must / has to eat in order to live.
2. A person eat a balanced diet.
3. If you want to become a doctofonateam.com go to medical school for many years.
4. I don't have enough money to take the bus, so I walk home.
5. Walking is good exercise. You say you want to get more exercise. You walk to and from work instead of taking the bus.
6. We go to Colorado for our vacation.
7. According to my advisor, I take another English course.
8. Rice have water in order to grow.
9. This pie is very good. You try a piece.

Exercise 24. Listening. (Charts $9-5 \rightarrow 9-7$)

10. This pie is excellent! You ____

try a piece.*

CD 1

Listen to each sentence and choose the answer (a. or b.) that has the same meaning. In some cases both answers are correct.

Example: You will hear: During the test, do not look at your neighbor's paper. You will choose: a. You don't have to look at you neighbor's paper. (b.) You must not look at your neighbor's paper.

- 1. a. You don't have to lock the door.
 - b. You must not lock the door.
- 2. a. You must show proof of citizenship.
 - b. You have to show proof of citizenship.
- 3. a. You ought to arrive early.
 - b. You should arrive early.
- 4. a. To enter the boarding area, passengers should have boarding passes.
 - b. To enter the boarding area, passengers must have boarding passes.

^{*}Sometimes in speaking, *must* has the meaning of a very enthusiastic *should*.

Exercise 25. Warm-up. (Chart 9-8)

Choose the student (Jason or Jim) who said this sentence: "I should have studied."



9-8 The Past Form of Should					
because I didn't study studied last night. (b) You were supposed to didn't come until midnight.	ig. I didn't do well on the test for it last night. I <i>should have</i> be here at 10:00 P.M., but you ght. We were worried about you.	Past form: should have + past participle.* The meaning in (a): I should have studied = Studying was a good idea, but I didn't do it. I made a mistake. Usual pronunciation of should have: "should-əv" or "should-ə."			
box up two flights of stall'm sorry.) (d) We went to a movie, but	airs. (I carried that heavy airs. (I carried the box, and now but it was a waste of time and but have gone to the movie.	The meaning in (c): I should not have carried = I carried something, but it turned out to be a bad idea. I made a mistake. Usual pronunciation of should not have: "shouldn't-əv" or "shouldn't-ə."			

^{*}The past form of ought to is ought to have + past participle (I ought to have studied.). It has the same meaning as the past form of should. In the past, should is used more commonly than ought to. Had better is used only rarely in a past form (e.g., He had better have taken care of it.) and usually only in speaking, not writing.

Exercise 26. Listening. (Chart 9-8)

CD 1 Track 48 Listen to each situation and choose the best advice (a. or b.). In some cases, <u>both</u> answers are correct.

Example: You will hear: Your report had spelling errors because you didn't run a spellcheck.

You will choose: (a.) I should have run a spellcheck.

b. I shouldn't have run a spellcheck.

- 1. a. She should have spent more money.
 - b. She shouldn't have spent so much money.
- 2. a. I should have gone with them.
 - b. I shouldn't have stayed home.

- 3. a. He shouldn't have had so much coffee.
 - b. He should have had more coffee.
- 4. a. She shouldn't have been dishonest.
 - b. She should have been more honest.

Exercise 27. Let's talk. (Chartonateam.com

Speaker A presents the given situation. Speaker B comments on it using should/shouldn't have + past participle. Work in pairs, in groups, or as a class.

Example:

Speaker A (book open): I didn't invite Sonya to my party. That made her feel bad. I'm sorry I didn't invite her.

SPEAKER B (book closed): You should have invited Sonya to your party.

- 1. Tim made a mistake yesterday. He left the door to his house open, and a bird flew in. He had a terrible time catching the bird.
- 2. There was an important meeting yesterday afternoon, but you decided not to go. That was a mistake. Now your boss is angry.
- 3. Emily didn't feel good a couple of days ago. I told her to see a doctor, but she didn't. That was a mistake. Now she is very sick.
- 4. Nick signed a contract to buy some furniture without reading it thoroughly. Now he has discovered that he is paying a higher interest rate than he expected. He made a mistake.

Exercise 28. Let's talk: pairwork. (Chart 9-8)

Work with a partner. Partner A presents the situation. Partner B comments on it using should/shouldn't have + past participle.

Example:

PARTNER A (book open): You failed the test because you didn't study.

PARTNER B (book closed): I should have studied.

- 1. You are cold because you didn't wear a coat.
- 2. Your friend is upset because you didn't return his call.
- 3. The room is full of flies because you opened the window.
- 4. You don't have any food for dinner because you didn't go to the grocery store.
- 5. You bought a friend a box of candy for her birthday, but she doesn't like candy.

Change roles.

- 6. John loved Marta, but he didn't marry her. Now he is unhappy.
- 7. John loved Marta, and he married her. But now he is unhappy.
- 8. The weather was beautiful yesterday, but you stayed inside all day.
- 9. You lent your car to your friend, but she had an accident because she was driving on the wrong side of the road.
- 10. You overslept this morning because you didn't set your alarm clock.

Exercise 29. Let's talk or write. (Chart 9-8)

Discuss or write what you think the people in the given situations should have done or shouldn't have done.

Example:

Tom didn't study for the test. During the exam, he panicked and started looking at other students' test papers. He didn't think the teacher saw him, but she did. She warned him once to stop cheating, but he continued. As a result, the teacher took Tom's test paper, told him to leave the room, and failed him on the exam.

- → Tom should have studied for the test.
- → He shouldn't have looked at other students' papers during the test.
- → He shouldn't have started cheating.
- → He should have known the teacher would see him cheating.
- → He should have stopped cheating after the first warning.
- → The teacher should have ripped up Tom's paper and sent him out of the room the first time she saw him cheating.
- 1. Kazu and his wife, Julie, had good jobs as professionals in New York City. Kazu was offered a high-paying job in Chicago, which he immediately accepted. Julie was shocked when he came home that evening and told her the news. She liked her job and the people she worked with. She didn't want to move away and look for another job.
- 2. For three years, Donna had been saving her money for a trip to Europe. Her brother, Hugo, had a good job, but he spent all of his money on expensive cars, clothes, and entertainment. Suddenly, Hugo was fired from work and had no money to support himself while he looked for another job. Donna lent him nearly all of her savings, and within three weeks he spent it all on his car, more clothes, and expensive restaurants.

Exercise 30. Warm-up. (Chart 9-9)

Correct the errors in the form of be supposed to.

ia

- 1. The building custodian $_{\wedge}$ supposed to* unlock the doors every morning.
- 2. We're not suppose to open that door.
- 3. I have a meeting at seven tonight. I suppose to be there a little early to discuss the agenda.
- 4. I'm suppose to be at the meeting. I suppose* I'd better go.
- 5. Where have you been? You suppose be here an hour ago!

9-9 Obligation: Be Supposed To	
(a) The game is supposed to begin at 10:00.(b) The committee is supposed to vote by secret ballot.	Be supposed to expresses the idea that someone (I, we, they, the teacher, lots of people, my father, etc.) expects something to happen.
	Be supposed to often expresses expectations about scheduled events, as in (a), or correct procedures, as in (b).
(c) I am supposed to go to the meeting. My boss told me that he wants me to attend.	am.com Be supposed to also expresses expectations about behavior.
(d) The children are supposed to put away their toys before they go to bed.	The meaning is the same in (c) and (d): Someone else expects (requests or requires) certain behavior.
(e) Jack was supposed to call me last night. I wonder why he didn't.	Be supposed to in the past (was/were supposed to) expresses unfulfilled expectations.
	The meaning in (e): I expected Jack to call, but he didn't.

Exercise 31. Let's talk. (Chart 9-9)

Answer the questions in complete sentences. Use be supposed to. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A (book open): If you're driving and a traffic light turns red, what are you supposed

to do?

SPEAKER B (book closed): You're supposed to come to a complete stop.*

- 1. What are you supposed to do if you're involved in a traffic accident?
- 2. What are you supposed to do prior to takeoff in an airplane?
- 3. What are some things athletes in training are supposed to do, and some things they're not supposed to do?
- 4. If you're driving and an ambulance with flashing lights and blaring sirens comes up behind you, what are you supposed to do?

(Change roles if working in pairs).

- 5. Can you think of something you were supposed to do yesterday (or sometime in the past) but didn't do?
- 6. What are we supposed to be doing right now?
- 7. Tell me about any job you've had. What were you supposed to do on a typical day?
- 8. In the place you live or work, who is supposed to do what? In other words, what are the duties or responsibilities of the people who live or work with you?

^{*}Note the use of impersonal you. See Chart 8-5, p. 147.

Exercise 32. Looking at grammar. (Charts $9-5 \rightarrow 9-9$)

Which sentence in each pair is stronger?

1. a. You had better wear a seat belt.

- b. You *ought to wear* a seat belt.
- 2. a. You *must wear* a seat belt.
 - b. You had better wear a seat belt.
- 3. a. You have to wear a seat belt.
 - b. You are supposed to wear a seat belt.

- 4. a. We are supposed to bring pens.
 - b. We have to bring pens.
- 5. a. We *ought to bring* pens.
 - b. We have got to bring pens.
- fonateam.com 6. a. We had better bring pens.
 - b. We should bring pens.

Exercise 33. Let's talk or write. (Charts $9-5 \rightarrow 9-9$)

Choose an occupation from the list or any other occupation of your choosing. Make sentences about it using the given verbs.

Example: teacher \rightarrow A teacher should be very patient.

should be supposed to ought to had better

have to have got to must shouldn't

be not supposed to had better not do not have to must not

Occupations:

- 1. tour guide
- 2. engineer
- nurse
- 4. taxi driver
- salesclerk
- 6. plumber
- 7. artist
- 8. veterinarian



Exercise 34. Let's write or talk. (Charts $9-5 \rightarrow 9-9$)

Choose one (or more) of the topics for writing, group discussion, or role-playing. Try to include the words from the given list on the next page.

Example: Pretend that you are the supervisor of a roomful of young children. The children are in your care for the next six hours. What would you say to them to make sure they understood your expectations and your rules, so that they would be safe and cooperative?

- → You **should** pick up your toys when you are finished playing with them.
- → You have to stay in this room. Do not go outside without my permission.
- → You're supposed to take a short nap at one o'clock. Etc.

should	have to	be not supposed to
be supposed to	have got to	had better not
ought to	must	do not have to
had better	shouldn't	must not

Topics:

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- 1. Pretend that you are a travel agent and you are helping two students who are traveling abroad for a vacation. You want them to understand the travel arrangements you have made, and you want to explain some of the local customs of the countries they will be visiting.
- 2. Pretend that you are the supervisor of a café and you are talking to two new employees. You want to acquaint them with their jobs and your expectations.
- 3. Pretend that you are instructing the person who will watch your three young children while you are out for the evening. They haven't had dinner, and they don't like to go to bed when they're told to.



Exercise 35. Warm-up. (Chart 9-10)

Circle yes if the speaker is expressing an intention or plan; circle no if not. In which of these sentences do you know for sure that the speaker did not complete the plan?

CII	terrees do you know for sure that the speaker and not complete the plant.		
		INTENTIO	n/plan?
1.	I am going to call you at 9:00 tomorrow.	yes	no
2.	I was going to call you, but I couldn't find your phone number.	yes	no
3.	I was going to class when I ran into a friend from childhood.	yes	no
4.	I was planning to go to college right after high school but then decided		
	to work for a year first.	yes	no
5.	I was working at my computer when the electricity went off.	yes	no
6.	I had planned to talk to my manager today about a raise, but she was		
	out sick.	yes	no

9-10 Unfulfilled Intentions: Was/Were Going To						
(a) I'm going to go to the concert tomorrow. I'm really looking forward to it.	Am/is/are going to is used to talk about intentions for future activities, as in (a).					
(b) Jack was going to go to the movie last night, but he changed his mind. fonate	Was/were going to talks about past intentions. Usually, these are unfulfilled intentions, i.e., activities someone intended to do but did not do. am.com The meaning in (b): Jack was planning to go to the concert, but he didn't go.					
(c) I was planning to go, but I didn't. I was hoping to go, but I couldn't. I was intending to go, but I didn't. I was thinking about going, but I didn't.	Other ways of expressing unfulfilled intentions are to use plan, hope, intend, and think about in the past progressive, as in (c), or in the past perfect, as in (d).					
(d) I had hoped to go, but I couldn't. I had intended to go, but I didn't. I had thought about going, but I didn't. I had planned to go, but I changed my mind.						

Exercise 36. Looking at grammar. (Chart 9-10)

Restate each sentence in two other ways.

Example: I was going to call you, but I couldn't get cell phone reception.

- \rightarrow I had planned to call you, but I couldn't get cell phone reception.
- \rightarrow I was intending to call you, but I couldn't get cell phone reception.
- 1. I was going to stay home on my day off, but I had too much work at the office.
- 2. I was going to surprise you with jewelry for your birthday, but I wasn't sure what you'd like.
- 3. I was going to reply to your email right away, but I got distracted by my children.

☐ Exercise 37. Let's talk. (Chart 9-10)

Take turns completing the sentences. Work in pairs or small groups. Share some of your answers with the class.

- 1. I was going to get up early this morning, but
- 2. I had intended to meet you at the restaurant, but
- 3. I was planning to visit you this weekend, but
- 4. I had hoped to see you one more time before you left, but
- 5. We had thought about inviting the Smiths to our party, but
- 6. I was going to call you on your birthday, but
- 7. We were hoping to see that movie in a theater, but

☐ Exercise 38. Warm-up. (Chart 9-11)

Imagine that next Tuesday you have a holiday. You and your roommate are making plans. Read the list of activities. Which ones sound good to you?

Activities:

- 1. Let's go to a movie.
- 2. Why don't we study grammar all day?
- 3. Let's go shopping.

- 4. Why don't we fly to Paris for lunch?
- 5. Let's play video games.
- 6. Why don't we clean and do the laundry?

9-11 Making Suggestions: Let's, Why Don't, Shall I/We					
(a) Let's go to a movie.	let's = let usLet's is followed by the simple form of a verb.				
(b) Let's not go to a movie. Let's stay home instead. fonatea	Negative form: let's + not + simple verb Let's means I have a suggestion for us. IM.COM				
(c) Why don't we go to a movie?(d) Why don't you come around seven?(e) Why don't I give Mary a call?	Why don't is used primarily in spoken English to make a friendly suggestion. The meaning in (c): Let's go to a movie. In (d): I suggest that you come around seven. In (e): Should I give Mary a call? Do you agree with my suggestion?				
(f) Shall I open the window? Is that okay with you? (g) Shall we leave at two? Is that okay?	When shall is used with I or we in a question, the speaker is usually making a suggestion and asking another person if she/he agrees with this suggestion, as in (f) and (g). The use of shall + I / we is relatively formal and infrequent in American English.				
(h) Let's go, shall we?(i) Let's go, okay?	Sometimes <i>shall we</i> ? is used as a tag question after <i>let's</i> , as in (h). More informally, <i>okay</i> ? is used as a tag question, as in (i).				

Exercise	39.	in	your	own	words.	(Chart 9-11)
Complete	the c	onv	ersatio	ns wit	th your ov	vn words.

1.	A:	A new	apanese restaurant	just opened downtow	n. Let's	<u>eat there tonight.</u>

- B: Great idea! I'd like some good sushi.
- A: Why don't _____you call and make a reservation? Make it for about 7:30.
- B: No, let's ______ make it for 8:00. I'll be working until 7:30 tonight.
- 2. A: I don't feel like staying home today.
 - B: Neither do I. Why don't _____
 - A: Hey, that's a great idea! What time shall
 - B: Let's leave in an hour.
- 3. A: Shall _____ or ____
 - B: Let's _____ first; then we can take our time over dinner.
 - A: Why don't ______
 - B: Good idea.
- 4. A: Let's _____ over the weekend. The fresh air would do us both good.
 - B: I agree. Why don't _____
 - A: No. Sleeping in a tent is too uncomfortable. Let's _____ It won't be that expensive, and we'll have hot water and all the comforts of home.

Exercise 40. Warm-up. (Chart 9-12)

Read the conversation. Whose suggestion seems stronger, Alice's or Roberto's?



9.	-12 Making Suggestions: Could	d vs. Should
, ,	— What should we do tomorrow? Why don't we go on a picnic? We could go on a picnic.	Could can be used to make suggestions. The meanings in (a) and (b) are similar: The speaker is suggesting a picnic.
(c) (d)	— I'm having trouble in math class. You should talk to your teacher. Maybe you should talk to your teacher.	Should gives definite advice and is stronger than could. The meaning in (c): I believe it is important for you to do this. This is what I recommend.
, ,	— I'm having trouble in math class. You could talk to your teacher. Or you could ask Ann to help you with your math lessons. Or I could try to help you.	In (d), the use of <i>maybe</i> softens the strength of the advice. Could offers suggestions or possibilities. The meaning in (e): I have some possible suggestions for you. It is possible to do this. Or it is possible to do that.*
(f)	— I failed my math class. You should have talked to your teacher and gotten some help from her during the term.	Should have (past form) gives "hindsight" advice.** The meaning in (f): It was important for you to talk to the teacher, but you didn't do it. You made a mistake.
(g)	 I failed my math class. You could have talked to your teacher. Or you could have asked Ann to help you with your math. Or I could have tried to help you. 	Could have (past form) offers "hindsight" possibilities. The meaning in (g): You had the chance to do this or that. It was possible for this or that to happen. You missed some good opportunities.

^{*}Might (but not may) can also be used to make suggestions (You might talk to your teacher.), but could is more common.

^{**}Hindsight refers to looking back at something after it happens.

Exercise 41. Looking at grammar. (Chart 9-12)

Discuss Speaker B's and C's use of *should* and *could*. What are the differences in meaning?

- 1. A: Ted doesn't feel good. He has a bad stomachache. What do you think he should do?
 - B: He should see a doctor.
 - C: Well, I don't know. He could call a doctor. He could call Dr. Sung. Or he could call Dr. Jones. Or he *could* simply *stay* in bed for a day and hope he feels better tomorrow.
- 2. A: I need to get to the airport. fonateam.com
 - B: You should take the airport bus. It's cheaper than a taxi.
 - C: Well, you could take the airport bus. Or you could take a taxi. Maybe Matt could take vou. He has a car.
- 3. A: I took a taxi to the airport, and it cost me a fortune.
 - B: You should have taken the airport bus.
 - C: You could have taken the airport bus. Or maybe Matt could have taken you.

Exercise 42. Let's write: pairwork. (Chapter 9)

Work with a partner. Write a letter to an advice columnist in a newspaper. Make up a personal problem for the columnist to solve. Then give your letter to another pair, who will write an answer.

Example letter:

Dear Annie.

My husband and my sister had an argument over a year ago, and they haven't spoken to each other since. My husband accused my sister of insulting him about his baldness. Then he told my sister that her hair looked like straw. He said he'd rather be bald than have that kind of hair. My sister insists on an apology. My husband refuses until she apologizes to him first.

The problem is that I'm planning a graduation party for my daughter. My husband insists that I not invite my sister. I tell him I have to invite her. He says he'll leave the party if my sister walks in the door. My daughter is very close to my sister and very much wants her to come to the celebration.

What should I do? I feel I must include my sister in the graduation party, but I don't want to anger my husband.

> Yours truly, Confused and Torn

Example response:

Dear Confused and Torn.

Tell your husband that this party is your daughter's time to have her whole family around her and that you're going to invite your sister to the family celebration. This is certainly a time he has to put his daughter's needs first.

And you should tell both your husband and your sister that it's time to get past their silly argument and act like grownups instead of ten-year-olds. You could offer to serve as an intermediary to get them together to apologize to each other. If you present a reasonable, adult way of handling the problem, they may start behaving like adults. Good luck.

Annie

Exercise 1. Warm-up. (Chart 10-1)

A man walked into Ramon's apartment and stole his guitar. The thief accidentally left his hat in the apartment. A policewoman at the scene asks Ramon, "Whose hat is this?" How would he answer her question? Match Ramon's thoughts in Column A to his statements in Column B.

Column A

- 1. Ramon thinks the hat looks familiar, but he's not certain whose it is.
- 2. Ramon thinks he recognizes the hat. He's almost sure he knows the owner.
- 3. Ramon has no doubts. He knows whose hat it is.

Column B

- a. "It is Joe Green's hat."
- b. "It could belong to Joe Green. It might be Al Goldberg's. Or it may belong to Mr. Perez across the hall."
- c. "It must be Joe Green's hat."

10-1 Degrees of Certainty: Present Time

— Why isn't John in class?

100% sure: He is sick.

95% sure: He must be sick.

(He may be sick.

50% sure or less: { He might be sick.

He could be sick.

NOTE: These percentages are approximate.

Degree of certainty refers to how sure we are — what we think the chances are — that something is true.

If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick," I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.

- Why isn't John in class?
- (a) He must be sick. (Usually he is in class every day, but when I saw him last night, he wasn't feeling good. So my best guess is that he is sick today. I can't think of another possibility.)

Must expresses a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%.

In (a): The speaker is saying, "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."

- Why isn't John in class?
- (b) He may be sick.
- (c) He might be sick.
- (d) He could be sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)

May, might, and could express a weak degree of certainty.

In (b), (c), and (d): The meanings are all the same. The speaker is saying, "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities."

^{*}Maybe (one word) is an adverb: Maybe he is sick. May be (two words) is a verb form: He may be sick.

Exercise 2. Looking at grammar. (Chart 10-1)

Complete the sentences by using must or may/might/could with the expressions in the list or your own words.

✓be very proud fit Jimmy miss them very much be at a meeting have the wrong number

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- 1. A: I've heard that your daughter recently graduated from law school and that your son has gotten a scholarship to the state university. You <u>must be very proud</u> of them.
 - B: We are.
- 2. A: Hello?
 - B: Hello. May I speak to Ron?
 - A: I'm sorry. You _____ There's no one here by that name.



- 3. A: Where's Ms. Adams? She's not in her office.
 - B: I don't know. She ______, or maybe she's in the employee lounge.
- 4. A: This winter jacket is still in good shape, but Brian has outgrown it. Do you think it would fit one of your sons?
 - B: Well, it's probably too small for Danny too, but it
- 5. A: How long has it been since you last saw your family?
 - B: More than a year.
 - A: You _____

Exercise 3. Let's talk. (Chart 10-1)

Make your best guess from the given information. Use *must* in your answers. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A (*book open*): Alice always gets the best grades in the class. Why? SPEAKER B (*book closed*): She must study hard. / She must be intelligent.

- 1. The students are yawning. Why:
- 2. Carol is shivering and has goose bumps. Why?
- 3. Lisa's stomach is growling. Why?
- 4. Bob is scratching his arm. Why?

(Change roles if working in pairs.)

- 5. The teacher is smiling. Why?
- 6. Mrs. Allen is crying. Why?
- 7. The fans are jumping up and down and clapping. Why?
- 8. Don't look at a clock. What time is it?

Exercise 4. Let's talk. (Chart 10-1)

Answer the questions with I don't know + may/might/could.

Example:

SPEAKER A (*book open*): Amy's grammar book isn't on her desk. Where is it? SPEAKER B (*book closed*): I don't know. It may/might/could be in her backpack.

- 1. (name of a student) isn't in class today. Where is she/he?
- 2. Where does (name of a student) live?
- 3. What do you think I have in my briefcase/pocket/purse?
- 4. What kind of cell phone does our teacher have?
- 5. I can't find my pen. Do you know where it is?
- 6. How old do you think (someone famous) is?

Exercise 5. Warm-up. (Chart 10-2)

Anna is checking some figures in her business records: 3,456 + 7,843 = 11,389. How certain is Anna in each of the sentences? Is she 100%, 99%, 95%, or 50% sure?

- 1. At first glance, she says to herself, "Hmmm. That may not be right."
- 2. Then she looks at it again and says, "That must not be right. 6 + 3 is 9, but 5 + 4 isn't 8."
- 3. So she says to herself, "That couldn't be right!"
- 4. Finally, she adds the figures herself and says, "That isn't right."

Degrees of Certainty: Present Time Negative

100% sure: Sam isn't hungry.

Sam couldn't be hungry. 99% sure: Sam can't be hungry.

Sam must not be hungry. 95% sure:

Sam may not be hungry. 50% sure or less. Tonate and no one in not be hungry.

NOTE: These percentages are approximate.

(a)	Sam doesn't want anything to eat. He isn't hungry.
	He told me his stomach is full. I heard him say that
	he isn't hungry. I believe him.

In (a): The speaker is sure that Sam is not hungry.

(b) Sam couldn't/can't be hungry. That's impossible. I just saw him eat a huge meal. He has already eaten enough to fill two grown men! Did he really say he'd like something to eat? I don't believe it.

In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). When used in the negative to show degree of certainty. couldn't and can't forcefully express the idea that the speaker believes something is impossible.

(c) Sam isn't eating his food. He must not be hungry. That's the only reason I can think of.

In (c): The speaker is expressing a logical conclusion, a "best quess."

(d) I don't know why Sam isn't eating his food. He may not/might not be hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows?

In (d): The speaker uses may not/might not to mention a possibility.

Exercise 6. Let's talk. (Charts 10-1 and 10-2)

Answer the questions based on the speakers' opinions of the given situation.

SITUATION: Tim is talking about Ed and says, "Someone told me that Ed quit his job, sold his house, and moved to an island in the Pacific Ocean."

OPINIONS: Lucy says, "That may not be true." Hamid says, "That can't be true."

Linda says, "That must not be true." Rob says, "That isn't true."

- 1. Who is absolutely certain?
- 2. Who is almost certain?
- 3. Who has an open mind and hasn't decided?



Complete the sentences with your best guess. Work in pairs, in small groups, or as a class.

- 1. A: Yuko has flunked every test so far this semester.
 - B: She must not . . . \rightarrow *She must not study very hard.*
- 2. A: Who are you calling?
 - B: Tarek. The phone is ringing, but there's no answer.
 - A: He must not . . .



		:: I'm trying to be a good host. I've offered Rosa a glass of water, a cup of coffee or tea, and a soft drink. She doesn't want anything. :: She must not
		:: I offered Mr. Chang some nuts, but he refused them. Then I offered him some candy, and he accepted. :: He must not
		: Mrs. Garcia seems very longiteam.com : I agree. She must not
		with a partner. Give possible reasons for Speaker B's conclusions.
	Examp	ble: A: Someone is knocking at the door. It might be Mary. B: It couldn't be Mary. (Reason? Mary is in Moscow. / Mary went to a movie tonight. / Etc.)
		: Someone left this wool hat here. I think it belongs to Alex. : It couldn't belong to him. (<i>Reason?</i>)
		: Someone told me that Karen is in Norway. : That can't be right. She couldn't be in Norway. (Reason?)
		: Look at that big animal. Is it a wolf? : It couldn't be a wolf. (Reason?)
		: Someone told me that Marie quit her job. : You're kidding! That can't be true. (Reason?)
2)		to the conversation and write the verbs you hear.
1 49	SITUAT	TION: Tom and his young son Billy hear a noise on the roof.
	Том:	I wonder what that noise is.
	BILLY:	It a bird.
		It a bird. It's running across the roof. Birds across roofs.
	BILLY:	Well, some birds do. It a big bird that's running fast.
		No, I think it some kind of animal. It a mouse.
	BILLY:	It sounds much bigger than a mouse. It a dragon!
		Son, it a dragon. We don't have any dragons around here. They exist only in storybooks.

BILLY: It a little dragon that you don't
know about.
Tom: Well, I suppose it some kind
of lizard.
BILLY:look. fonateam.com
Tom: That's a good idea.
BILLY: Guess what, Dad. It a rat!
Exercise 10. Let's talk: pairwork. (Charts 10-1 and 10-2) Work with a partner. Create a dialogue based on the given situation. Role-play your dialogue for the class or a group of classmates.
SITUATION: You and your friend are at home. You hear a noise. You discuss the noise: What may might could must may not couldn't must not be the cause. Then you finally find out what is going on.
Exercise 11. Warm-up. (Chart 10-3) Decide which past modal in the list best completes each sentence. One of the modals is not appropriate for any of the sentences. must have left couldn't have left should have left might have left
SITUATION: Jackie can't find her sunglasses.
1. Laura thinks it's possible that Jackie left them on the table at the restaurant. She says, "You them on the table at the restaurant, but I'm just guessing."
2. Sergio disagrees. He looked at everything on the table before they left and doesn't
remember seeing her sunglasses there. He thinks it is impossible that Jackie left them
there, so he says, "You them there. I'm sure they are somewhere else. Did you check your purse?"
3. Maya disagrees with Sergio. She remembers seeing the sunglasses on the table, so she says, "You them there. That's the only logical explanation
I can think of."

10-3 Degrees of Certainty: Past Time Past Time: Affirmative — Why wasn't Mary in class? In (a): The speaker is sure. (a) 100%: She was sick. In (b): The speaker is making a logical conclusion, e.g., "I saw Mary yesterday and (b) 95%: She must have been sick. found out that she was sick. I assume that is the (She may have beefonateam.com reason why she was absent. I can't think of any She might have been sick. 50% sure or less: (c) other good reason." She could have been sick. In (c): The speaker is mentioning one possibility. Past Time: Negative — Why didn't Sam eat? In (d): The speaker is sure. Sam wasn't hungry. (d) 100%: In (e): The speaker believes that it is impossible Sam couldn't have been hungry. (e) Sam can't have been hungry. for Sam to have been hungry. In (f): The speaker is making a logical (f) 95%: Sam must not have been hungry. conclusion. Sam may not have been hungry. 50% sure or less: (g) Sam might not have been hungry. In (g): The speaker is mentioning one possibility. Exercise 12. Looking at grammar. (Chart 10-3) Use past modals to restate each sentence in parentheses. In some cases, more than one modal may be possible. SITUATION 1: The doorbell rang, but I was in bed trying to take a nap. So I didn't get up. I wonder who it was. 1. (Maybe it was a friend.) It _____ may / might / could have been ____ a friend. 2. (It's not possible that it was my next-door neighbor. He was at work.) It _____ my next-door neighbor. 3. (I'm 95% sure it was a delivery person. There was a package outside my door when I got up.) It ______ a delivery person. SITUATION 2: I sent my best friend a birthday present, but she never responded or thanked me. That's not like her. I wonder why I never heard from her. 4. (She probably never got it. That's the only reason I can think of for her not responding to me.) I believe she ______ it. 5. (My mother thinks it's possible that it got lost in the mail, but she's just guessing.) My mother thinks it ______ lost in the mail. I guess that's

possible.

Exercise 13. Let's talk. (Chart 10-3)

Make guesses using past modals.

SITUATION: Dan, David, Dylan, Dick, and Doug are all friends. One of them got engaged last night. Who do you think it is?

- 1. Dan had a huge argument with his girlfriend last night.

 → It couldn't/must not have been Dan because he fought with his girlfriend last night.
- 2. David met with his girlfriend's parents two nights ago.
- 3. Dylan invited his girlfriend to dinner and took a diamond ring with him.
- 4. Dick is going to wait to get married until he has a better job.
- 5. Doug isn't sure if he's ready for marriage. He thinks he's a little young to be a husband.

Exercise 14. Let's talk or write. (Chart 10-3)

Give several answers for each question, orally or in writing.

- 1. In 1957 the first animal (Laika, a Russian dog) went into space. How do you think she felt? In 1961 the Russian cosmonaut Yuri Gagarin went into space. How do you think he felt?
- 2. A fire started in the city park around midnight. A large crowd of people had been there earlier watching a fireworks display. What do you think caused the fire?
- 3. While the Browns were away on vacation, the security alarm went off at their home. The police arrived and checked the house. No doors had been opened. No windows were broken. Everything looked normal. What do you think set it off? What don't you think set it off?

Exercise 15. Let's talk. (Chart 10-3)

Speaker A asks a question, and Speaker B responds with *may have/might have/could have*. Speaker A provides more information. This time, Speaker B responds with *must have*. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A: Larry was absent yesterday afternoon. Where was he?

SPEAKER B: I don't know. He *may have* been at home. He *might have* gone to a movie. He *could have* decided to go to the zoo because the weather was so nice.

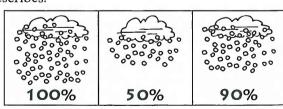
SPEAKER A: Then you overhear him say, "My sister's plane was late yesterday afternoon. I had to wait almost three hours." Now what do you think?

SPEAKER B: He must have gone to the airport to meet his sister's plane.

- 1. A TO B: Beth didn't stay home last night. Where did she go?
 - A TO B: Now, what if you overhear her say . . . ?
- 2. A TO B: How did Claudio get to school today?
 - A TO B: Now, what if you hear him say . . . ?
- 3. A TO B: Sami walked into class yesterday
 - A TO B: Then you overhear him say Now what do you think?
- 4. A TO B: (name of a classmate) took a vacation in a warm
 - A TO B: Now, what if you overhear him/her say Now what do you think?

	cise 16. Looking at grammar. (Charts $10-1 \rightarrow 10-3$) plete the dialogues with $must$ and the verbs in parentheses. Use not if necessary.	
1.	A: Paula fell asleep in class this morning.	
	B: She (stay up)must have stayed up too late last night.	
2.	A: Jim is eating everything in the salad but the onions. He's pushed all of the onions to the side of his plate. fonateam.com B: He (like) onions.	1
3.	A: Marco had to give a speech in front of 500 people. B: Whew! That's a big audience. He (be)	
4.	A: What time is it? B: Well, we came at seven, and I'm sure we've been here for at least an hour. So it (be) around eight o'clock.	
5.	A: I met Ayako's husband at the reception. We said hello to each other, but when I ask him a question in English, he just smiled and nodded. B: He (speak) much English.	ed
6.	A: Listen. Do you hear a buzzing sound in the kitchen? B: No, I don't hear a thing.	
7.	A: You don't? Then something (be) wrong with your hearing. A: You have a black eye! What happened? B: I walked into a door. A: Ouch! That (hurt)	
8.	A: Who is your teacher? B: I think his name is Mr. Rock, or something like that. A: Mr. Rock? Oh, you (mean) Mr. Stone.	
9.	A: I grew up in a small town. B: That (be) dull. A: It wasn't at all. You can't imagine the fun we had.	
	cise 17. Warm-up. (Chart 10-4) h each sentence to the percentage it best describes.	

- 1. We might get some snow tomorrow.
- 2. We will get some snow tomorrow.
- 3. We may get some snow tomorrow.
- 4. We should get some snow tomorrow.
- 5. We could get some snow tomorrow.



10)-4 Degrees of Certainty: Futu	re Time
	100% sure: Kay will do well on the to	
	90% sure: $\begin{cases} \text{Kay } \textit{should do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \textit{ought to do } \text{well on the Kay } \text{ought to do } ought to do $	the test. \rightarrow The speaker is almost sure.
	50% sure or less: She <i>may do</i> well on the She <i>might do</i> well on the She <i>could d</i> ទោះ	test. } e test. } → The speaker is guessing. The SOIM
(a)	Kay has been studying hard. She should do ought to do well on the test tomorrow.	Should/ought to can be used to express expectations about future events. In (a): The speaker is saying, "Kay will probably do well on the test. I expect her to do well. That is what I think will happen."
(b)	I wonder why Sue hasn't written us. We should have heard I ought to have heard from her last week.	The past form of should/ought to is used to mean that the speaker expected something that did not occur.
	CERTAINTY: Marco feels 100% sure. Linda is almost sure. Ned doesn't know. He's guessin 1 said, "I might be b 2 said, "I'll be home	eack by ten."
	3 said, "I should be	
	Exercise 19. Looking at grammar. (Complete the sentences with <i>will</i> , <i>should/or</i> modal is possible. Discuss the meanings that	ught to, or must. In some cases, more than one
	1. Lots of people are standing in line to get	into that movie. It be good.
	2. Let's go to the lecture tonight. It	should / ought to OR will be interesting.
	3. Look. Jack's car is in front of his house. and visit him.	He be at home. Let's stop
	4. A: Hello. May I speak to Elena?	
	B: She isn't here right now, but she	be home around nine or so.

^{*}COMPARE: *Must* expresses a strong degree of certainty about a present situation. (See Chart 10-1.) *Should* and *ought to* express a fairly strong degree of certainty about a future situation. (See Chart 10-4.) *Will* indicates that there is no doubt in the speaker's mind about a future event. (See Chart 4-2, p. 63.)

5.	A: Who do you think is going to win the game tomorrow?		
	B: Well, our team has better players, so we	_ win, but you never	know.
	Anything can happen in sports.		
6.	A: It's very important for you to be there on time.		
	B: I be there at seven o'clock. I promise	!	
7.	fonateam.com A: Susie is yawning and rubbing her eyes.		
	B: She be sleepy. Let's put her to be	ed early tonight.	
8.	A: Martha has been working all day. She left for work early the	is morning.	
	B: She be really tired tonight.		
9.	A: When's dinner?		
	B: We're almost ready to eat. The rice b	e done in five minute	s.
10.	Ed has been acting strangely lately. He b	oe in love.	
11.	Hmmm. I wonder what's causing the delay. Ellen's plane		_ been
	here an hour ago.		
12.	I thought I had some money in my wallet, but I don't. I	S	spent it.
	ercise 20. Looking at grammar. (Charts 10-1 → 10-4) implete the sentences based on the facts of each situation.		
SIT	UATION 1: Someone's knocking at the door. I wonder who it is. FACTS: Ross is out of town. Fred called half an hour ago and said he would stop Alice is a neighbor who sometimes drops by in the n		
1.	It must be Fred		
2.	It couldn't be		
3.	I suppose it might be		

	FACTS:	Stacy has a car, and she was out driving last night. Beth doesn't have a car and doesn't know how to drive. Ron has a car, but I'm pretty sure he was at home last night. Barb was out driving last night, and today her car has a big dent in the front.
4.	It couldr	i't have been
5.	It must r	not have beenfonateam.com
6.	It could	have been
7.	It must h	nave been
Situ		There is a hole in the bread. It looks like something ate some of the bread. The bread was in a closed drawer until I opened it. A mouse likes to eat bread and often gets into drawers. In fact, we found one last week. A cat can't open a drawer. And most cats don't like bread. A rat can sometimes get into a drawer, but I've never seen one in our house.
8.	It could	have been
9.	It couldr	n't have been
10.	It must h	nave been
Siti		My friends Mark and Carol were in the next room with my neighbor. I heard someone playing a very difficult piece on the piano. Mark has no musical ability at all and doesn't play any instrument. Carol is an excellent piano player. I don't think my neighbor plays the piano, but I'm not sure.
11.	It could	n't have been
12.	I suppos	e it could have been
13.	It must l	nave been
Siti		The meeting starts in fifteen minutes. I wonder who is coming. I just talked to Bob on the phone. He's on his way. Stephanie rarely misses a meeting. Andre comes to the meetings sometimes, and sometimes he doesn't. Janet is out of town.
14.		won't be at the meeting.
15.		should be at the meeting.
16.		will be here.
17.		might come.

SITUATION 2: Someone ran into the tree in front of our house. I wonder who did it.

sour	nd lik		ne" or	"may-u	re often reduced ih gone." Listen you hear.				
Exa	mple:	You will hea	r: You	u should	ln't have done th	nat.			
		You will wri	e: You	u	shouldn't have do	one that			
Who	at's w	rong? Your par	ents loc	fc ok upset.	onateam.com				
1.	We			t	hem.		ī.		
2.	We			t	hem.				
3.	You		_		them.				
4.	You				to find out.				
5.	May	be you			out	so late.			
6.	You				a good exc	use for beir	ig late.		
7.	You				them what you p	planned to	do.		
8.	You		-		your behav	ior would o	ause prob	olems.	
Wor	k wit	h a partner.	Choose	e one of	ork. (Charts 10) the given situat the class. Try to	ions and co			
begi		nd he/she still			on time, but tod u try to figure ou				
	I wo				or () shou do you suppose				es ago.
					pposed to meet A he sky gets dark				
B: A:	Yes. Wow Yeah	e picnic baske Everything's y! Do you fee a, and look at	ready. l that v	wind?					

Exercise 21. Listening. (Chapter 9 and Charts 10-1 → 10-4)

American: Mr. Black/Mrs. Green/Ms. Brown British: Mr Black/Mrs Green/Ms Brown

CD : Track

^{*}In American English, a period is used with the abbreviations Mr./Mrs./Ms.; British English does not use a period with these abbreviations.

SITUATION 3: It is late at night. The roads are icy. Your eighteen-year-old son, who had gone to
a party with some friends, was supposed to be home an hour ago. (The two of you are either a
married couple or a parent and his/her friend.) You are getting worried. You are trying to figure
out where he might be, what might or must have happened, and what you should do, if
anything.

A: It's already _____ o'clock and _____ isn't home yet. I'm getting worried.

B: So am I. Where do you suppose he is?
Etc. fonateam.com

Exercise 23. Warm-up. (Chart 10-5)

Do the verbs in blue express the idea that something is (or may be) in progress right now, at the time of speaking? Circle yes or no.

		IN PROC	RESS?
1.	Grandpa takes a nap every afternoon.	yes	no
2.	Grandpa may take a nap this afternoon.	yes	no
3.	Shhh. Grandpa is taking a nap.	yes	no
4.	Shhh. Grandpa may be taking a nap.	yes	no

(a)	Let's just knock on the door lightly. Tom <i>may be sleeping</i> . (<i>right now</i>)	Progressive form, present time: modal + be + -ing
(b)	All of the lights in Ann's room are turned off. She <i>must be sleeping</i> . (<i>right now</i>)	Meaning: in progress right now
(c)	Sue wasn't at home last night when we went to visit her. She might have been studying at the library.	Progressive form, past time: modal + have been + -ing
(d)	Joe wasn't at home last night. He has a lot of exams coming up soon, and he is also working on a term paper. He <i>must have been studying</i> at the library.	Meaning: in progress at a time in the past

Exercise 24. Looking at grammar. (Chart 10-5)

Complete the sentences. Use the appropriate progressive forms of *must*, *should*, or *may/might/could* and the verbs in parentheses.

1.	A:	Look.	Those	people v	who are	coming	in the	door a	are ca	rrying	wet um	brellas.
	B:	It (rain	.)	must b	e raining	1						

2. A: Why is Margaret in her room?

B: I don't know. She (do) _____may / might / could be doing ____ her homework.

3. A: Do you smell smoke?

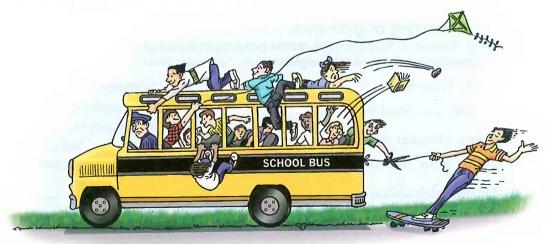
B: I sure do. Something (burn) ______ in the kitchen.

4	Δ.	The limb land have for one or have Wiles do not seen talk in solling to l						
4.		The line's been busy for over an hour. Who do you suppose Julio is talking to?						
	B:	I don't know. He (talk) to his parents. Or he						
		(talk) to his sister in Chicago.						
5.	A:	What's all that noise upstairs? It sounds like a herd of elephants.						
	B:	The children (play) some kind of game.						
	A:	That's what it sounds like to me too. I'll go see.						
6.	A:	A: I need to call Howard. Do you know which hotel he's staying at in Boston?						
	B:	Well, he (stay) at the Hilton, but I'm not sure						
		He (stay) at the Holiday Inn.						
7.	A:	What are you doing?						
	B:	I'm writing a letter to a friend, but I (study) I have a						
		test tomorrow.						
8.	A:	Did you know that Majid just quit school and is hitchhiking to Alaska?						
	B:	What? You (<i>joke</i>)?						
9.	A:	Did Joe mean what he said about Majid yesterday?						
	B:	I don't know. He (joke) when he said that, but						
		who knows?						
10.	A:	Did Joe really mean what he said yesterday?						
	B:	No, I don't think so. I think he (joke)						

Exercise 25. Let's talk. (Chart 10-5)

Discuss what the students on the bus should and should not be doing.

Example: The student in the middle of the bus **shouldn't be climbing** out of the window to the top of the bus.



Con	ercise 26. Looking at grammar. (mplete each sentence with the appropriat ecessary.	Charts 9-8 and $10-1 \rightarrow 10-5$) e form of the words in parentheses. Add not					
1.	Alex has a test tomorrow that he needs	to study for. He (should + watch)					
	shouldn't be watching T	V right now.					
2.	There's Mr. Chang. He's standing ratedms com. He (must + wait)						
	fo	r the two o'clock bus.					
3.	Kathy lost her way while driving to Rive	er City. She (should + leave)					
	he	er road map at home.					
4.	,						
	it.	He often borrows my clothes without asking me.					
5.	When I walked into the room, the TV was on, but the room was empty. Dad						
	(must + watch)	TV a short while before I came					
	into the room. He (must + forget)	into the room. He (must + forget) to turn it off					
	before he left the room.						
6.	A: Why wasn't Mai at the meeting last night?						
	B: She (<i>may</i> + <i>attend</i>)	B: She (may + attend) the lecture at Shaw Hall. I know she					
	really wanted to hear the speaker.						
7.	A: Where's that cold air coming from?						
	B: Someone (must + leave)	the door open.					
8.	A: Where's Jessica? I haven't seen her for weeks.						
	B: I'm not sure. She (<i>might</i> + <i>travel</i>)	in Europe.					
	I think I heard her mention somethi spring.	ng about spending a few weeks in Europe this					
9.	A: When I arrived, Tarek looked surprised.						
	B: He (<i>must</i> + <i>expect</i>)	you.					
10.	A: Why didn't Roberto answer the teac	her when she asked him a question?					
	B: He was too busy staring out the window. He (must + daydream)						
		. He (should + pay)					
		out the					
	window during class.						

Exercise 27. Let's talk or write. (Charts 10-1 -> 10-5)

Discuss and/or write about the people and activities in the picture. Include any factual information you can get from the picture and make guesses about the people: their ages, occupations, activities, etc.



Exercise 28. Let's talk. (Charts $10-1 \rightarrow 10-5$)

A man and woman are sitting at a table having a conversation. In pairs or small groups, make guesses about the two people and what's happening. What possibilities can you think of? Answer the questions and add your own to the discussion.

MAN: I don't think you should do this alone. WOMAN: But you don't understand. I have to.

Let me go with you. (taking out his wallet) Just give me a minute to pay the bill. MAN:

WOMAN: No, I'll be fine.

MAN: You must let me help.

WOMAN: There's nothing you can do. (standing) This is something I need to do for myself.

MAN: Okay. If that's the way you want it.

WOMAN: (leaving) I'll call you.

- 1. Where are the man and woman?
- 2. Who are they? What is their relationship?
- 3. Where's the woman going?
- 4. Why does she want to go alone?
- 5. Why does the man want to go with her?

	rcise 29. Looking at grammar. (Charts $10-1 \rightarrow 10-5$) ose the best completion for each sentence.
1.	 Is Jeff a good student? He I don't know him well, but I heard he got a scholarship for next year. a. must be b. could be c. is
2.	 Do you know where Eva is? She at Barbara's house. She said something about wanting to visit after work today, but I'm really not sure. a. must be b. could be c. is
3.	 I stayed up all night finishing this report for the boss. You really tired. I do. a. must feel b. might feel c. feel
4.	 — Where's the leftover chicken from dinner last night? — I just saw it when I got some ice cubes. It in the freezer. a. must be b. might be c. is
5.	 It's supposed to rain tomorrow. I know, but the forecast wrong. Weather forecasts are far from 100 percent accurate. a. must be b. could be c. is
6.	 I heard that Junko has received a scholarship and will be able to attend the university in the fall. Wonderful! That's good news. She very happy to have the matter finally settled. a. must be b. may be c. is
7.	 Excuse me. Could you tell me which bus I should take to get to City Hall? Hmmm. Bus number 63 there. But you'd better ask the driver. a. must go b. might go c. goes
8.	 — Which bus should I take to get to the main post office? — Bus number 39. It right to the post office. a. must go b. could go c. goes
9.	 Do you suppose Mrs. Chu is sick? She I can't think of anything else that would have kept her from coming to this meeting. a. must be b. may be c. is
10.	 Is that Adam's brother standing with him in the cafeteria line? It, I suppose. He does look a little like Adam. a. must be b. could be c. is

11.	 Let's be really quiet when we go into the baby's room. The baby, and we don't want to wake her up. Okay. 					
	a. might sleep	b. might be sleeping	c. might have been sleeping			
12.	· ·	 I wonder why the radio is on in the den. No one's in there. Grandma to turn it off. She was in the den earlier and was probably listening to it. fonateam.com 				
	a. must forget	b. must have forgotten	c. must be forgetting			

Exercise 30. Warm-up. (Chart 10-6)

Which sentence expresses

- a. a physical ability?
- b. an acquired skill?
- c. possibility?
- d. permission?
- 1. ____ Isabel can play chess very well.
- 2. Yes, Ben, you can go outside to play, but be back before dinner.
- 3. ____ Dogs can hear higher-pitched sounds than humans can.
- 4. _____ I'm free for lunch tomorrow. I can meet you at the café around noon if you'd like.



(a) Tom is strong. He can lift that heavy box.	Can is used to express physical ability, as in (a).
(b) I can see Central Park from my apartment.	Can is frequently used with verbs of the five senses: see, hear, feel, smell, taste, as in (b).
(c) Maria can play the piano. She's been taking le	essons Can is used to express an acquired skill.
for many years.	In (c): can play = knows how to play.
(d) You <i>can buy</i> a hammer at the hardware store.	Can is used to express possibility.
	In (d): you can buy = it is possible for one to buy.
COMPARE:	Can is used to give permission in informal situations, as
(e) I'm not quite ready to go, but you can leave if y in a hurry. I'll meet you later.	in (e). In formal situations, <i>may</i> rather than <i>can</i> is usually used to give permission, as in (f).
(f) When you finish the test, you may leave.	
(g) Dogs can bark, but they cannot/can't talk.	Negative form: cannot or can't
(h) Tom could lift the box, but I couldn't.	The past form of <i>can</i> meaning "ability" is <i>could</i> , as in (h).
	Negative form: could not or couldn't

CD 1 rack 51	is us		can is typically unstressed and pronounced /kən/. Can't is unstressed and ed /kænt/ although the "t" is often not heard. Listen to the sentences and hear.*
	1.	The secretary	help you.
	2.	My mother	speak English. fonateam.com
	3.	My friend	meet you at the airport.
	4.	Mr. Smith	answer your question.
	5.	We	come to the meeting.
	6.		_ you come?**
	7.	You	take that course.
	8.	Ι	cook.
	9.	Ι	drive a stick-shift car.
	10.	Our son	count to ten.

Exercise 31. Listening. (Chart 10-6)

Exercise 32. Let's talk. (Charts 10-4 and 10-6)

Make sentences, answer questions, and/or discuss meanings as suggested in each item. Work in pairs, in small groups, or as a class.

- 1. Name a physical ability that you have and a physical ability you don't have. Name an acquired skill that you have and an acquired skill you don't have.
- 2. There's no class tomorrow. What can you do tomorrow? What may/might you do tomorrow? What are you going to do tomorrow?
- 3. What are the possible ways you can get to school? What are the possible ways you may get to school tomorrow?
- 4. What is the difference in the use of can and may in the following?
 - a. Sure! You can borrow five dollars from me. You can pay me back later.
 - b. You may pay the bill either in person or by mail.
- 5. Compare the following using *can* and *can't*: people and animals; adults and children; women and men.
- 6. Plan your next vacation and describe what you may do on your vacation; what you can do on your vacation; and what you will do on your vacation.
- 7. What is something you could do as a child that you can't do now?

^{*}Sometimes even native speakers have difficulty in distinguishing between *can* and *can't*. Also, British and American pronunciations of *can't* are different. British: *can't* = /kant/ (cawhnt). American: *can't* = /kænt/ (rhymes with *rant*).

**Note: "t" + "you" = "chu" (*can't you* = /kænču/).

Exercise 33. Let's listen and talk. (Charts 10-1 → 10-6) Listen to the short talk on human behavior with your book close

Listen to the short talk on human behavior with your book closed. Then open your book and answer the questions.

1. Who did the researcher talk to first?

Track 52

- 2. Who did the researcher talk to later?
- 3. What three questions did the researcher ask each group?
- 4. How many people in the first **consteaswerce** "yes" to the questions about their ability to dance, sing, and draw?
- 5. What differences were there in the answers of the first group and the second group?

Using Would to Express a Repeated Action in the Past

meaning.

Would can be used to express an action that was

repeated regularly in the past. When would is used to express this idea, it has the same meaning as used to

(habitual past). Sentences (a) and (b) have the same

6. What do you think explains these differences?

Exercise 34. Warm-up. (Chart 10-7)

(a) When I was a child, my father would read me a

(b) When I was a child, my father used to read me

story at night before bedtime.

a story at night before bedtime.

Are the meanings of the two sentences the same or different?

- 1. When I was a child, I used to play in the street with the other children.
- 2. When I was a child, I would play in the street with the other children.

(c)	I used to live He used to be They used to	e a Boy Scout.	Used to expresses a situation that existed in the past, as in (c). In this case, would may not be used as an alternative. Would is used only for regularly repeated actions in the past.						
	Use would	35. Looking at grammar. (a) and the words in parentheses to a past situation.	Chart 10-7) express a repeated action in the past. Use <i>used to</i>						
		1. I (be) <u>used to be</u> very shy. Whenever a stranger came to our house, I (hid would hide in a closet.							
	2. I remember my Aunt Susan very well. Every time she came to our house, she (give) me a big kiss and pinch my cheek.								
		3. Illiteracy is still a problem in my country, but it (be) much worse.							
			of flying. My heart (start)						

5.	When I was a child, I (take)
	a flashlight to bed with me so that I could read comic
	books without my parents knowing about it.
6.	My sister (live) in Montana,
	and when I visited her, we (go)
	on weeklong backpacking trips in the mountains. Every morning, we (wake)
	up to the sound of singing birds. During the day, we (hike)
	through woods and along mountain streams. Often we (see)
	deer. Once we saw a bear, but it went off in the opposite
	direction.
7.	I (be) an anthropology major. Once, I was a member of an
	archeological expedition. Every morning, we (get) up before
	dawn. After breakfast, we (spend) our entire day in the field.
	Sometimes one of us (find) a particularly interesting item,
	perhaps an arrowhead or a piece of pottery. When that happened, other members of the
	group (gather) around to see what had been unearthed.

Exercise 36. Warm-up. (Chart 10-8)

Answer the questions. Use would rather and complete sentences.

- 1. You are at school right now. Where would you rather be?
- 2. What would you rather do than go to class?
- 3. What did you do last night? What would you rather have done?
- 4. What are you doing right now? What would you rather be doing?

10-8 Expressing Preference: W	Yould Rather
(a) I would rather go to a movie tonight than study grammar.(b) I'd rather study history than (study) biology.	Would rather expresses preference. In (a): Notice that the simple form of a verb follows both would rather and than. In (b): If the verb is the same, it usually is not repeated after than.
How much do you weigh? (c) I'd rather not tell you.	Contraction: I would = I'd Negative form: would rather + not
(d) The movie was okay, but I would rather have gone to the concert last night.	The past form: would rather have + past participle. Usual pronunciation: "I'd rather-əv"
(e) I'd rather be lying on a beach in India than (be) sitting in class right now.	Progressive form: would rather + be + -ing

_	Exercise 37. Looking at grammar. Complete the sentences with <i>would rathe</i>	
	A: Do you want to go to the concert t B: Not really. I	
	A: Did you go to the concert last nigh B: Yes, but I fonate:	
	3. A: What are you doing right now? B: I'm studying grammar, but I	
		than
	B: Not me. I	than
_	Exercise 38. Let's talk: interview. (Interview your classmates. Begin each que	
	5. be playing soccer, shopping for clother6. have been born in an earlier century?7. be swimming at a beach or pool right	ransportation? Why? the at home prepare them, or eat out? Why? the s, or feeding birds in the park today? Why? Why? The solution of this interview? Why?
_	Exercise 39. Warm-up. (Chart 10-9) Check (✓) each correct sentence.	
57	 I will can stay late at the office too I will be able stay late today. I may have to stay late today. 	5 I will have to stay late today.6 I'm going to have to stay late today.
	0-9 Combining Modals with Incorporate Value of the Incorporate Value	A modal cannot be immediately followed by another modal.
(a)	incomect. Saffet will carrilely you tollionow.	In (a): The modal <i>will</i> cannot be followed by <i>can</i> , which is another modal.
(b)	Janet will be able to help you tomorrow. You will have to pick her up at her home.	A modal can, however, be followed by the phrasal modals be able to and have to. In (b): The modal will is correctly followed by the phrasal modal be able to.
(d)	Tom isn't going to be able to help you tomorrow.	It is also sometimes possible for one phrasal modal to follow another phrasal modal. In (d): be going to is followed by be able to. This form is more common in negatives and questions.

	ercise 40. Looking at grammar. (Chart 10-9) explore the sentences with the words in italics.
1.	be able to \ you \ get \ vill \ www.languagecer
	What time here?
2.	have to \ take \ be going to
	You algebra again next year if you
	don't pass the course this year.
3.	be able to \ attend \ be going to \ not
	I my friend
Con	ercise 41. Looking at grammar. (Chart 10-9) implete the sentences with the verb phrases in the list. In some cases, more than one impletion may be possible. Discuss the differences in meaning.
٠	have to be able to should not have to not be going to be able to
1.	My schedule is completely full for the next few weeks. I 'm not going to be able to
	meet with you until the end of the month.
2.	You need to see a doctor you feel comfortable talking to. It's important that she knows
	how you feel. You tell her exactly
	how you're feeling.
3.	Jill just called from work. She sounded upset, but she won't tell me what's wrong. She was planning to ask her supervisor for a raise today. I bet that's the problem. She get the raise.
4.	Let's get to the movie a little late. I don't mind if we miss the previews. It's freezing outside, and I stand in a long line outdoors until the movie begins.
5.	Children, this room is a mess! I am not going to tell you again to clean it up. Really, I tell you this more than once!

Auxiliary	Uses	Present/Future	Past	
may	(1) polite request (only with "I" or "we")	May I borrow your pen?		
	(2) formal permission	You may leave the room.		
	(3) 50% or less certainty	fon allearn lorn He may be at the library.	He <i>may have been</i> at the library.	
might	(1) 50% or less certainty	— Where's John? He might be at the library.	He <i>might have been</i> at the library.	
	(2) polite request (rare)	Might I borrow your pen?		
should	(1) advisability	I <i>should study</i> tonight.	I <i>should have studied</i> last night, but I didn't.	
	(2) 90% certainty (expectation)	She <i>should do</i> well on the test tomorrow.	She should have done well on the test.	
ought to	(1) advisability	I ought to study tonight.	I ought to have studied last night, but I didn't.	
	(2) 90% certainty (expectation)	She <i>ought to do</i> well on the test tomorrow.	She <i>ought to have done</i> well on the test.	
had better	(1) advisability with threat of bad result	You had better be on time, or we will leave without you.	(past form uncommon)	
be supposed to	(1) expectation	Class is supposed to begin at 10:00.		
	(2) unfulfilled expectation		Class was supposed to begin at 10:00, but it began at 10:15.	
must	(1) strong necessity	I must go to class today.	(I had to go to class yesterday.)	
	(2) prohibition (negative)	You <i>must not</i> open that door.		
	(3) 95% certainty	Mary isn't in class. She must be sick.	Mary <i>must have been</i> sick yesterday.	
have to	(1) necessity	I have to go to class today.	I had to go to class yesterday.	
	(2) lack of necessity (negative)	I don't have to go to class today.	I <i>didn't have to go</i> to class yesterday.	
have got to	(1) necessity	I have got to go to class today.	(I had to go to class yesterday.)	
will	(1) 100% certainty	He will be here at 6:00.		
	(2) willingness	— The phone's ringing. I'll get it.		
	(3) polite request	Will you please help me?		
be going to	(1) 100% certainty (prediction)	He is going to be here at 6:00.		
	(2) definite plan (intention)	I'm going to paint my bedroom.		
	(3) unfulfilled intention		I was going to paint my room, but I didn't have time.	

Auxiliary	Uses	Present/Future	Past
can	(1) ability/possibility	I can run fast.	I could run fast when I was a child, but now I can't.
	(2) informal permission	You can use my car tomorrow.	
	(3) informal polite request	fonateam.com pen?	
	(4) impossibility (negative only)	That can't be true!	That can't have been true!
could	(1) past ability		I could run fast when I was a child.
	(2) polite request	Could I borrow your pen? Could you help me?	
	(3) suggestion (affirmative only)	— I need help in math. You <i>could talk</i> to your teacher.	You <i>could have talked</i> to your teacher.
	(4) 50% or less certainty	— Where's John? He could be at home.	He could have been at home.
	(5) impossibility (negative only)	That couldn't be true!	That couldn't have been true!
be able to	(1) ability	I am able to help you. I will be able to help you.	I was able to help him.
would	(1) polite request	Would you please help me? Would you mind if I left early?	
	(2) preference	I would rather go to the park than stay home.	I would rather have gone to the park.
	(3) repeated action in the past		When I was a child, I would visit my grandparents every weekend.
	(4) polite for "want" (with "like")	I would like an apple, please.	
	(5) unfulfilled wish		I would have liked a cookie, but there were none in the house.
used to	(1) repeated action in the past.		I <i>used to visit</i> my grandparents every weekend.
	(2) past situation that no longer exists		I <i>used to live</i> in Spain. Now I live in Korea.
shall	(1) polite question to make a suggestion	Shall I open the window?	
	(2) future with <i>l</i> or <i>we</i> as subject	I shall arrive at nine. ("will" = more common)	

Note: The use of modals in reported speech is discussed in Chart 12-7, p. 261. The use of modals in conditional sentences is discussed in Chapter 20.

Exercise 42. Let's talk. (Chapters 9 and 10)

Discuss the differences in meaning, if any, in each group of sentences. Describe situations in which these sentences might be used. Work in pairs, in small groups, or as a class.

- 1. a. May I use your phone?
 - b. Could I use your phone?
 - c. Can I use your phone?
- 2. a. You should take an English course.
 - b. You ought to take an English course.
 - c. You're supposed to take an English course.
 - d. You must take an English course.
- 3. a. You should see a doctor about that cut on your arm.
 - b. You had better see a doctor about that cut on your arm.
 - c. You have to see a doctor about that cut on your arm.
- 4. a. You must not use that door.
 - b. You don't have to use that door.
- 5. a. I will be at your house by six o'clock.
 - b. I should be at your house by six o'clock.
- 6. There is a knock at the door. Who do you suppose it is?
 - a. It might be Wendy.
 - b. It may be Wendy.
 - c. It could be Wendy.
 - d. It must be Wendy.
- 7. There's a knock at the door. I think it's Ibrahim.
 - a. It may not be Ibrahim.
 - b. It couldn't be Ibrahim.
 - c. It can't be Ibrahim.
- 8. a. The family in the picture must be at a restaurant.
 - b. The family in the picture are at a restaurant.
- 9. Where's Jeff?
 - a. He might have gone home.
 - b. He must have gone home.
 - c. He had to go home.
- 10. a. Each student should have health insurance.
 - b. Each student must have health insurance.
- 11. a. If you're having a problem, you could talk to Mrs. Ang.
 - b. If you're having a problem, you should talk to Mrs. Ang.
 - c. If you're having a problem, you should have told Mrs. Ang.
 - d. If you're having a problem, you could have told Mrs. Ang.



Use	rcise 43. Looking at grammar. (Chapters 9 and 10) a modal or phrasal modal with each verb in parentheses. More than one auxiliary may b ible. Use the one that seems most appropriate to you and explain why.	e
1.	It looks like rain. We (shut)should / had better / ought to shut	
	the windows.	
2.	Anya, (you, hand) fonateam.com me that dish? Thanks.	
3.	Spring break starts on the thirteenth. We (go, not) to	
	classes again until the twenty-second.	
4.	The baby is only a year old, but she (say, already) a few	
	words.	
5.	In the United States, elementary education is compulsory. All children (attend) six years of elementary school.	
6.	There was a long line in front of the theater. We (wait)	
	almost an hour to buy our tickets.	
7.	A: I'd like to go to a warm, sunny place next winter. Any suggestions? B: You (go) to Hawaii or Mexico. Or how about Indonesia?	
8.	A: Mrs. Wilson got a traffic ticket. She didn't stop at a stop sign.	
	B: That's surprising. Usually she's a very cautious driver and obeys all the traffic laws.	
	She (see, not) the sign.	
9.	A: This is Steve's laptop, isn't it?	
	B: It (be, not) his. He doesn't have a laptop computer, at leas	t
	not that I know of. It (belong) to Jana or to Mindy. They sometimes bring their laptops to class.	
10.	In my country, a girl and boy (go, not) out on a date unless the are accompanied by a chaperone.	ey
11.	Jimmy was serious when he said he wanted to be a cowboy when he grew up. We	
	(laugh, not) at him. We hurt his feelings.	
12.	A: This is a great open-air market. Look at all this wonderful fresh fish! What kind of fish is this?	
	B: I'm not sure. It (be) salmon. Let's ask.	

Exercise 44. Listening. (Chapters 9 and 10)

CD 1 Track 53

Listen to each situation and choose the statement (a. or b.) you would most likely say. In some cases, <u>both</u> answers may be possible.

Example: You will hear: It's almost 5:00. Peter's mom will be home soon. She told him to

clean his room today, but it's still a mess. She's going to be really

_{mad.} fonateam.com

You will choose: a. He might clean it up right away.

(b.) He'd better clean it up right away.

- 1. a. He should have come.
 - b. He must have come.
- 2. a. I am supposed to go to the mall and shop.
 - b. I would rather lie in the sun and read a novel.
- 3. a. He may have gotten caught in traffic.
 - b. He ought to have called by now.
- 4. a. He's not going to be able to go to work for a few days.
 - b. He might not have to go to work today.
- 5. a. She could have been daydreaming.
 - b. She must have been daydreaming.

Exercise 45. Check your knowledge. (Chapters 9 and 10)

Correct the errors.

- 1. If you have a car, you can traveled around the United States.
- 2. During class the students must to sit quietly.
- 3. When you send for the brochure, you should included a self-addressed, stamped envelope.
- 4. A film director must has control over every aspect of a movie.
- 5. When I was a child, I can climb to the roof of my house and saw all the other houses and streets.
- 6. We need to reschedule. I won't can see you at the time we scheduled for tomorrow.
- 7. I used to break my leg in a soccer game three months ago.
- 8. May you please help me with this?
- 9. Many students would rather to study on their own than going to classes.
- 10. We supposed to bring our books to class every day.
- 11. You can having a very good time as a tourist in my country. My country has many different climates, so you have better plan ahead before you came.

- 12. When you visit a big city in my country, you must to be paying attention to your wallet when you are in a crowded place because a thief maybe try to steal it.
- **Exercise 46. Let's talk: pairwork.** (Chapters 9 and 10)

Work with a partner. Complete the dialogues with your own words.

Example:

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SPEAKER A: Why don't we . . . go to Luigi's Restaurant for lunch?

SPEAKER B: Thanks, but I can't. I have to . . . stay and finish this report during lunchtime.

SPEAKER A: That's too bad.

SPEAKER B: I should have . . . come early this morning to finish it, but I couldn't. I had to . . . drop my daughter off at school and meet with her teacher.

- 1. A: I
 - B: You shouldn't have done that!
 - A: I know, but
 - B: Well, why don't . . . ?
- 2. A: Did you hear the news? We don't have to
 - B: Why not?
 - A:
- 3. A: Whose . . . ?
 - B: I don't know. It ..., or it
 - A: Can . . . ?
 - B: I'll try.
- 4. A: Did . . . ?
 - B: I would have liked to, but I

- 5. A: I heard that
 - B: That can't be true! She couldn't
 - A: Oh? Why not? Why do you say that?
 - B: Because
- 6. A: Did you have to . . . ?
 - B: Yes.
 - A: Are you going to have to do the same tonight?
 - B: I think so. So I'm probably not going to be able to But I might be able to
- 7. A: I don't want
 - B: Well, you'd better ..., or
 - A: I know, but

Exercise 47. Let's talk. (Chapters 9 and 10)

In small groups, debate one, some, or all of the given statements. At the end of the discussion time, choose one member of your group to summarize for the rest of the class the main ideas expressed during your discussion.

Do you agree with these statements? Why or why not?

- 1. Violence on television influences people to act violently.
- 2. Cigarette smoking should be banned from all public places.
- 3. Books, films, and news should be censored by government agencies.
- 4. People of different religions should not marry.
- 5. People shouldn't marry until they are at least 25 years old.
- 6. All nuclear weapons in the possession of any nation should be destroyed.
- 7. All people of the world should speak the same language.

Exercise 48. Let's write or talk. (Chapters 9 and 10)

Write a short paragraph on one or more of the given topics or discuss some of them in small groups or as a class.

Topics:

- 1. Write about when, where, and why you should (or should not) have done something in your life.
- 2. Write about a time in your life when you did something you did not want to do. Why did you do it? What could you have done? What would you rather have done?
- 3. Look at your future. What will, might, or should it be like? Write about what you should, must, or can do now in order to make your life what you want it to be.
- 4. Write about one embarrassing incident in your life. What could, should, or might you have done to avoid it?
- 5. Look at the world situation and the relationships between nations. What could, should (or should not), must (or must not) be done to promote peace?
- 6. Choose one of the environmental problems we are facing today. What could, should, may, must, or might be done to solve this problem?



Exercise 1. Warm-up. (Chart 11-1)

Match the sentences to the pictures. Which sentence is grammatically incorrect?

1. The girl hit the ball.

- 2. The ball was hit by the girl.
- 3. The girl was hit by the ball.
- 4. The ball hit the girl.
- 5. The girl was hitting the ball.
- 6. The girl was hit the ball.



Picture A

Picture B

Active:	1-1 Active vs. Passive subject verb object the boy.					In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb: <i>the boy</i> in (a) becomes the			
			verb	Mary.	subject of the passive verb in (b). Notice that the subject of an active verb follows <i>by</i> in a passive sentence. The noun that follows <i>by</i> is called the				
						"agent." In (b): <i>Mary</i> is the agent. Sentences (a) and (b) have the same meaning.			
Passive:	(c)	He He He	be + is was will be	past partici helped helped helped	by her. by her. by her. by her.	Form of the passive: be + past participle			
Active: Passive:	(d) (e)		e)	ppened.		Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as happen, sleep, come, seem, die) in the passive. (See Appendix Chart A-1.)			

by Tom
by Tom.
by Tom.
by Tom.
by Tom.
by Tom. by Tom. by Tom.
by Tom. by Tom. by Tom. by Tom.
by Tom. by Tom. by Tom. by Tom. by Tom.
by Tom.
by Tom.
by Tom.

2 Tense Forms of the Passive

		Active			Passive			
(a) simple present	Mary	helps	the boy.	The boy	is	helped	by Mary.	
(b) present progressive	Mary	is helping	the boy.	The boy	is being	helped	by Mary.	
(c) present perfect*	Mary	has helped	the boy.	The boy	has been	helped	by Mary.	
(d) simple past	Mary	helped	the boy.	The boy	was	helped	by Mary.	
(e) past progressive	Mary	was helpilionate	am⊾66)m	The boy	was being	helped	by Mary.	
(f) past perfect*	Mary	had helped	the boy.	The boy	had been	helped	by Mary.	
(g) simple future	Mary	will help	the boy.	The boy	will be	helped	by Mary.	
(h) be going to	Mary	is going to help	the boy.	The boy	is going to be	helped	by Mary.	
(i) future perfect*	Mary	will have helped	the boy.	The boy	will have been	helped	by Mary.	

⁽i) Was the boy helped by Mary?

In the question form of passive verbs, an auxiliary verb precedes the subject.

Exercise 4. Looking at grammar. (Charts 11-1 and 11-2)

Part I. Change the active to passive.

- 1. Shakespeare wrote that play. → That play was written by Shakespeare.
- 2. Waitresses and waiters serve customers.
- 3. The teacher is going to explain the lesson.
- 4. Two horses were pulling the farmer's wagon.
- 5. Toshi will invite Yoko to the party.
- 6. Alex is preparing that report.
- 7. Kathy had returned the book to the library.
- 8. Miriam has designed several public buildings.
- 9. His tricks won't fool me.
- 10. I didn't write that note. Did Jim write it?
- 11. Does Prof. Shapiro teach that course? No, he doesn't teach it.
- 12. Mrs. Andrews hasn't signed those papers yet. Has Mr. Andrews signed them yet?

Part II. Change the passive to active.

- 13. The speech was given by Anwar. \rightarrow Anwar gave the speech.
- 14. Our assignments are going to be corrected by the teaching assistant.
- 15. Was the electric light bulb invented by Thomas Edison?
- 16. The speed limit on Highway 5 isn't obeyed by most drivers.
- 17. Have you been informed of the rent increase by the building manager?

Exercise 5. Looking at grammar. (Charts 11-1 and 11-2)

Change the active verbs to passive if possible. Some verbs are intransitive and cannot be changed.

- 1. A strange thing happened yesterday. (no change)
- 2. Jackie scored the winning goal. → The winning goal was scored by Jackie.
- 3. I agree with Dr. Ikeda's theory.
- 4. Dr. Ikeda developed that theory.
- 5. A hurricane destroyed the small fishing village.



⁽k) Has the boy been helped by Mary?

^{*}The progressive forms of the present perfect, past perfect, and future perfect are rarely used in the passive.

- 6. A large vase stands in the corner of our front hallway.
- 7. The children seemed happy when they went to the zoo.
- 8. After class, one of the students always erases the board.
- 9. The solution to my problem appeared to me in a dream.
- 10. Our plan succeeded at last.
- 11. Barbara traveled to Uganda last year.
- 12. A special committee is going to settle the dispute.
- 13. Did the police catch the thief?
- 14. This room is a mess. What happened?

Exercise 6. Warm-up. (Chart 11-3)

Tell the class where something that you're wearing or own was made (e.g., your shoes, shirt, cell phone, etc.). Do you know who made these items? Is it important to know?

11-3 Using the Passive	
(a) Rice is grown in India.(b) Our house was built in 1980.	Usually the passive is used without a <i>by</i> -phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action.
(c) This olive oil was imported from Crete.	In (a): Rice is grown in India by people, by farmers, by someone. It is not known or important to know exactly who grows rice in India.
	Examples (a), (b), and (c) illustrate the most common use of the passive, i.e., without the <i>by</i> -phrase.
(d) My aunt <i>made</i> this rug. (active)	If the speaker knows who performs an action, usually the active is used, as in (d).
(e) This rug was made by my aunt. That rug was made by my mother.	Sometimes, even when the speaker knows who performs an action, he/she chooses to use the passive with the
(f) Life on the Mississippi was written by Mark Twain.	by-phrase in order to focus attention on the subject of a sentence. In (e): The focus of attention is on two rugs.
Mark Iwalli.	In (f): The focus of attention is on two rugs. In (f): The focus is on the book, but the <i>by</i> -phrase is included because it contains important information.

\Box Exercise 7. Looking at grammar. (Charts 11-1 \rightarrow 11-3)

Discuss why passive was chosen for these sentences instead of active.

- 1. My sweater was made in England.
 - → The speaker or writer probably uses the passive here because he or she doesn't know who made the sweater. Using an active sentence (Someone made my sweater in England) wouldn't add any important information.
- 2. The new highway will be completed sometime next month.
- 3. The World Cup soccer games are being televised all over the world this year.
- 4. This composition was written by Ali. That one was written by Mariko.
- 5. The Washington Monument is visited by hundreds of people every day.
- 6. Bananas originated in Asia but now *are grown* in the tropics of both hemispheres of the world. They *were introduced* to the Americas in 1516.

Exercise 8. Reading and grammar. (Charts 11-1 → 11-3)

Read the paragraph. <u>Underline</u> the passive verbs. Discuss why the writer chose to use passive rather than active. Answer the questions in complete sentences.

Early Writing Materials

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchaferateather comiting material that was widely used in ancient times, was made from the skins of animals, such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

- 1. Before paper was invented, what materials were used for writing?
- 2. What was parchment made from?
- 3. What three things were done to animal skins to make writing material?
- 4. Who first used paper?
- 5. When was ink first used?
- 6. In ancient times, what ingredients did the Egyptians and Chinese use for ink?
- 7. What substances are in ink today?

Exercise 9. Looking at grammar. (Charts 11-1 → 11-3)

Make complete sentences with the given words. Use the simple past. Some are active and some are passive.

- 1. We \ allow, not \ to go to the park alone when we were young
 - → We weren't allowed to go to the park alone when we were young.
- 2. A package \ deliver \ to our apartment yesterday
- 3. Maria \ teach \ her son to read when he was three
- 4. When I was in elementary school, we \ require \ to wear uniforms
- 5. As we watched, the airplane \ disappear \ into the clouds
- 6. I \ agree \ with your decision yesterday
- 7. Timmy \ drop \ a plate after dinner last night
- 8. The plate \setminus fall \setminus to the floor with a crash
- 9. What \ happen \ yesterday
- 10. Something very sad \ happen \ yesterday
- 11. My cat \ hit \ by a speeding truck
- 12. She \ kill \ instantly
- 13. She \ die \ instantly

	Exercise 10. Listening. (Charts 11-1 → 11-3) Choose the sentence (a. or b.) that has the same meaning as the one you hear.							
CD 1 Track 54	Example: You will hear: The assistant manager interviewed Mr. Evans for the sales job. You will choose: a. Mr. Evans was interviewed. b. The assistant manager was interviewed.							
	 a. Someone would like the architect to design the new library. b. A famous architect would like and an architect would like and a library. 							
	2. a. The kids told others to leave.b. Someone told the kids to leave.							
	3. a. I ignored the salesclerk.b. The salesclerk ignored me.							
	4. a. The speaker will be asked questions.b. The audience will be asked questions.							
	5. a. A party is being planned by Dr. Wilson.b. A party is being planned by the staff.							
	6. a. Natural habitats have altered human development.b. Natural habitats have been altered by human development.							
	Exercise 11. Looking at grammar. (Charts 11-1 → 11-3) Change each news headline into a complete sentence. Work in pairs, in small groups, or as a class. 1. 5 PEOPLE KILLED BY TORNADOES							
	Five people	937						
		ay.						
	DECISION ON TAX INCREASE TO BE ANNOUNCED SOON A decision on a tax increase							
	A decision on a tax increasesoo	n.						
	3. MORE THAN 2 BILLION CUPS OF COFFEE CONSUMED WORLDWIDE							
	More than two billion cups of coffee worldwide each da	ay.						
	4. 200,000 cars recalled for brake defects since last year							
	Two hundred thousand cars for brake defects since last year	ar.						
	5. NEW HIGH-SPEED COMPUTER CHIPS DELAYED							
	New high-speed computer chips until next yes	ar.						
	Exercise 12. Game. (Charts $11-1 \rightarrow 11-3$) Work in teams with your books closed. Your teacher will say a sentence. Change it to passive if possible. Use the <i>by</i> -phrase only if necessary. Your team wins one point for each correct sentence.							
	1. Someone invited you to a party.							
	 People grow rice in many countries. Someone is televising the tennis match. 							
	3. Someone is televising the terms match.							

- 4. Someone told you to be here at ten.
- 5. Someone is going to serve dinner at six.
- 6. Someone has made a mistake.

- 7. An accident happened at the corner of Fifth and Main.
- 8. Ivan's daughter drew that picture. My son drew this picture.
- 9. The judges will judge the applicants on their creativity.
- 10. My sister's plane will arrive at 10:35 team.com
- 11. Is Professor Rivers teaching that course this semester?
- 12. The mail carrier had already delivered the mail by the time I left for school this morning.
- 13. When is someone going to announce the results of the contest?
- 14. After the concert was over, hundreds of fans surrounded the rock star outside the theater.

Exercise 13. Let's talk. (Charts $11-1 \rightarrow 11-3$)

Your teacher will read each sentence and the question that follows. Student A will change the sentence to the passive. Student B will answer the question with the information provided by Student A. Close your book for this activity.

Example: To A: People speak Arabic in many countries. To B: Is Arabic a common language?

TEACHER (book open): People speak Arabic in many countries.

STUDENT A (book closed): Arabic is spoken in many countries.

TEACHER (book open): Is Arabic a common language?

STUDENT B (book closed): Yes. It is spoken in many countries.

- 1. To A: Someone stole your pen. To B: What happened to (_____)'s pen?
- 2. To A: People play soccer in many countries. To B: Is soccer a popular sport?
- 3. *To* A: Someone returned your letter. *To* B: (_____) sent a letter last week, but he/she put the wrong address on it. What happened to the letter?
- 4. To A: Someone robbed the bank. To B: What happened to the bank?
- 5. To A: The police caught the bank robber. To B: Did the bank robber get away?
- 6. To A: A judge sent the thief to jail. To B: What happened to the thief?
- 7. To A: The government requires international students to have visas.
 - To B: Is it necessary for international students to have visas?
- 8. To A: Someone had already made the coffee by the time you got up this morning.
 - To B: Did (____) have to make the coffee when he/she got up?
- 9. To A: Someone discovered gold in California in 1848.
 - To B: What happened in California in 1848?
- 10. To A: People used candles for light in the 17th century.
 - To B: Was electricity used for light in the 17th century?
- 11. To A: There is a party tomorrow night. Someone invited you to go.
 - To B: Is (____) invited to the party?
- 12. To A: You wanted to buy a chair, but you needed time to make up your mind. Finally you decided to buy it, but someone had already sold it by the time you returned to the store.

 To B: Did (_____) buy the chair?

	cise 14. Looking at grammar. (Charts 11-1 → 11-3) plete the sentences with the passive form of the verbs in the list. Use any appropriate					
	build divide ✓invent order surprise cause expect kill report surround confuse frighten offer spell wear fonateam.com					
1.	The electric light bulb <u>was invented</u> by Thomas Edison in 1879.					
2.	An island by water.					
3.	The -ing form of sit with a double "t."					
4.	Even though construction costs are high, a new dormitory					
	next year.					
5.	The class was too large last semester, so it into two sections.					
6.	A bracelet around the wrist.					
7.						
	by lightning.					
8.	Al got a ticket for reckless driving. When he went to traffic court, he to pay a large fine.					
9.	I read about a hunter who accidentally by another hunter.					
10.	The hunter's fatal accident in the newspaper yesterday.					
11.	I didn't expect Lisa to come to the meeting last night, but she was there. I to see her.					
12.	Last week I a job at a local bank, but I didn't accept it.					
13.	The children in the middle of the night when they heard strange noises in the house.					
14.	Could you explain this math problem to me? Yesterday in class I					
	by the teacher's explanation.					
15.	A: Is the plane going to be late?					
	B: No. It to be on time.					

	How Chocolate Is Made	
Chocolate	from the seeds of roasted of	cocoa beans. After the se
2	the inside of the seed	into a liquid. T
liquid	chocolate liquor. The liquor	
which	from the liquor. After this	, a so
8	This solid, which	as cocoa cake,
10	up and becomes unsweetened cocoa. T	his is a very bitter
chocolate. To make	e it taste better, other substances such as cocoa l	outter and sugar

	later.
Con	ercise 16. Looking at grammar. (Charts 11-1 and 11-3) inplete the sentences with the active or passive form of the verbs in parentheses. Use any ropriate tense.
1.	Gold (discover) <u>was discovered</u> in California in 1848.
2.	The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (<i>produce</i>) there.
3.	Right now Roberto is in the hospital.* He (treat) for a bad burn on his arm.
4.	In my country, certain prices, such as the price of medical supplies, (control)
	by the government. Other prices (determine)
	by how much consumers are willing to pay for a product.
5.	Richard Anderson is a former astronaut. Several years ago, when he was 52, Anderson
	(inform) by his superior at an aircraft corporation that he could no
	longer be a test pilot. He (tell) that he was being relieved of his duties because of his age. Anderson took the corporation to court for age discrimination.
6.	Frostbite may occur when a person's skin (expose) to extreme
	cold. It most frequently (affect)** the skin of the cheeks, chin, ears, fingers, nose, and toes.

^{*}in the hospital = American English; in hospital = British English.

^{**}Note: affect = a verb (e.g., The weather affects my moods.). effect = a noun (e.g., The weather has an effect on my moods.).

7.	Since the beginning of the modern industrial age,
	many of the natural habitats of plants and animals
	(destroy) by
	industrial development and pollution.



8.	Carl Gauss (recognize)	THE THE PROPERTY OF THE PARTY O
	as a mathematical genius when he was ten. One day a	
	professor gave him an arithmetic problem. Carl (ask)	
	all the numbers from 1 to 100 $(1 + 2 + 3 + 4 + 5, etc.)$. It (take)

him only eight seconds to solve the problem. How could he do it so quickly? Can you do it quickly?

9.	Carl could do it quickly because he (know) th	at each pair of numbe	ers
	(1 + 100, 2 + 99, 3 + 98, and so on to $50 + 51)$ equaled 101 .	So he (multiply)	
	50 times 101 and (come)	up with the answer:	5,050

Exercise 17. Warm-up. (Chart 11-4)

Complete the sentences with your own words. Are the verbs active or passive?

- 1. <u>Children</u> should be taught to be kind to animals.
- 2. ______ should be expected to be in class on time.
- 3. _____ can't be grown in a desert.
- 4. _____ must be treated with kindness.

Passive form:	modal*	+ <i>be</i>	+	past p	articip	ole
(a) Tom	will	be		invited	to t	he picnic.
b) The window	can't	be		opened	1.	
c) Children	should	be		taught	to i	espect their elders.
(d)	May I	be		excuse	d fro	n class?
(e) This book	had better	be		returne	d to t	he library before Friday.
(f) This letter	ought to	be		sent	bet	ore June 1st.
(g) Mary	has to	be		told	abo	out our change in plans.
h) Fred	is supposed to	be		told	abo	out the meeting.
Past-passive i	form: modal	+ have l	peen	+ p	ast par	rticiple
(i) The letter	should	have be	een	S	ent	last week.
(i) This house	must	have be	en	b	uilt	over 200 years ago.
k) Eric	couldn't	have be	een	0.	ffered	the job.

^{*}See Chapters 9 and 10 for a discussion of the form and use of modals and phrasal modals.

Con	precise 18. Looking at grammar. (Chart 11-4) applete the sentences with the words in parentheses. Use the appropriate form, active assive.			
1.	James (should + tell)should be told the news as soon as possible.			
2.	Someone (should + tell)should tell James the news immediately.			
3.	James (should + tell)shoutonateanarcond the news a long time ago.			
4.	Meat (must + keep) in a refrigerator or it will spoil.			
5.	You (must + keep) meat in a refrigerator or it will spoil.			
6.	We tried, but the window ($couldn't + open$) It was painted shut.			
7.	I tried, but I (couldn't + open) the window.			
8.	Good news! I (may + offer) a job soon. I had an interview at an engineering firm yesterday.			
9.	Chris has good news. The engineering firm where she had an interview yesterday $(may + offer)$ her a job soon.			
10.	I hope Chris accepts our job offer, but I know she's been interviewing with several companies. She (may + already + offer)* a job by a competing firm before we made our offer.			
11.	A competing firm (may + already + offer) Chris a job before we made our offer.			
12.	The class for next semester is too large. It (ought to + divide) in half, but there's not enough money in the budget to hire another teacher.			
13.	Last semester's class was too large. It (ought to + divide) in half.			
14.	These books (have to + return) to the library by tomorrow.			
15.	Polly ($have\ to\ +\ return$) these books by next Friday. If she doesn't return them, she ($will\ +\ have\ to\ +\ pay$) a fine to the library.			

^{*}A midsentence adverb such as already may be placed after the first auxiliary (e.g., might already have come) or after the second auxiliary (e.g., might have already come).

16.	A: Andy, your	chores (had better + finish)					
	by the time	e I get home, including taking out the garbage.					
	B: Don't wor	ry, Mom. I'll do everything you told me to do.					
17.	7. A: Andy, you (had better + finish) your chores before Mom gets home. B: I know. I'll do them in a minute. I'm busy right now.						
18.	This applicati	on (be supposed to + send)					
	to the personr	nel department soon.					
19.	Ann's birthda	y was on the 5th, and today is the 8th. Her birthday card (should + send) a week ago. Maybe we'd better give her a call to					
	wish her a bel	ated happy birthday.					
20.	A: Yoko didn't expect to see her boss at the labor union meeting.						
	B: She (must	+ surprise) when she saw him.					
	A: She was.						
Mal		oking at grammar. (Chart 11-4) htences with the given words. a. Seat belts \ wear \ during takeoff and landing → Seat belts must be worn during takeoff and landing.					
		b. All passengers \ wear \ their seat belts during takeoff and landing \(\rightarrow All \) passengers must wear their seat belts during takeoff and landing.					
1.	will	a. Many lives \ save \ with the new medical procedureb. The procedure \ save \ many lives					
2.	can	a. Shoppers \ look for \ product information on the internet every day b. Product information \ find \ on the internet					
3.	should	a. People \ check \ smoke alarm batteries once a monthb. Smoke alarm batteries \ test \ once a month					
4.	may	a. The typhoon \ kill \ hundreds of villagers yesterdayb. Hundreds of villagers \ kill \ in the typhoon yesterdayc. Hundreds of villagers \ die \ in the typhoon yesterday					
5.	had better	a. Medical supplies \ deliver \ soonb. Villagers \ receive \ medical supplies soon					

Exe	rcise	20.	Let's	talk.	(Chart	11-4)
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Use passive modals to restate the computer lab rules. Make at least two sentences for each rule. Work in pairs or small groups.

Example: Do not bring food into the lab.

- → Food must not be brought into the lab.
- → Food cannot be brought into the lab.
- → Food must be left outside.

Computer lab rules:

- 1. Turn off cell phones.
- 2. Computers are for school use only.
- 3. Do not play computer games.
- 4. Do not download music from the internet.
- 5. Use the printer for schoolwork only.

Exercise 21. Looking at grammar. (Chart 11-4)

Complete the sentences with the verbs in parentheses. Use the modal or phrasal modal that sounds best to you. All of the sentences are passive.

- 1. The entire valley (see) _____ can be seen _____ from the mountain top.
- 2. He is wearing a gold band on his fourth finger. He (marry) ______.
- 3. According to our teacher, all of our compositions (write) in ink. He won't accept papers written in pencil.
- 4. I found this book on my desk when I came to class. It (leave) by one of the students in the earlier class.
- 5. Your daughter has a good voice. Her interest in singing (encourage)

6. Some UFO sightings (explain, not) _______ easily. They are inexplicable.



7. Try to speak slowly when you give your speech. If you don't, some of your words (misunderstand) _____

8.	What? You tripped over a chair at the party and dropped your plate of food into a woman's
	lap? You (embarrass)
9.	The hospital in that small town is very old and can no longer serve the needs of the
	community. A new hospital (build) years ago.
10.	Blue whales and other endangered species (save) from fonateam.com extinction. Do you agree?

Exercise 22. Listening and grammar. (Charts 11-1 → 11-4)

CD 1 Track 56

Part I. Listen to the lecture on the 2004 Indian Ocean tsunami with your book closed. Then open your book and choose all the grammatically correct sentences in each group.

- 1. (a.) An earthquake hit the Indian Ocean.
 - (b.) The Indian Ocean was hit by an earthquake.
 - c. An earthquake was hit the Indian Ocean.
- 2. a. Millions of lives were changed forever by the earthquake.
 - b. Millions of lives changed forever by the earthquake.
- 3. a. The quake followed by giant tsunami waves.
 - b. The quake was followed by giant tsunami waves.
 - c. Giant tsunami waves were followed the earthquake.
 - d. Giant tsunami waves followed the earthquake.
- 4. a. Thousands of people swept out to sea.
 - b. Thousands of people were swept out to sea.
 - c. The tsunami wave swept thousands of people out to sea.
- 5. a. Nearly 300,000 people died.
 - b. Nearly 300,000 people were died.
 - c. Nearly 300,000 people were killed.
 - d. Nearly 300,000 people killed.
- 6. a. The damage could have been lessened by a tsunami early-warning system.
 - b. A tsunami early-warning system could have lessened the damage.
 - c. A tsunami early-warning system could have been lessened the damage.
- 7. a. An early-warning system already exists for the Pacific Ocean.
 - b. An early-warning system already is existed for the Pacific Ocean.

Part II. Listen again. Complete the sentences with the verbs you hear.

The 2004 Indian Ocean Tsunami

In 2004, several countries that borde	r the Indian Ocean, including Indonesia, Thailand, India,
Malaysia, and Somalia,	by an earthquake and subsequent tsunami.
	fongteam: comwave.) In just a few short hours, millions
of lives	_ forever. The earthquake
at 9.3 on the Richter scale. It was the	fourth largest earthquake since 1900 and the second
largest that4	on the Richter scale.
The quake5	by four giant waves as high as 100 feet
(or 30 meters). Whole villages	Thousands of people
out to sea,	and many others due to lack of
medical care. In total, almost 300,000	people, and 1.3 million
	neless. Aftershocks from the earthquake
for several of	days.
Tragically, the damage	if there had been a
	system already for the Pacific
Ocean, but it14	_ to the Indian Ocean. Since the tsunami disaster,
governments15	together to develop an early-warning system
so that Southeast Asia	such destruction again from a tsunami.

Exercise 23. Looking at grammar. (Charts 11-1 \rightarrow 11-4)

Change the verbs to the passive as appropriate. Discuss why you decided that certain verbs should be in the passive but that others should remain active.

It is used

(1) Paper is a common material. People-use it- everywhere in the world. Throughout history, people have made it from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, people made paper by hand, but now machines do most of the work.* Today people make paper from wood pulp by using either a mechanical or a chemical process.

^{*}Whether or not to use the passive in the second half of this sentence is a stylistic choice. Either the active or the passive can appropriately be used. Some writers might prefer the passive so that both halves of the sentence are parallel in structure.

- (2) In the mechanical process, someone grinds the wood into small chips. During the grinding, someone sprays it with water to keep it from burning from the friction of the grinder. Then someone soaks the chips in water.
- (3) In the chemical process, first someone washes the wood, and then someone cuts it into small pieces in a chipping machine. **Ignateum.com** cooks the chips in certain chemicals. After someone cooks the wood, someone washes it to get rid of the chemicals.
- (4) The next steps in making paper are the same for both the mechanical and the chemical processes. Someone drains the pulp to form a thick mass, bleaches it with chlorine, and then thoroughly washes it again. Next someone puts the pulp through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, someone winds them onto rolls. These rolls of paper are then ready for use.
- (5) The next time you use paper, you should think about its origin and how people make it. And you should ask yourself this question: What would the world be like without paper? If you can imagine how different today's world would be without paper, you will immediately understand how essential paper has been in the development of civilization.

Exercise 24. Let's write. (Charts 11-1 \rightarrow 11-4)

Write about how something is made. Choose one of these topics.

Topics:

- 1. Write about something you know how to make. *Possible subjects:* a kite, a ceramic pot, a bookcase, a sweater, a bead necklace, a special kind of food, etc.
- 2. Use a reference tool such as the internet to find out how something is made, and then summarize this information. It's not necessary to go into technical detail. Read about the process and then describe it in your own words. *Possible subjects:* a candle, a pencil, glass, steel, silk thread, bronze, leather, etc.

Exercise 25. Warm-up. (Chart 11-5)

Look around the room and answer these questions.

- 1. Are the windows closed?
- 2. Is the door shut?
- 3. Are the lights turned on?
- 4. Is anything broken? If so, what?

(a) The door is old.(b) The door is green.(c) The door is locked.	In (a) and (b): <i>old</i> and <i>green</i> are adjectives. They describe the door. In (c): <i>locked</i> is a past participle. It is used as an adjective. It describes the door.
 (d) I locked the door five minutes ago. fonatear (e) The door was locked by me five minutes ago. (f) Now the door is locked. 	Number the passive form is used to describe an existing situation or state, as in (c), (f), and (i), it is called the "non-progressive passive." In the non-progressive: • no action is taking place; the action happened
(g) Ann broke the window yesterday.(h) The window was broken by Ann.(i) Now the window is broken.	 earlier. there is no <i>by</i>-phrase. the past participle functions as an adjective.
 (j) I am interested in Chinese art. (k) He is satisfied with his job. (I) Ann is married to Alex. 	Prepositions other than <i>by</i> can follow non-progressive passive verbs. (See Chart 11-6.)
(m) I don't know where I am. I am lost. (n) I can't find my purse. It is gone. (o) I am finished with my work. (p) I am done with my work.	Sentences (m) through (p) are examples of idiomatic usage of the passive form in common, everyday English. These sentences have no equivalent active sentences.

Con	precise 26. Looking at grammar. (Chart 11-5) applete the sentences with the non-progressive passive of the verbs in parentheses. Use ple present or the simple past.			
1.	Olga is wearing a blouse. It (make) of cotton.			
2.	The door to this room (shut)			
3.	The lights in this room (turn) on.			
4.	This room (crowd, not)			
5.	We can leave now because class (finish)			
6.	It is hot in this room because the window (close)			
7.	Yesterday it was hot in this room because the window (close)			
8.	the meat and rice (do), and the candles (light)			
9.	Where's my wallet? It (go)! Did you take it?			
10.	Hmmm. My dress (tear) I wonder how that happened.			

the

	nplete each senter				
	bear (born)*			1 0	spoil
	block confuse	divorce exhaust	√lose marry	1 2	
1.	Excuse me, sir.		onateam.com me some direct		lost
2.	Let's find anothe	er restaurant. T	his one	too	We would
	have to wait at le	east an hour for	a table.		
3.	The meeting		fo	r tomorrow at ni	ne.
4.	That's hard worl	k! I		I need to r	rest for a while.
5.	You told me one	thing, and Johr	n told me anoth	er. I don't know	what to think. I
6.	Annie can't close	e the window. I	t	· V	- Colles
7.	Louise is probably sleeping. The lights in her room				
8.	8. Carolyn and Joe were married to each other for five years,				
	but now they				
9.	I'm sorry. You _		not		
for the job. We need someone					
	with a degree in	electrical engin	eering.		
10.	I love my wife. I	[to a	a wonderful wom	an.
11.	We can't eat this fruit. It We'll have to throw it out.				to throw it out.
12.	2. We'd better call a plumber. The water won't go down the drain. The drain				The drain
		with	food.		
13.	Vietnam		in Southeas	st Asia.	
14.	A: How old is Ju	uan?			
	B: He		_ in 1980.		
15.	A: The TV set is	sn't working.			

B: Are you sure? ______ it ______?

^{*}In the passive, born is used as the past participle of bear to mean "given birth to."

Exercise 28. Warm-up. (Chart 11-6)

Answer the questions.

What is something that you are . . .

- 1. interested in?
- 3. concerned about?
- 5. excited about?

- 2. annoved by?
- 4. scared of?

6. accustomed to?

fonateam.com Common Non-Progressive Passive Verbs + Prepositions

(a) I'm interested in Greek culture.

Many non-progressive verbs are followed by prepositions other than bv.

(b) He's worried about losing his job.

be concerned about be excited be worried be discriminated against be known be prepared be qualified for be remembered be well known be divorced be exhausted from be gone

be composed be made be tired be frightened be scared be terrified be accustomed be addicted be committed be connected be dedicated be devoted to be engaged be exposed be limited

be associated be cluttered be crowded be done be equipped be filled be finished be pleased be provided be satisfied

be acquainted

be annoved with/by be bored be covered

with

be disappointed in/with be involved

be protected

be dressed

be located

be interested

be married

be opposed be related

Exercise 29. Looking at grammar. (Chart 11-6) Complete the sentences with the correct prepositions.

SITUATION: Maya is a toymaker. She makes simple toys from wood.

- 1. She is excited <u>about</u> creating toys children enjoy.
- 2. She is known _____ creating high-quality toys.
- 3. She is interested _____ how children play with one another.
- 4. She is pleased _____ the response to her toys.
- 5. Her toys are made _____ wood.
- 6. The materials in her toys are limited _____ wood.
- 7. She is disappointed _____ many of the popular toys in stores today.
- 8. She worries _____ toys that don't encourage children to use their imagination.

CD 1	Exercise 30. Listening. (Chart 11-6) Listen to the sentences. They contain non-progressive passive verbs plus prepositions. Write the prepositions you hear.				
Track 57	Example: You will hear: Carol is interested in ancient history. You will write:in				
	1 5. f onateam.c om				
	2 6				
	3				
	4 8				
ũ	Exercise 31. Looking at grammar. (Chart 11-6) Complete the sentences with the correct prepositions.				
	1. Jack is married Joan.				
	2. Could I please have the dictionary when you are finished it?				
	3. My car is equipped air-conditioning and a sun roof.				
	4. Gandhi was committed nonviolence. He believed in it all of his life.				
	5. Barbara turned off the TV because she was tired listening to the news.				
	6. The choices in that restaurant are limited pizza and sandwiches.				
	7. Their apartment is always messy. It's cluttered newspapers, books, clothes, and dirty dishes.				
	8. A: Are you in favor of a worldwide ban on nuclear weapons, or are you opposed it?				
	B: I'm in favor of it. I'm terrified the possibility of a nuclear war starting by accident. But my wife is against disarmament.				
	9. A: Are you still associated the International Red Cross and Red Crescent?				
	B: I was, until this year. Are you interested working with them?				
	A: I think I'd like to. They are dedicated helping people in times of crisis,				
	and I admire the work they've done. Can you get me some information?				

		sentence with the non-progressive passive form of the given verb and an eposition. Use the simple present.			
	1. cover	It's winter, and the ground <u>is covered with</u> snow.			
	2. finish	Patfonateam.com_ her composition.			
	3. addict	Ann laughingly calls herself a "chocoholic." She says she			
		chocolate.			
	4. satisfy	I the progress I have made.			
	5. engage	Hashim Fatima.			
	6. divorce	Elaine Pierre.			
	7. relate	Your name is Mary Smith you			
		John Smith?			
	8. dedicate	Mrs. Robinson works in an orphanage. She			
		her work.			
	9. dress	Miguel a tuxedo for his wedding today.			
	10. commit	The administration improving the quality of education at our school.			
	11. prepare	We finished packing our sleeping bags, tent, first-aid kit, food, and warm			
	11. prepare	clothes. We are finally our camping trip.			
	12. do	We are this exercise.			
	Exercise 33.	Let's talk. (Chart 11-6)			
	Think about che daily life, etc.	nanges that modern life has brought in communications, travel, work, school, Complete the phrases with the correct prepositions and answer the questions. or small groups.			
	What changes or	r innovations are you (or people you know)			
	1. excited	?			
	2. concerned	1?			
	3. opposed _	?			
	4. annoyed _				
	5. addicted	?			
		comed?			

	the missing preposition to each sentence.
1.	$with$ I'm not acquainted $_{\wedge}$ that man. Do you know him?
2.	The department store was filled toys for the holiday sale.
3.	fonateam.com Bert's bald head is protected the hot sun when he's
	wearing his hat.
4.	Your leg bone is connected your hip bone.
5.	A person who is addicted drugs needs
	professional medical help.
6.	What? You're still dressed your pajamas? You'll never make it to work on time.
7.	The school children were exposed the flu by a student who had it.
8.	The electronic items were priced so low for the sale that they were gone the store shelves in
	minutes.
9.	Roberta didn't get the job even though she was qualified it.
10.	My office is located a building next to the park on Fifth Avenue.
Con	ercise 35. Warm-up. (Chart 11-7) inplete the sentences with the words in the list. Notice the word forms that follow the erget.
	dirty dressed hungry hurt lost wet
1.	When the children played in the mud, their clothes got
2.	We didn't have a map, so we got
3.	Don't go out in the rain without a coat. You'll get
4.	I'll be ready to leave as soon as I get It'll just take a few minutes.

5. If I skip breakfast, I always get ______ during my late morning class.

6. It was a bad accident, but luckily no one got _____

-7 The Passive with Get Get + Adjective Get may be followed by certain adjectives. Get gives the (a) I'm getting hungry. Let's eat soon. idea of change — the idea of becoming, beginning to be. (b) I stopped working because I got sleepy. arowing to be. fonateam (a): I'm getting hungry = I wasn't hungry before, but beginning to be hungry. Common adjectives that follow get cold angry fat hungry quiet tall anxious comfortable full late readv thirstv bald light dark pood rich warm better dizzy hard mad ripe well bia easy healthy nervous serious wet busy empty heavy noisy sick worse chilly famous hot old sleepy Get + Past Participle (c) I stopped working because I got tired. Get may also be followed by a past participle. The past participle functions as an adjective; it describes the (d) They are getting married next month. subject. The passive with get is common in spoken English, but not in formal writing. Common past participles with get get accepted (for, into) get dressed (in) get invited (to) get accustomed to get drunk (on) get involved (in, with) get acquainted (with) get elected (to) get killed (by, with) get arrested (for) get engaged (to) aet lost (in) get bored (with) get excited (about) get married (to) get confused (about) get finished (with) get prepared (for) get crowded (with) get fixed (by) get scared (of) get divorced (from) get hurt (by) get sunburned get done (with) get interested (in) get worried (about) **Exercise 36. Looking at grammar.** (Chart 11-7) Complete the sentences with words that make sense. More than one answer may be correct for each sentence. 1. The meeting starts in an hour. I need to get _____ for it. (b.) prepared d. readying a. prepare c.) ready 2. I think I'll stop working for the day. I'm getting ____ a. tire b. tired c. dark d. late 3. Sonia stopped working because it was getting _____. a. late b. dark c. tired d. sleepy

4. We can leave as soon as you get _

b. finish

c. packed

a. pack

d. finished

5.	Sam was suppos	ed to be home an l	hour ago, but he stil	l isn't here. I'm	getting
	a. nervous	b. anxious	c. worry	d. worr	ied
6.	I didn't stay for	the end of the mov	ie because I got		
	a. bore	b. bored	c. interested	d. am b	ored
7.	When are you going to getfonateam.com				
	a. marriage	b. marry	c. married	d. engag	ge
		king at gramm ces with any appro	CIT. (Chart 11-7) priate tense of <i>get</i> a	and the given adj	ectives.
	accustom	do	√hungry	pay	
	better	engage	invite	remarry	
	dark depress	fire hire	marry nervous	well wet	
	divorce				
1.	What time are w	ve going to eat? I	am getting hun	gry .	
2.	I didn't have an	umbrella, so I	w	hile I was waiting	g for the bus
	yesterday.				
3.	Every time I hav	re to give a speech,	I		
4.	4. Would you mind turning on the light? It in here.				in here.
5.	Maria's English	is improving. It _			
6.	My friend was s	ick, so I sent him a	card. It said, "		soon."
7.	7. How long did it take you to to living here			ing here?	
8.	B. We can leave as soon as I with this work.				
9.	. Chris when she lost her job, so I tried to cheer her up.				
10.	. I got an invitation you to the party t				
11.	Ţ	on Fri	days. I'll give you t	he monev I owe	vou next Fridav.
	Okay?		,		,
12.	. After Ed graduated, he by an engineering firm.				rm.
			because he did		
14.					
			Later, they		
			Today tl		

Exercise 38. Let's talk: interview. (Chart 11-7)

Interview your classmates. Share some of their answers with the class.

Example: Have you ever gotten dizzy? Tell me about it.

- → Yes. I got dizzy when I went on a ride at the carnival last summer. But it was a lot of fun!
- 1. Tell me about a time you got lost Where were you and what happened?
- 2. Do you ever get sleepy during the day? If so, tell me about it. If not, when do you get sleepy?
- 3. Have you ever gotten really scared? What scared you?
- 4. Think of the world situation today. What things are getting better, and what things are getting worse?
- 5. Have you ever gotten hurt in a traffic accident or any kind of accident? What happened?
- 6. Tell me about a time you got confused about something.
- 7. Have you or has someone you know ever gotten cheated when you bought something? Tell me about it.
- 8. Is there an election coming up in this country or another country that interests you? If so, who do you think is going to get elected? Who got elected in the last election in this country?

Exercise 39. Warm-up. (Chart 11-8)

The teacher in the picture is lecturing her class about healthy food.

- 1. How would you describe the teacher: boring or bored?
- 2. How would you describe the students: boring or bored?



-8 Participial Adjectives - The problem confuses the students. The present participle serves as an adjective with an active meaning. The noun it modifies performs an action. (a) It is a confusing problem. In (a): The noun *problem* does something; it *confuses*. Thus, it is described as a "confusing problem." — The students are confused by the problem. The past participle serves as an adjective with a passive fonateam reaming. (b) They are *confused* students. In (b): The students are confused by something. Thus, they are described as "confused students." In (c): The noun **story** performs the action. — The story amuses the children. (c) It is an amusing story. — The children are amused by the story. In (d): The noun children receives the action. (d) They are amused children.

☐ Exercise 40. Looking at grammar. (Chart 11-8)

Match the sentences to the pictures. Some sentences describe neither picture.



Picture A

- 1. The monster is frightened.
- 2. The monster is frightening.
- 3. The child is frightened.



Picture B

- 4. The child is frightening.
 - 5. The tiger is frightened.
 - 6. The tiger is frightening.

☐ Exercise 41. Looking at grammar. (Chart 11-8)

Complete each sentence with the present or past participle of the verb in italics.

- 1. The class bores the students. It is a <u>boring</u> class.
- 2. The students *are bored* by the class. They are <u>bored</u> students.
- 3. The game *excites* the people. It is an _____ game.
- 4. The people are excited by the game. They are ______ people.

5. The news *surprised* the man. It was ______ news. 6. The man was surprised by the news. He was a _____ man. 7. The child was frightened by the strange noise. The _____ child sought comfort from her father. The strange noise frightened the childed myeom sound. 9. The work *exhausted* the men. It was ______ work. 10. The men were exhausted. The ______ men sat down to rest under the shade of a tree. Exercise 42. Let's talk. (Chart 11-8) Your teacher will read the questions. Answer them as a class (or individually) with a present or past participle. Close your book for this activity. Example: If a book confuses you, how would you describe the book? How would you describe vourself? TEACHER (book open): If a book confuses you, how would you describe the book? SPEAKER A (book closed): confusing TEACHER (book open): How would you describe yourself? SPEAKER B (book closed): confused 5. If a painting interests you, ...? 1. If a story amazes you, how would you describe the story? How would you 6. If a situation embarrasses you, ...? describe yourself? 7. If a book disappoints you, ...? 8. If a person fascinates you, ...? 2. If a story depresses you, how would 9. If an assignment frustrates you, ...? you describe the story? How would you describe yourself? 10. If a noise annoys you, ...? 3. If some work tires you, ...? 11. If an event shocks you, ...? 4. If a movie bores you, ...? 12. If an experience thrills you, ...? Exercise 43. Listening. (Chart 11-8) Listen to the sentences. Choose the words you hear. Example: You will hear: Something's wrong with the refrigerator. It's been making an annoying buzz all day. You will choose: annoy (annoying) annoyed 1. miss missing missed 2. satisfy satisfying satisfied 3. frighten frightening frightened marrying 4. marry married 5. scare scared scary 6. finish finishing finished

	Listen to the sentences. Choose the correct completions.								
CD 1 Track 59	Exa	mple:	You wil	l hear:	I attended a	great lecture	last night. It v	vas	
			You wil	l choose:	fascinating	fascinated	i		
			You wil	l hear:	The audience	ce listened car	refully to the le	cture. They were _	
			You wil	l choose:	fascinationsa	teamseinmed	i		
	1.	thril	ling	thrilled	5	. delightful	delighted		
	2.	thril	ling	thrilled	6	. delightful	delighted		
	3.	shoo	cking	shocked	7	. confusing	confused		
	4.	shoc	cking	shocked	8	. confusing	confused		
	Exe	ercis	e 45. L	ooking	at gramme	ar. (Chart 11	1-8)		
								rbs in parentheses.	
	1.	The	thief trie	ed to pry o	pen the (lock	e) <u>locked</u>	d	cabinet.	
	2.	I for	and myse	elf in an (e	mbarrass)		situ	ation last night.	
	3.	The	(injure)		v	voman was pı	ut into an ambi	ulance.	
	4.	The	teacher	gave us a	(challenge) _		ass	ignment, but we all	enjoyed
		doin							
	5.	The	(expect)			event did	d not occur.		
	6.							as one of the most	
					history of the		P		
	7	_					nack lightly. T	hey carry little more	e than
			essities.			travelers	pack lightly. 1	ney early male more	c dian
	R					hild needs a ('halance)	c	ligt
									net.
	10.							dogs lie." It means	"Don't
		brin	g up pas	t problems					
					.1	122			
					11/	TON			
					Je!		, with the same	e)	
					The state of the s	The state of the s			

Exercise 44. Listening. (Chart 11-8)

	11.	We had a (thrill)	but hair-raising experience on our
		backpacking trip into the	vilderness.
	12.	The (abandon)	car was towed away by a tow truck.
	13.	(Pollute)	water is not safe for drinking.
	14.	I don't have any furniture	of monate and comknow where I can rent a (furnish) apartment?
	15.	The equator is the (divide) Southern hemispheres.	line between the Northern and
	16.	We all expect our (elect) _	officials to be honest.
	17.	The psychologist spoke to	us about some of the (amaze)
			f twins living apart from each other from birth.
	Mal of the second of the secon		pleased with? rvous about? remembered for? pout? adents?
		What \ confuse \ to childre	
CD 1	Par		chapter 11) bout the early Olympic Games with your book closed. Then catements. Circle "T" for true and "F" for false.
1 rack 60	1.	The Olympic Games were	established so that men T F
		and women could compet	e against one another.
	2.	Greece invited other natio	ns to the games T F
		to encourage good relation	nships among countries.
	3.	The winning athletes were	considered heroes. T F

Part II. Listen again. Complete the sentences with the verbs you hear.

The Olympic Games

The Olympic Games	more than 2,000 years ago in Olympia, a	
	for two purposes. One was	s
to showcase the physical qualities af	anateampeommances of its young men. At that time,	
only Greek males3	to compete. In fact, women	
4	to watch the games, and the only spectators were	
	to encourage good relationships among Greek citie	es.
People of other nationalities	to participate.	
The winner of each event	with a wreath made of olive leave	es.
Additionally, his statue	in Olympia for all to see.	
athletes _	as heroes when they	
9 returned to their cities because with t honor to their hometowns.	heir victory, they fame and	
HOHOL TO MEH HOMETOWIIS.		

☐ Exercise 48. Let's talk. (Chapter 11)

Discuss these questions. Work in small groups or as a class.

- 1. What is one of the most satisfying experiences in your life?
- 2. Do you ever get stressed? What stresses you?
- 3. Are you concerned about global warming? Why or why not?
- 4. What things in your daily life do you sometimes get tired of doing?
- 5. We all want to accomplish good things in our life and be good people. After you're gone, how do you want to be remembered?

Exercise 49. Let's talk or write. (Chapter 11)

Discuss and/or write about one or more of the topics.

Topics:

1. Athletes as Heroes

What are the most popular sports in your country and who are today's sports heroes? Who were your sports heroes (if any) when you were a child? How are athletes viewed by the general public in your country? Do you feel athletes are important role models for children?

2. Men's vs. Women's Sports

When you were growing up, were girls' sports and boys' sports considered to be of equal importance in your school? Traditionally, women's sports have been viewed as less significant than men's sports, but today men's and women's sports are treated equally in the Olympics. Do you feel that women's sports are as valuable and entertaining as men's sports? If you are a fan of one but not the other, why?

- 3. International Competition Sports are competitive activities with winners and losers, yet the modern Olympics can be seen as valuable in creating international understanding and cooperation. What do you feel is the value (if any) of international sports competitions such as the Olympics?
- **Exercise 50. Check your knowledge.** (Chapter 11)

Correct the errors.

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interested

- 1. I am interesting in his ideas.
- 2. Two people got hurted in the accident and were took to the hospital by an ambulance.
- 3. The movie was so bored that we fell asleep after an hour.
- 4. The students helped by the clear explanation that the teacher gave.
- 5. The winner of the race hasn't been announcing yet.
- 6. When and where has the automobile invented?
- My brother and I have always been interesting in learning more about our family tree.*
- 8. I am not agree with you, and I don't think you'll ever convince me.
- 9. It was late, and I was getting very worry about my mother.
- 10. Many strange things were happened last night.
- 11. I didn't go to dinner with them because I had already been eaten.
- 12. In class yesterday, I was confusing. I didn't understand the lesson.
- 13. When we were children, we are very afraid of caterpillars. Whenever we saw one of these monsters, we were run to our house before the caterpillars could attack us. I still get scare when I saw a caterpillar close to me.
- 14. One day, while the old man was cutting down a big tree near the stream, his axe was fallen into the river. He sat down and begin to cry because he does not have enough money to buy another axe.

^{*}family tree = a genealogical diagram that shows how family members are related; each generation is represented by a new "branch" of the tree.

☐ Exercise 1. Warm-up. (Chart 12-1)

Check (✓) the complete sentences.

- 1. <a>___ Jin studies business.
- 2. ___ What does Jin study?
- 3. ___ What Jin studies?
- 4. ___ What Jin studies is business.
- 5. ___ His books.
- 6. I don't know how much his books cost.
- 7. ___ How much his books cost?
- 8. ___ How much do his books cost?

	A clause is a greater of manda containing a subject and a result t
independent clause	A clause is a group of words containing a subject and a verb.*
) ¹ Sue lives in Tokyo. ¹	An INDEPENDENT CLAUSE (or <i>main clause</i>) is a complete sentence. It contains the main subject and verb of a sentence.
independent clause Where does Sue live?	Examples (a) and (b) are complete sentences. Example (a) is a statement; (b) is a question.
dependent clause	A DEPENDENT CLAUSE (or <i>subordinate clause</i>) is not a complete sentence.
r) ^I where Sue lives ¹	Example (c) is a dependent clause.
noun clause	Example (d) is a complete sentence, with a main subject (I) and verb (know) followed by a dependent clause.
	Where Sue lives is called a noun clause.
s v o	A NOUN CLAUSE has the same uses in a sentence as a noun: it is used as an object or a subject.
) know what he said.	
S V What he said is true.	In (e): The noun clause is the object of the verb <i>know</i> . In (f): The noun clause is the subject of the verb <i>is</i> .

^{*}A phrase is a group of words that does NOT contain a subject and a verb.

Exercise 2. Looking at grammar. (Chart 12-1)

Underline the noun clause in each sentence. Some sentences do not have one.

- 1. I couldn't hear what the teacher said.
- 2. What did the teacher say? (no noun clause)
- 3. No one knows where Tom went.
- fonateam.com 4. Where Tom went is a secret.
- 5. What does Nancy want?
- 6. We need to know what Nancy wants.

Exercise 3. Looking at grammar. (Chart 12-1)

Add punctuation and capitalization. Underline the noun clauses.

- 1. Where did Sara go did she go home → Where did Sara go? Did she go home?
- 2. I don't know where Sara went -> I don't know where Sara went.
- 3. What does Alex need do you know
- 4. Do you know what Alex needs
- 5. What Alex needs is a new job
- 6. We talked about what Alex needs
- 7. What do you need did you talk to your parents about what you need
- 8. My parents know what I need

Exercise 4. Looking at grammar. (Chart 12-1)

Are these sentences true for you? Circle yes or no. Discuss your answers.

1.	What my family thinks of me is very important to me.	yes	no
2.	I always pay attention to what other people think of me.	yes	no
3.	Where we live is exciting.	yes	no
4.	Where we live is expensive.	yes	no
5.	I think how most celebrities behave is admirable.	yes	no
6.	I usually don't believe what I read in advertisements.	yes	no

☐ Exercise 5. Warm-up. (Chart 12-2)

Choose the correct sentences.

- 1. Where does Brad live?
 - a. I'm not sure where he lives.
 - b. I'm not sure where does he live.
- 2. I'm looking for Brad.
 - a. Could you tell me where is fonateam.com
 - b. Could you tell me where Brad is?

Question	Noun Clause	
Where does she live? What did he say? When do they arrive?	(a) I don't know where she lives.(b) I couldn't hear what he said.(c) Do you know when they arrive?	In (a): where she lives is the object of the verb know. In a noun clause, the subject precedes the verb. Do not use question word order in a noun clause.
		Notice: <i>does</i> , <i>did</i> , and <i>do</i> are used in questions but not in noun clauses.
		See Appendix Chart B-2 for more information about question words and question forms.
S V Who lives there? Who is at the door?	S V (d) I don't know who lives there. (e) I wonder who is at the door.	In (d) and (e): The word order is the same in both the question and the noun clause because <i>who</i> is the subject in both.
V S Who are those men? Whose house is that?	s v (f) I don't know who those men are. (g) I wonder whose house that is.	In (f): those men is the subject of the question, so it is placed in front of the verb be in the noun clause.*
What did she say? What should they do?	(h) What she said surprised me. S V (i) What they should do is obvious.	In (h): What she said is the subject of the sentence. Notice in (i): A noun clause subject takes a singular verb (e.g., is).

^{*}COMPARE: Who is at the door? = who is the subject of the question.

Who are those men? = those men is the subject of the question, so be is plural.

	Exercise	6.	Looking	at	grammar.	(Chart	12-2)
--	----------	----	---------	----	----------	--------	-------

Change each question in parentheses to a noun clause.

1.	(How old is he?) I don't know <u>how old he is</u>	
2.	(What was he talking about?)	was interesting.
3.	(Where do you live?) Please tell me	·
4.	(Where did she go?)	is none of your business.

6.	(Which one does he want?) Let's ask him _		
7.	(What happened?) I don't know		
8.	(Who opened the door?) I don't know		
9.	(Why did they leave the country?)		is a secret.
10.	(What are we doing in class?) _fonateam	.com	is easy.
11.	(Who are those people?) I don't know		
12.	(Whose pen is this?) Do you know		
	ercise 7. Looking at grammar. (Change the questions to noun clauses. Begin		
Exa	mple: What time does the computer lab clo — Can you tell me what time the compu		b closes?
1.	How is this word pronounced?		
2.	What does this mean?		
3.	What was my grade?		
4.	Who am I supposed to talk to?		
5.	When is our next assignment due?		
6.	How much time do we have for the test?		
7.	When do classes end for the year?		
8.	Where is our class going to meet?		
Spe	ercise 8. Let's talk. (Chart 12-2) aker A asks a question. Speaker B respond the names of your classmates. Work in pa		inning with <i>I don't know</i> OR <i>I wonder</i> . a groups, or as a class.
SPE	mple: Where is ()? AKER A (book open): Where is Marco? AKER B (book closed): I don't know where M	Marco	is. OR I wonder where Marco is.
		(Ch	ange roles if working in pairs.)
1.	Where does () live?		How long has () been married?
2.	What country is () from?	11.	Why are we doing this exercise?
3.	How long has () been living here?	12.	Who turned off the lights?
4.	What is () telephone number?	13.	Where are you going to eat lunch/dinner?
5.	Where is the post office?	14.	Where did () go after class yesterday?
6.	How far is it to the South Pole?	15.	Why is () smiling?
7.	What kind of watch does () have?	16.	How often does () go to the library?
8.	Why was () absent yesterday?	17.	Whose book is that?
9.	What is () favorite color?	18.	How much did that book cost?

Mal the	recise 9. Looking at grammar. (Chart 12-2) see questions from the given sentences. The words in parentheses should be the answer to question you make. Begin with a question word (who, what, how, when, where, why). In change the question to a noun clause.
1.	Tom will be here (next week).
	QUESTION: When will Tom be here?
	Noun Clause: Please tell me fonateam.com will be here.
2.	He is coming (because he wants to visit his friends).
	QUESTION:
	Noun Clause: Please tell me
3.	He'll be on flight (645, not flight 742).
	QUESTION:
	Noun Clause: Please tell me
4.	(Jim Hunter) is going to meet him at the airport.
	QUESTION:
	Noun Clause: Please tell me
5.	Jim Hunter is (his roommate).
	QUESTION:
	Noun Clause: Please tell me
6.	He lives (on Riverside Road in Columbus, Ohio, USA).
	QUESTION:
	Noun Clause: Please tell me
7.	He was (in Chicago) last week.
	QUESTION:
	Noun Clause: Please tell me
8.	He has been working for Sony Corporation (since 2000).
	QUESTION:
	Noun Clause: Do you know
9.	He has (a Sony) computer at home.
	QUESTION:
	Noun Clause: Do you know

Exercise 10.	Looking at	grammar.	(Chart 12-2))	
Complete each	sentence with	the words in	parentheses.	Use any appropriate verb tense.	Some

of the completions contain noun clauses, and some contain questions.

1.	A: Where (A	Ruth, go)	did Ruth go	_?	She's not in her room.
----	-------------	-----------	-------------	----	------------------------

B: I don't know. Ask her friend Tina. She might know where (Ruth, go)

Ruth went	
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2. A: Oops! I made a mistake. Where (my eraser, be) ______? Didn't I lend it to you?

B: I don't have it. Ask Sally where (it, be) ______. I think I saw her using it.

3. A: The door isn't locked! Why (Franco, lock, not) ______ it before he left?*

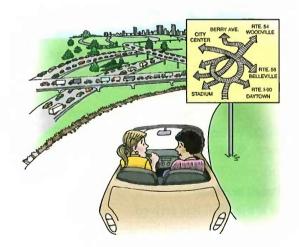
B: Why ask me? How am I supposed to know why (he, lock, not) _____ it? Maybe he just forgot.

4. A: Mr. Lee is a recent immigrant, isn't he? How long (he, be) ______ in this country?

B: I have no idea, but I'll be seeing Mr. Lee this afternoon. Would you like me to ask him how long (he, be) _____ here?

5. A: Help! Quick! Look at that road sign! Which road (we, be supposed) to take?

B: Don't look at me! You're the driver. I don't know which road (we, be supposed) to take. I've never been here before.



^{*}Word order in negative questions:

Usual: Why didn't you call me? (with did + not contracted)

Very formal: Why did you not call me?

Exercise 11. Listening. (Chart 12-2)



Listen to the dialogues. Choose the completions you hear.

- 1. a. how far it is.
 - b. How far is it?
- 2. a. how far it is.

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- b. How far is it?
- 3. a. why we watched the whole thing.
 - b. Why did we watch the whole thing?
- 4. a. why you watched it.
 - b. why did you watch it?
- 5. a. how old she is.
 - b. How old is she?
- 6. a. how this word is pronounced.
 - b. How is this word pronounced?
- 7. a. what the problem is.
 - b. what is the problem?

Exercise 12. Let's talk: interview. (Chart 12-2)

Ask your classmates if they can answer questions based on the given information. Begin with **Do you know** followed by a question word (**who**, **what**, **when**, **where**, **how many**, **how long**, **how far**). If no one in the class knows the answer to a question, research the answer. Share any information you get with the rest of the class.

Example: the shortest month of the year

SPEAKER A: Do you know what the shortest month of the year is?

SPEAKER B: Yes. It's February. OR No, I don't know what the shortest month is.

- 1. the number of minutes in 24 hours
- 2. the year the first man walked on the moon
- 3. the winner of the Nobel Peace Prize last year
- 4. the place Buddha was born
- 5. the distance from the earth to the sun
- 6. the time it takes for the moon to rotate around the earth

Exercise 13. Warm-up. (Chart 12-3)

<u>Underline</u> the noun clauses. What words are added when a yes/no question is changed to a noun clause?

OUESTION: Has the mail arrived?

NOUN CLAUSE: I wonder if the mail has arrived.

I wonder whether the mail has arrived.

I wonder whether or not the mail has arrived.

I wonder whether the mail has arrived or not.

I wonder if the mail has arrived or not.

Yes/No Question	Noun Clause		
Will she come? Does he need help?	(a) I don't know whether she will come. I don't know if she will come. (b) I wonder whether he needs help. I wonder if he needs help. Tonateam.com	When a yes/no question is changed to a noun clause, whether or if is used to introduce the clause. NOTE: Whether is more common than if in formal English. Both whether and if are commonly used in speaking.	
	 (c) I wonder whether or not she will come. (d) I wonder whether she will come or not. (e) I wonder if she will come or not. 	In (c), (d), and (e): Notice the patterns when <i>or not</i> is used.	
	(f) Whether she comes or not is unimportant to me.	In (f): Notice that the noun clause is in the subject position.	

Exercise 14. Looking at grammar. (Chart 12-3)

Complete the sentences by changing the questions to noun clauses.

SITUATION: You're at the office.

Example: Let me know if . . .

Did you finish the sales report? -> Let me know if you finished the sales report.

Let me know if . . .

- 1. Is the financial report ready?
- 2. Will it be ready tomorrow?
- 3. Does the copy machine need paper?
- 4. Is someone waiting for me?
- 5. Do we need anything for the meeting?
- 6. Are you going to be there?

Please check whether . . .

- 7. Did they get my message?
- 8. Is the copy machine working?
- 9. Is there any paper left?
- 10. Is this information correct?
- 11. Did the fax come in?
- 12. Are we going to have Monday off?

Exercise 15. Let's talk. (Chart 12-3)

Speaker A asks a question. Speaker B responds beginning with *I wonder*. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A (book open): Does Anna need any help?

SPEAKER B (book closed): I wonder whether/if Anna needs any help.

- 1. Where is Tom?
- 2. Should we wait for him?
- 3. Is he having trouble?
- 4. When was the first book written?
- 5. What causes earthquakes?
- 6. How long does a butterfly live?

(Change roles if working in pairs.)

- 7. Whose dictionary is this?
- 8. Does it belong to William?
- 9. Why did dinosaurs become extinct?
- 10. Is there life on other planets?
- 11. How did life begin?
- 12. Will people live on the moon someday?

☐ Exercise 16. Let's talk: interview. (Chart 12-3)

Interview students in your class. Ask each one a different question. Begin with *Can/Could* you tell me. Share a few of your answers with the class.

- 1. Have you ever won a prize? What?
- 2. Have you ever played a joke on someone? Describe it.
- 3. Have you ever stayed up all night? Why?
- 4. Have you ever felt embarrassedon ateam.com
- 5. Have you ever been in an earthquake? Where? When?
- 6. Do you have a talent like singing or dancing (or something else)? What?
- 7. Are you enjoying this interview? Why or why not?

■ Exercise 17. Let's talk: pairwork. (Charts 12-1 → 12-3)

Work with a partner to create short dialogues. Partner A asks a question. Partner B answers the question beginning with the words in *italics*.

SITUATION: You're late for school. You need help finding your things.

Example: I don't know

Where are my glasses?

PARTNER A (book open): Where are my glasses?

PARTNER B (book closed): I don't know where your glasses are.

SITUATION 1: You're late for work.

I don't know

- 1. Where did I leave my keys?
- 2. Where did I put my shoes?
- 3. Where's my other sock?
- 4. What did I do with my briefcase?

SITUATION 2: You have a new neighbor.

I'll find out

- 5. Where's he from?
- 6. What does he do?
- 7. Where does he work?
- 8. Would he like to come to dinner?

Change roles.

SITUATION 3: You're at a tourist center.

Let's ask

- 9. Where is the bus station?
- 10. How much does the city bus cost?
- 11. Do the city buses carry bikes?
- 12. Is this bus schedule correct?

We need to figure out

- 13. How far is it from here to town?
- 14. How much does it cost to take a taxi from here to downtown?
- 15. How can we get our money changed here?

\Box Exercise 18. Looking at grammar. (Charts 12-1 \rightarrow 12-3)

Correct the errors.

your name is

- 1. Please tell me what is your name.
- 2. No one seems to know when will Maria arrive.
- 3. I don't know what does that word mean.
- 4. I wonder does the teacher know the answer?
- 5. I'll ask her would she like some coffee or not.

- 6. Be sure to tell the doctor where does it hurt.
- 7. Why am I unhappy is something I can't explain.
- 8. Nobody cares do we stay or leave.
- 9. I need to know who is your teacher.
- fonateam.com
 10. I don't understand why is the car not running properly.
- 11. My young son wants to know where do the stars go in the daytime?

Exercise 19. Let's talk. (Charts $12-1 \rightarrow 12-3$)

Work in small groups. What would you say in each situation? Use noun clauses.

Example: Someone asks you about the time the mail comes. You're not sure.

Possible answers: I'm not sure what time the mail comes.

I don't know when the mail is supposed to be here.

Etc.

- 1. You see a restaurant. You can't tell if it's open yet. You ask a man standing outside.
- 2. You were absent yesterday. You want to know the homework. You ask another student.
- 3. Someone asks you the date. You don't know, but you tell them you'll find out.
- 4. Someone asks you about the weather tomorrow. Is it supposed to be sunny? You haven't heard.
- 5. You're at a clothing store. You're buying a coat and want to know about the return policy. How many days do you have to return it? You ask a salesperson.
- 6. Your friend asks you if you want to go to a movie or get a DVD to watch at home. Both sound good to you. You tell your friend you don't care which you do.
- 7. You have a late fee on your bill. You want to know why. You call the company and ask.
- 8. You are planning a hiking trip with a friend. This friend wants to bring his dog and asks you if it is okay. It doesn't matter to you.

Exercise 20. Warm-up. (Chart 12-4)

Complete the second sentence of each pair with an infinitive. Use to get or to do. Is the meaning in each pair the same or different?

- 1. a. Susan doesn't know what she should do.
 - b. Susan doesn't know what _
- 2. a. She needs to figure out how she will get home.
 - b. She needs to figure out how _ home.



12-4 Question Words Followed by Infinitives

- (a) I don't know what I should do.
- (b) I don't know what to do.
- (c) Pam can't decide whether she should go or stay home.
- (d) Pam can't decide whether to go or (to) stay home.
- (e) Please tell me how I can get to the bus station.
- (f) Please tell me how to get to the bus statifonateam.com
- (g) Jim told us where we could find it.
- (h) Jim told us where to find it.

Question words (when, where, how, who, whom, whose, what, which, and whether) may be followed by an infinitive.

Each pair of sentences in the examples has the same meaning.

Notice that the meaning expressed by the infinitive is either *should* or *can/could*.

Exercise 21. Looking at grammar. (Chart 12-4)

Make sentences with the same meaning by using infinitives.

- 1. Sally told me when I should come. → Sally told me when to come.
- 2. The plumber told me how I could fix the leak in the sink.
- 3. Please tell me where I should meet you.
- 4. Robert had a long excuse for being late for their date, but Sandy didn't know whether she should believe him or not.
- 5. Jim found two shirts he liked, but he had trouble deciding which one he should buy.
- 6. I've done everything I can think of to help Andy get his life straightened out. I don't know what else I can do.

1.	A: I can't decidewhat to wear	to the reception.
	B: How about your green suit?	
2.	A: Where are you going to live when you go to the	e university?
	B: I'm not sure. I can't decide whether	
		_•
3.	A: Do you know how	
	B: No, but I'd like to learn.	
4.	A: I don't know what	for her birthday. Got any ideas?
	B: How about a book?	
5.	My cousin has a dilemma. He can't decide wheth	er
	What do you thin	nk he should do?

Exercise 23. Warm-up. (Chart 12-5)

Check (\checkmark) the grammatically correct sentences.

- 1. ____ We know that the planets revolve around the sun.
- 2. ____ Centuries ago, people weren't aware that the planets revolved around the sun.
- 3. ___ That the planets revolve around the sun is now a well-known fact.
- 4. ____ Is clear that the planets revolve around the sun. fonateam.com

12-5 Noun	Clauses Beginnin	g with That	经规则是是是国际的任务
Verb + That-Cla	use		
(a) I think that Bob will come. (b) I think Bob will come.		In (a): <i>that Bob will come</i> is a noun clause. It is used as the object of the verb <i>think</i> . The word <i>that</i> is usually omitted in speaking, as in (b). It is usually included in formal writing. See the list below for verbs commonly followed by a <i>that</i> -clause.	
agree that believe that decide that discover that explain that	feel that find out that forget that hear that hope that	know that learn that notice that promise that read that	remember that say that tell someone that think that understand that
Person $+ Be + A$	djective + That-Clause		
(c) Jan is happy (tha	at) Bob called.		y follow certain adjectives, such as subject refers to a person (or pelow.
I'm afraid that* I'm amazed that I'm angry that I'm aware that	Al is certain that Al is confident that Al is disappointed that Al is glad that	We're happy that We're pleased that We're proud that We're relieved that	Jan is sorry that Jan is sure that Jan is surprised that Jan is worried that
It + Be + Adject	ive + That-Clause		
(d) It is clear (that)	Ann likes her new job.		y follow adjectives in sentences , as in (d). See the list below.
It's amazing that It's clear that It's good that It's important that	It's interesting that It's likely that It's lucky that It's nice that	It's obvious that It's possible that It's strange that It's surprising that	It's true that It's undeniable that It's well/known that It's wonderful that
That-Clause Use	ed as a Subject		
(e) That Ann likes h	er new job is clear.	the subject of a senten	nmon for <i>that</i> -clauses to be used as ce, as in (e). The word <i>that</i> is not clause is used as a subject.
	nn likes her new job is clear. Ann likes her new job.		se in the subject position begins n (f), or is introduced by it is a fac

^{*}To be afraid has two possible meanings:

as in (g).

⁽¹⁾ It can express fear: I'm afraid of dogs. I'm afraid that his dog will bite me.

⁽²⁾ It often expresses a meaning similar to "to be sorry": I'm afraid that I can't accept your invitation. I'm afraid you have the wrong number.

☐ Exercise 24. In your own words. (Chart 12-5)

Complete the sentences with your own words.

- 1. I recently heard on the news that
- 2. When I was young, I found out that
- 3. I sometimes forget that
- 4. All parents hope that . . . fonateam.com
- 5. Most people in my country believe that
- 6. Do you feel that . . . ?
- 7. I recently read that
- 8. Scientists have discovered that
- 9. Students understand that
- 10. Have you noticed that . . . ?

Exercise 25. Let's talk: interview. (Chart 12-5)

Interview your classmates. Ask each one a different question. Their answers should follow this pattern: I'm + adjective + that-clause.

Example: What is something in your life that you're glad about?

- → I'm glad that my family is supportive of me.
- 1. What is something that disappointed you in the past?
- 2. What is something that annoys you?
- 3. What is something about your friends that pleases you?
- 4. What is something about nature that amazes you?
- 5. What is something about another culture's traditions that surprises you?
- 6. What is something that you are afraid will happen in the future?
- 7. What is something about your future that you are sure of?

Exercise 26. Looking at grammar. (Chart 12-5)

Make noun clauses using *it* and any appropriate word(s) from the list. Make an equivalent sentence by using a *that*-clause as the subject.

apparent a pity surprising unfair clear a shame too bad unfortunate a fact strange true a well-known fact obvious

- 1. The world is round.
 - → It is a fact that the world is round.
 - → That the world is round is a fact.
- 2. Tim hasn't been able to make any friends.
- 3. The earth revolves around the sun.
- 4. Exercise can reduce heart disease.
- 5. Drug abuse can ruin one's health.
- 6. Some women do not earn equal pay for equal work.
- 7. Irene, who is an excellent student, failed her entrance examination.
- 8. English is the principal language of business throughout much of the world.

Exercise 27. Game. (Chart 12-5)

Work in teams. Agree or disagree with the given statements. If you think the statement is true, begin with It's a fact that. If you think the statement is false, begin with It isn't true that. If you're not sure, guess. Choose one person to write your team's statements. The team with the most correct statements wins.*

- 1. <u>It's a fact that</u> most spiders have eight eyes.
- 2. ____lt isn't true that ____ some spiders have twelve legs.
- 3. _____ more males than females are colorblind.
- 4. _____ people's main source of vitamin D is fruit.
- 5. _____ the Great Wall of China took more than 1,000 years to build.
- 6. _____ twenty-five percent of the human body is water.
- 7. ______ a substance called chlorophyll makes plant leaves green.
- 8. _____ the World Wide Web went online in 2000.
- 9. ______ elephants have the longest pregnancy of any land animal.
- 10. _____ the first wheels were made out of stone.
- 11. ______ a diamond is the hardest substance found in nature.

Exercise 28. Looking at grammar. (Chart 12-5)

A that-clause is frequently used with the fact. Combine the sentences. Introduce each noun clause with The fact that.

- 1. Ann was late. That didn't surprise me.
 - → The fact that Ann was late didn't surprise me.
- 2. Rosa didn't come. That made me angry.
- 3. Many people in the world live in intolerable poverty. *That* must concern all of us.
- 4. I was supposed to bring my passport to the exam for identification. I was not aware of that.
- 5. The people of the town were given no warning of the approaching tornado. Due to that, there were many casualties.

Exercise 29. Looking at grammar. (Chart 12-5)

Restate the sentences. Begin with The fact that.

- 1. It's understandable that you feel frustrated.
 - → The fact that you feel frustrated is understandable.
- 2. It's undeniable that traffic is getting worse every year.
- 3. It's unfortunate that the city has no funds for the project.
- 4. It's obvious that the two leaders don't respect each other.
- 5. It's a miracle that there were no injuries from the car accident.

^{*}Only the teacher should look at the answers, which can be found in the Answer Key for Chapter 12.

Exercise 30. Let's talk. (Chart 12-5)

Work in small groups. Do you agree or disagree with the statements? Circle yes or no.

1.	It's undeniable that smoking causes cancer.	yes	no
2.	It's a well-known fact that young boys are more aggressive than young girls.	yes	no
	It's unfortunate that people eat meat.	yes	no
4.	It's true that women are more murturing than men.	yes	no
5.	That someday all countries in the world will live in peace is unlikely.	yes	no
6.	That governments need to pay more attention to global warming is a fact.	yes	no
7.	It's clear that life is easier now than it was 100 years ago.	yes	no
8.	That technology has given us more free time is clearly true.	ves	no

Exercise 31. Reading comprehension. (Chart 12-5)

Part I. Read the article.





Canned vs. Fresh: Which Is Better?

Do you avoid eating canned fruits and vegetables because you think they may be less nutritious than fresh fruits and vegetables? Do you think they might be less healthy? For many people, the idea of eating canned fruits or vegetables is really not very appealing, and they would rather buy fresh produce. But what are the differences between canned and fresh produce? Let's take a look at the two.

Many people are surprised to hear that canned food can have as many nutrients as fresh. This is true because the fruits and vegetables are put into the cans shortly after being picked. Because the food is canned so quickly, the nutritional content is locked in. Food in a can will stay stable for two years.

Fresh produce, on the other hand, may need to be transported. This can take up to two weeks. Fresh produce will continue to lose important nutrients until it is eaten. The sooner you can eat fresh produce, the more nutritious it will be.

There are also advantages to some fruits when they are first cooked and then canned. Tomatoes, for instance, have a substance called lycopene. This is a cancer-fighting ingredient that is found in cooked tomatoes. Fresh tomatoes do not have a significant amount of lycopene. fonateam.com
It is better to eat tomato sauce from a can rather than fresh tomato sauce if you want to have lycopene in your diet.

Of course, there are disadvantages to canned foods. They tend to have a higher salt and sugar content. People who need to watch their salt or sugar intake should try to find cans low in salt or sugar. Also, because the canning process requires heat, some loss of vitamin C may occur, but most essential nutrients remain stable.

Finally, there is the issue of taste. For many, there is no comparison between the taste of fresh fruits and vegetables versus canned. No matter what the benefits of canning, some people refuse to eat anything that isn't fresh. How about you? Which do you prefer?

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

- 1. According to the article, it's surprising to many people that canned produce can be as nutritious as fresh produce.

F

Т

2. It's a fact that food in a can will last for two years.

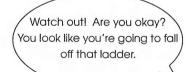
- T F
- 3. It's a well-known fact that canned tomatoes contain a cancer-fighting ingredient.
- T F
- That fresh produce and canned produce taste the same is undeniable.
- T F

5. It's obvious that the writer believes canned food is better than fresh.

T F

Exercise 32. Warm-up. (Chart 12-6)

Read the words in the picture. Then look at the quoted speech below it. Circle the quotation marks. Is the punctuation inside or outside the quotation marks? In item 3, what do you notice about the punctuation?





- "Watch out!" Mrs. Brooks said.
- "Are you okay?" she asked.
- 3. "You look like you're going to fall off that ladder," she said.

12-6 Quoted Speech

Quoted speech refers to reproducing words exactly as they were originally spoken.* Quotation marks ("...") are used.**

Quoting One Sentence		
(a) She said, "My brother is a student." fonatea (b) "My brother is a student," she said. (c) "My brother," she said, "is a student."	In (c): If the quoted sentence is divided by she said, use a comma after she said. In (c): If the quoted sentence is divided by she said, use a comma after the first part of the quote. Do not capitalize the first word after she said.	
Quoting More Than One Sentence		
(d) "My brother is a student. He is attending a university," she said.	In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after <i>student</i> .	
(e) "My brother is a student," she said. "He is attending a university."	In (e): Since <i>she said</i> comes between two quoted sentences, the second sentence begins with quotation marks and a capital letter.	
Quoting a Question or an Exclamation		
(f) She asked, "When will you be here?"(g) "When will you be here?" she asked.(h) She said, "Watch out!"	In (f): The question mark is inside the closing quotation marks. In (g): Since a question mark is used, no comma is used before <i>she asked</i> . In (h): The exclamation point is inside the closing quotation marks.	
(i) "My brother is a student," said Anna. "My brother," said Anna, "is a student."	In (i): The noun subject (<i>Anna</i>) follows <i>said</i> . A noun subject often follows the verb when the subject and verb come in the middle or at the end of a quoted sentence. NOTE: A pronoun subject almost always precedes the verb. "My brother is a student," <i>she said</i> . VERY RARE: "My brother is a student," <i>said she</i> .	
 (j) "Let's leave," whispered Dave. (k) "Please help me," begged the unfortunate man. (l) "Well," Jack began, "it's a long story." 	Say and ask are the most commonly used quote verbs. Some others: add, agree, announce, answer, beg, begin, comment, complain, confess, continue, explain, inquire, promise, remark, reply, respond, shout, suggest, whisper.	

^{*}Quoted speech is also called "direct speech." Reported speech (discussed in Chart 12-7) is also called "indirect speech."

^{**}In British English, quotation marks are called "inverted commas" and can consist of either double marks (") or a single mark ('):

She said, 'My brother is a student'.

Exercise 33. Looking at grammar. (Chart 12-6)

Add punctuation and capitalization.

- 1. Henry said there is a phone call for you
- 2. There is a phone call for you he said
- 3. There is said Henry a phone call for you
- 4. There is a phone call for you it's your sister said Henry
- 5. There is a phone call for you he said it's your sister
- 6. I asked him where is the phone
- 7. Where is the phone she asked

- 8. Stop the clock shouted the referee we have an injured player
- 9. Who won the game asked the spectator
- 10. I'm going to rest for the next three hours she said I don't want to be disturbed That's fine I replied you get some rest I'll make sure no one disturbs you

Exercise 34. Looking at grammar. (Chart 12-6)

Add punctuation and capitalization. Notice that a new paragraph begins each time the speaker changes.

When the police officer came over to my car, he said let me see your driver's license, please

What's wrong, Officer I asked was I speeding

No, you weren't speeding he replied you went through a red light at the corner of Fifth Avenue and Main Street you almost caused an accident

Did I really do that I said I didn't see a red light



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Exercise 35. Let's write. (Chart 12-6)

Write fables using quoted speech.



Summer



Winter

- 1. In fables, animals have the power of speech. Discuss what is happening in the illustrations of the grasshopper and the ants. Then write a fable based on the illustrations. Use quoted speech in your fable. Read your fable to a partner or small group.
- 2. Write a fable that is well known in your country. Use quoted speech.

Exercise 36. Warm-up. (Chart 12-7)

Read the conversation between Mr. and Mrs. Cook. Then read the description. What do you notice about the verbs in blue?



DESCRIPTION:

Mr. Cook said he knew why Mrs. Cook couldn't find her glasses. He told her that they were on her head.

Reported Speech: Verb Forms in Noun Clauses

Quoted Speech	Reported Speech	
(a) "I watch TV every day." (b) "I am watching TV." (c) "I have watched TV." (d) "I watched TV." (e) "I had watched TV." (f) "I will watch TV." (g) "I am going to watch TV." (h) "I can watch TV." (i) "I may watch TV." (j) "I must watch TV."	 → She said she watched TV every day. → She said she was watching TV. → She said she had watched TV. → She said she had watched TV. → She said she had watched TV. → She said she would watch TV. → She said she was going to watch TV. → She said she could watch TV. → She said she might watch TV. → She said she had to watch TV. → She said she had to watch TV. 	Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used. If the reporting verb (the main verb of the sentence, e.g., said) is simple past, the verb in the noun clause will usually also be in a past form, as in these examples.
(I) "I should watch TV." "I ought to watch TV." "I might watch TV."	 → She said she should watch TV. → She said she ought to watch TV. → She said she might watch TV. 	In (I): should, ought to, and might do not change.
 (m) Immediate reporting: What did the teacher just He said he wants us to r (n) Later reporting: I didn't go to class yester Yes. He said he wanted 	ead Chapter 6. day. Did Mr. Jones give any assignments?	Changing verbs to past forms in reported speech is common in both speaking and writing. However, sometimes in spoken English, no change is made in the noun clause verb, especially if the speaker is reporting something immediately or soon after it was said.
(o) "The world is round."	→ She said the world is round.	Also, sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth, as in (o).
(p) "I watch TV every day."(q) "I watch TV every day."(r) "I watch TV every day."	 → She says she watches TV every day. → She has said that she watches TV every day. → She will say that she watches TV every day. 	When the reporting verb is simple present, present perfect or future, the noun clause verb is not changed.
(s) "Watch TV."	→ She told me to watch TV.*	In reported speech, an imperative sentence is changed to an infinitive. <i>Tell</i> is used instead of <i>say</i> as the reporting verb. See Chart 14-6, p. 313, for other verbs followed by an infinitive that are used to report speech.

^{*}NOTE: Tell is immediately followed by a (pro)noun object, but say is not: He told me he would be late. He said he would be late. Also possible: He said to me he would be late.

☐ Exercise 37. Looking at grammar. (Chart 12-7)

Complete the sentences by reporting the speaker's words. Use noun clauses. Use past verb forms in noun clauses if appropriate.

- 1. Pedro said, "I will help you." Pedro said
 - → Pedro said (that) he would help me.
- 2. "Do you need a pen?" Elena asked. Elena asked me
- 3. Jennifer asked, "What do you wantie Jannifer asked me
- 4. Talal asked, "Are you hungry?" Talal wanted to know
- 5. "I want a sandwich," Elena said. Elena said
- 6. "I'm going to move to Ohio," said Bruce. Bruce informed me
- 7. "Did you enjoy your trip?" asked Kim. Kim asked me
- 8. Oscar asked, "What are you talking about?" Oscar asked me
- 9. Maria asked, "Have you seen my grammar book?" Maria wanted to know
- 10. Amy said, "I don't want to go." Amy said
- 11. "Can you help me with my report?" asked David. David asked me
- 12. "I may be late," said Mitch. Mitch told me
- 13. Felix said, "You should work harder." Felix told me
- 14. Nadia said, "I have to go downtown." Nadia said
- 15. "Why is the sky blue?" my young daughter often asks. My young daughter often asks me
- 16. My mother asked, "Where is everyone?" My mother wondered
- 17. "I will come to the meeting," said Pavel. Pavel told me
- 18. Ms. Adams just asked Ms. Chang, "Will you be in class tomorrow?" Ms. Adams wanted to know
- 19. "I think I'll go to the library to study." Joe said
- 20. "Does Omar know what he's doing?" I wondered
- 21. "Is what I've heard true?" I wondered
- 22. "The sun rises in the east," said Mr. Clark. Mr. Clark, an elementary school teacher, explained to his students that
- 23. "Someday we'll be in contact with beings from outer space." The scientist predicted that

Exercise 38. Let's talk. (Chart 12-7)

Students A and B have their books open. They read the dialogue aloud. Student C's book is closed. Your teacher asks Student C about the dialogue.

Example:

STUDENT A (*book open*): What time is it? STUDENT B (*book open*): Two-thirty.

TEACHER: What did Manuel (*Student A*) want to know? STUDENT C (*book closed*): He wanted to know what time it was (OR is).

TEACHER: What did Helen (Student B) say?

STUDENT C (book closed): She told him that it was (OR is) two-thirty.

1. STUDENT A: Can you speak Arabic?

STUDENT B: A little.

TEACHER: What did (Student A) ask?

What did (Student B) say?

2. STUDENT A: Where is your grammar book?

STUDENT B: In my backpack.

TEACHER: What did (*Student A*) want to know? What did (*Student B*) tell (*Student A*)?

3. STUDENT A: What courses are you taking?

STUDENT B: I'm taking three science courses this term.

TEACHER: What did (Studenton)ateamocomw?

What did (Student B) say?

4. Student A: Did you finish your assignment?

STUDENT B: Oh, no, my assignment! I totally forgot about it.

TEACHER: What did (Student A) ask?
What did (Student B) tell (Student A)?

5. STUDENT A: Have you had lunch already?

STUDENT B: Yes, I just finished.
TEACHER: What did . . . ?

6. STUDENT A: Where will you be tomorrow around three o'clock?

STUDENT B: I have a doctor's appointment at 2:45.

7. Student A: How do you like living here?

STUDENT B: It's okay.

8. STUDENT A: Is what you said really true?

STUDENT B: Yes, it's the truth. I'm not making it up.

9. STUDENT A: How many people have you met since you came here?

STUDENT B: Lots. People here have been very friendly.

10. STUDENT A: Is what you want to talk to me about really important?

STUDENT B: Yes, it's very important. We need to sit down and have a serious conversation.

Exercise 39. Let's talk. (Charts $12-1 \rightarrow 12-7$)

Speaker A asks a question — whatever comes to mind — using each item and a question word (when, how, where, what, why, etc.). Speaker B answers the question in a complete sentence. Speaker C reports what Speaker A and Speaker B said. Work in small groups or as a class.

Example: tonight

SPEAKER A (Rosa): What are you going to do tonight?

SPEAKER B (Ali): I'm going to study.

SPEAKER C (Yung): Rosa asked Ali what he was going to do tonight. Ali replied that he was

going to study.

1. this evening

5. book

9. television

2. music

6. this city

10. dinner

3. courses

7. population

11. next year

4. tomorrow

8. last year

12. vacation

1. A: The test is scheduled for Monday.	
B: Really? I heard it (schedule) for Tu	esday.
2. A: It's raining outside.B: Really? I thought it (snow) fonateam.com	
3. A: Tony needs to borrow your bike for Saturday. B: Are you sure? I heard he (need) to borrow to borrow.	ow it for Sunday.
4. A: Marita hasn't applied for a job yet.B: That's not what I heard. I heard she (apply)	for work
5. A: Mikhail can't come tonight. B: Are you sure? I heard he (come)	onight.
 6. A: Ms. Alvarez is going to retire. B: Really? I thought she (continue)	
CD 2 Track 2 1. The speaker said that she <u>wasn't going</u> to the person	onnel meeting
because she <u>had to</u> finish a report.	
2. The speaker said that he Marta any marked wallet in his coat pocket back at home.	noney because his
3. The speaker said that someone in the room	yery strong
perfume and it her a headache.	very strong
4. The speaker said that he Emma at the He said he not to be late.	e coffee shop at 9:00.
5. The speaker said she looking for	a new job and asked
her friend what he she	
6. The speaker said that they	late for the concert
because his wife attend a business fun	action after work.

 "My father is a businessman. My mother is an engineer." He said that	the same
 "I'm excited about my new job of chateam conice apartment." I got an email from my sister yesterday. She said	
I got an email from my sister yesterday. She said	engineer.
Our sociology professor said 4. "Highway 66 will be closed for two months. Commuters should seek alterna The newspaper said 5. "Every obstacle is a steppingstone to success. You should view problems in your second seek alternation of the seek a	
The newspaper said	
	ate routes."
My father often told me	your life as
Exercise 43. Let's write. (Charts 12-1 → 12-7) Read each dialogue and write a report about it. Your report should include an ac the speaker's words, but it doesn't have to use the exact words. Example: Jack said, "I can't go to the game."	ccurate idea o
Tom said, "Oh? Why not?" "I don't have enough money for a ticket," replied Jack.	
 Possible written reports: → Jack told Tom that he couldn't go to the game because he didn't have enough r a ticket. → When Tom asked Jack why he couldn't go to the game, Jack said he didn't have money for a ticket. → Jack said he couldn't go to the game. When Tom asked him why not, Jack replididn't have enough money for a ticket. Write reports for these dialogues. 	ve enough

"What are you doing?" Alex asked.
"I'm drawing a picture," I said. 1.

Asako said, "Do you want to go to a movie Sunday night?" 2.

Cho said, "I'd like to, but I have to study."

- 3. "How old are you, Mrs. Robinson?" the little boy asked.
 - Mrs. Robinson said, "It's not polite to ask people their age."

"How much money do you make?" the little boy asked.

"That's impolite too," Mrs. Robinson said.

- 4. "Is there anything you especially want to watch on TV tonight?" my sister asked.
 - "Yes," I replied. "There's a show at eight that I've been waiting to see for a long time."

"What is it?" she asked. fonateam.com

"It's a documentary on green sea turtles," I said.

"Why do you want to see that?"

"I'm doing a research paper on sea turtles. I think I might be able to get some good information from the documentary. Why don't you watch it with me?"

"No, thanks," she said. "I'm not especially interested in green sea turtles."

Exercise 44. Check your knowledge. (Charts 12-1 → 12-7)

Correct the errors.

- 1. Tell the taxi driver where do you want to go.
- 2. My roommate came into the room and asked me why aren't you in class? I said I am waiting for a telephone call from my family.
- 3. It was my first day at the university, and I am on my way to my first class. I wondered who else will be in the class. What the teacher would be like?
- 4. He asked me that what did I intend to do after I graduate?
- 5. What does a patient tell a doctor it is confidential.
- 6. What my friend and I did it was our secret. We didn't even tell our parents what did we do.
- 7. The doctor asked that I felt okay. I told him that I don't feel well.
- 8. I asked him what kind of movies does he like, he said me, I like romantic movies.
- 9. Is true you almost drowned? my friend asked me. Yes, I said. I'm really glad to be alive. It was really frightening.
- 10. It is a fact that I almost drowned makes me very careful about water safety whenever I go swimming.
- 11. I didn't know where am I supposed to get off the bus, so I asked the driver where is the science museum. She tell me the name of the street. She said she will tell me when should I get off the bus.

- 12. My mother did not live with us. When other children asked me where was my mother, I told them she is going to come to visit me very soon.
- 13. When I asked the taxi driver to drive faster, he said I will drive faster if you pay me more. At that time I didn't care how much would it cost, so I told him to go as fast as he can.
- 14. My parents told me is essential for a few Engages if I want to study at an American university.

Exercise 45. Let's talk. (Charts $12-1 \rightarrow 12-7$)

Give a one-minute impromptu speech on any topic that interests you (insects, soccer, dogs, etc.). Your classmates will take notes as you speak. Later, in a short paragraph or orally, they will report what you said.

Exercise 46. Let's talk and write. (Charts $12-1 \rightarrow 12-7$)

You and your classmates are newspaper reporters at a press conference. You will all interview your teacher or a person whom your teacher invites to class. Your assignment is to write a newspaper article about the person whom you interviewed.

Take notes during the interview. Write down some of the important sentences so that you can use them for quotations in your article. Ask for clarification if you do not understand something the interviewee has said. It is important to report information accurately.

In your article, try to organize your information into related topics. For example, if you interview your teacher, you might use this outline:

- I. General introductory information
- II. Professional life
 - A. Present teaching duties
 - B. Academic duties and activities outside of teaching
 - C. Past teaching experience
 - D. Educational background
- III. Personal life
 - A. Basic biographical information (e.g., place of birth, family background, places of residence)
 - B. Free-time activities and interests
 - C. Travel experiences

This outline only suggests a possible method of organization. You must organize your own article, depending upon the information you have gained from your interview.

When you write your report, most of your information will be presented in reported speech; use quoted speech only for the most important or memorable sentences.

NOTE: When you use quoted speech, be sure you are presenting the interviewee's exact *words.* If you are simply paraphrasing what the interviewee said, do not use quotation marks.

Exercise 47. Let's talk and write. (Charts $12-1 \rightarrow 12-7$)

Work in small groups. Discuss one (or more) of the given statements. Write a report of the main points made by each speaker in your group. (Do not attempt to report every word that was spoken.)

In your report, use words such as think, believe, say, remark, and state to introduce noun clauses. When you use think or believe, you will probably use present tenses (e.g., Omar thinks that money is the most important thing in life.). When you use say, remark, or state, you will probably use past ters and the many other things were more important than money.).

Do you agree with these statements? Why or why not?

- 1. Money is the most important thing in life.
- 2. A woman can do any job a man can do.
- 3. When a person decides to get married, his or her love for the other person is the only important consideration.
- 4. A world government is both desirable and necessary. Countries should simply become the states of one nation, the Earth. In this way, wars could be eliminated and wealth could be equally distributed.

Exercise 48. Warm-up. (Chart 12-8)

Read the sentences. Then substitute the phrases in the list for the words in blue.

SITUATION: Mr. and Mrs. Smith plan to retire soon and travel around the world.

in any way that anything that any place that at any time that

- 1. They'll go wherever they want.
- 2. They'll leave whenever they want.
- 3. They'll do whatever they want.
- 4. They'll help people however they can.

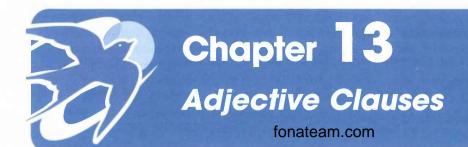
Using -ever Words

The following <i>-ever</i> words give the idea of "any." Each pair of sentences in the examples has the same meaning.		
whoever	(a) Whoever wants to come is welcome. Anyone who wants to come is welcome.	
	(b) He makes friends easily with whoever he meets.* He makes friends easily with anyone who he meets.	
whatever	(c) He always says <i>whatever</i> comes into his mind. He always says <i>anything that</i> comes into his mind.	
whenever	(d) You may leave <i>whenever</i> you wish. You may leave <i>at any time that</i> you wish.	
wherever	(e) She can go <i>wherever</i> she wants to go. She can go <i>anyplace that</i> she wants to go.	
however	(f) The students may dress <i>however</i> they please. The students may dress <i>in any way that</i> they please.	

^{*}In (b): whomever is also possible; it is the object of the verb meets. In American English, whomever is rare and very formal. In British English, whoever (not whomever) is used as the object form: He makes friends easily with whoever he meets.

Con	aplete the sentences with <i>-ever</i> words.		
1.	Mustafa is free to go anyplace he wishes. He can go <u>wherever</u>	he wants.	
2.	Mustafa is free to go anytime he wishes. He can go	_ he wants.	
3.	I don't know what you should do about that problem. Dobest to you.	seems	
4.	I want you to be honest. I hope you feel free to say	$_{-}$ is on your mind.	
5.	leads a life full of love and happiness is rich.		
6.	If you want to rearrange the furniture, go ahead. You can rearrange it _		
	you want. I don't care one way or the other.		
7.	Those children are wild! I feel sorry for has to be	their babysitter.	
8.	I have a car. I can take you you want to go.		
9.	Irene does she wants to do, goes	she wants to	
	go, gets up she wants to get up, makes friends with	h	
	she meets, and dressesshe p	oleases.	

Exercise 49. Looking at grammar. (Chart 12-8)



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

The sentences are all correct. The words in blue are all pronouns. What nouns do they refer to? How does the noun affect the choice of the pronoun?

- 1. a. We helped the man. He was lost in the woods.
 - b. We helped the man who was lost in the woods.
 - c. We helped the man that was lost in the woods.
- 2. a. The new computer is fast. It is in my office.
 - b. The new computer which is in my office is fast.
 - c. The new computer that is in my office is fast.

13-1 Adjective Clause Pronouns	Used as the Subject
I thanked the woman. She helped me. (a) I thanked the woman (b) I thanked the woman that helped me.	In (a): I thanked the woman = a main clause; who helped me = an adjective clause.* An adjective clause modifies a noun. In (a): the adjective clause modifies woman.
The book is mine. It is on the table. (c) The book which is on the table is mine. (d) The book that is on the table is mine.	In (a): who is the subject of the adjective clause. In (b): that is the subject of the adjective clause. NOTE: (a) and (b) have the same meaning; (c) and (d) have the same meaning.
	<pre>who = used for people which = used for things that = used for both people and things</pre>
(e) CORRECT: The book <i>that is on the table</i> is mine. (f) INCORRECT: The book is mine that is on the table.	An adjective clause closely follows the noun it modifies.

^{*}A clause is a structure that has a subject and a verb. There are two kinds of clauses: independent and dependent. In example (a):

- The main clause (I thanked the woman) is also called an independent clause. An independent clause is a complete sentence
 and can stand alone.
- The adjective clause (who helped me) is a dependent clause. A dependent clause is NOT a complete sentence and cannot stand alone. A dependent clause must be connected to an independent clause.

	Exercise 2. Looking at grammar. (Chart 13-1) Choose all the possible completions for each sentence. Do not add any commas or capital letters.
	1. I met the doctor helped my father after the accident.
	(a.) who (b.) that c. which d. she

- 2. Where is the magazine _ has the story about online theft?
- fonateam.com b. that a. who
- 3. Did I tell you about the car salesman tried to sell me a defective truck?
- b. that c. which d. he a. who 4. The house is across the street from us is going to be rented soon.

c. which

d. it

Exercise 3. Looking at grammar. (Chart 13-1)

b. that

Combine the two sentences. Use the second sentence as an adjective clause.

- 1. I saw the man. He closed the door. \rightarrow I saw the man $\begin{Bmatrix} vvho \\ that \end{Bmatrix}$ closed the door.
- 2. The girl is happy. She won the race.

a. who

- 3. The student is from China. He sits next to me.
- 4. The students are from China. They sit in the front row.
- 5. We are studying sentences. They contain adjective clauses.
- 6. I am using a sentence. It contains an adjective clause.
- Exercise 4. Let's talk. (Chart 13-1)

Make true statements. Use who as the subject of an adjective clause. Work in pairs, in small groups, or as a class.

Example: I like teachers who

I like teachers who have a good sense of humor.

I like teachers who don't give tests. Etc.

- 1. People who . . . amaze me.
- 2. I don't like people who
- 3. Friends who . . . frustrate me.
- 4. Famous athletes who . . . are not good role models for children.

Exercise 5. Listening. (Chart 13-1)

Track 3

Part I. When who is contracted with an auxiliary verb, the contraction is often hard to hear. Listen to the following sentences. What is the full, uncontracted form of the italicized verb?

- 1. He has a friend who'll help him. (full form = who will)
- 2. He has a friend who's helping him.
- 3. He has a friend who's helped him.
- 4. He has friends who're helping him.
- 5. He has friends who've helped him.
- 6. He has a friend who'd helped him.
- 7. He has a friend who'd like to help him.

Part II. Complete the sentences with the verbs you hear, but write the full, uncontracted form of each verb.

Example: You will hear: I know a man who's lived in 20 different countries.

You will write: I know a man who ______ has lived _____ in 20 different countries.

- 8. We know a person who _____ great for the job.
- 9. We know a person who _____ fonateam.com to apply for the job.
- 10. That's the man who _____ the speech at our graduation.
- 11. I know a nurse who _____ around the world helping people.
- 12. Let's talk to the people who ______ the protest march.
- 13. There are people at the factory who ______ there all their adult lives.
- 14. The doctor who _____ care of my mother retired.

Exercise 6. Warm-up. (Chart 13-2)

Read the passage and complete the sentences.



When William and Eva started their family, they decided that Eva would continue to work and William would quit his job to stay home with the children.

William has been a stay-at-home dad for the last seven years, but now both children are in school, and he's going back to work. He's looking for a job that will still allow him to spend time with his children. What kind of job do you think he is looking for?

He is looking for a job that/which . . . OR He is not looking for a job that/which . . .

- 1. leave him free on weekends
- 2. require him to work on weekends
- 3. include a lot of long-distance travel 7. demand sixteen-hour work days
- 4. have minimal travel requirements
- 5. have a long commute
- 6. be close to home

 - 8. have flexible hours

13-2 Adjective Clause Pronouns Use	a as the Object of a verb
The man was Mr. Jones. I saw him. The man who(m) I saw was Mr. Jones. The man that I saw was Mr. Jones. The man O I saw was Mr. Jones. The movie wasn't very good. We saw it last night. The movie which we saw last night wasn't very good. The movie that we saw last night wasn't very good. We saw last night wasn't very good. We saw last night wasn't very good. We saw was Mr. Jones. In (a): who is usually used instead of whom, especially in speaking. Whom is generally used only in very formal English. In (c) and (f): An object pronoun is often omitted (②) from an adjective clause. (A subject pronoun, however, may not be omitted.)	
 (b) The man that I saw was Mr. Jones. (c) The man Ø I saw was Mr. Jones. 	especially in speaking. Whom is generally used
We saw <i>it</i> last night. (d) The movie which we saw last night wasn't very good.	(Ø) from an adjective clause. (A subject
(f) The movie Ø we saw last night wasn't very good.	<pre>who(m) = used for people which = used for things that = used for both people and things</pre>
(g) INCORRECT: The man who(m) I saw him- was Mr. Jones. The man that I saw him- was Mr. Jones. The man I saw him- was Mr. Jones.	In (g): The pronoun <i>him</i> must be removed. It is unnecessary because <i>who(m)</i> , <i>that</i> , or Ø functions as the object of the verb <i>saw</i> .

Exercise 7. Looking at grammar. (Chart 13-2		Exercise	7.	Looking	at	grammar.	(Chart	13-2
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Choose all the possible completions for each sentence. Do not add any commas or capital letters.

1.	Tell me about the about the a. who				were in Oxford e. whom	_
2.	Do you want to	see the pict	ures the	photograph	er took?	
	a. who	b. that	c. which	d. they	e. whom	f. Ø
3.	The people	I call mos	t often on my	cell phone a	re my mother a	and my sister
	a. who	b. that	c. which	d. she	e. whom	f. Ø
4.	The apartment	we wa	nted to rent is	no longer a	vailable.	
	a. who	b. that	c. which	d. it	e. whom	f. Ø
5.	The children _	the Smi	ths adopted ar	e from three	different coun	tries.
	a. who	b. that	c. which	d. they	e. whom	f. Ø

Exercise 8. Looking at grammar. (Chart 13-2)

Combine the two sentences. Use the second sentence as an adjective clause. Give all the possible patterns, orally or in writing.

- 1. The book was good. I read it. \rightarrow The book that/which/ \otimes I read was good.
- 2. I liked the woman. I met her at the party last night.
- 3. I liked the composition. You wrote it.
- 4. The people were very nice. We visited them yesterday.
- 5. The man is standing over there. Ann brought him to the party.

Exercise 9. Warm-up. (Chart 13-3)

Compare the <u>underlined</u> adjective clause in sentence a, with the one in sentence b. What differences do you notice? NOTE: Both sentences are correct.

- 1. a. I think Lee is a person who you can have fun with.
 - b. Do you think Lee is a person with whom you can have fun?
- 2. a. The art school which Lori applied to is very demanding.
 - b. Do you know the name of **for ateam com** which Lori applied?

13-3 Adjective Clause Pronouns Used as the Object of a Preposition

She is the woman. I told you about her.

(a) She is the woman about whom

(b) She is the woman who(m)that

I told you about.

I told you.

(c) She is the woman (d) She is the woman

I told you about. I told you about.

The music was good. We listened to it last night.

Ø

(e) The music to which we listened The music which

last night we listened to last night

was good. was good.

(g) The music that (h) The music Ø

we listened to last night we listened to last night

INCORRECT: was good. was good.

In very formal English, the preposition comes at the beginning of the adjective clause, as in (a) and (e). Usually, however, in everyday usage, the preposition comes after the subject and verb of the adjective clause, as in the other examples.

NOTE: If the preposition comes at the beginning of the adjective clause, only whom or which may be used. A preposition is never immediately followed by that or who.

INCORRECT: She is the woman about who

I told you.

The music to that we listened last night was good.

Exercise 10. Looking at grammar. (Chart 13-3)

Choose all the possible completions for each sentence. Which one seems the most formal?

- 1. The sunglasses _____ were under the sofa.
 - a. which I was looking for
 - b. that I was looking for
 - c. I was looking for
 - d. I was looking
 - e. I was looking for them

- 2. The health-care workers _____ were helpful.
 - a. who I spoke to
 - b. that I spoke to
 - c. who I spoke to them
 - d. to whom I spoke
 - e. to who I spoke
 - f. I spoke to

Exercise 11. Looking at grammar. (Chart 13-3)

Combine the two sentences. Use the second sentence as an adjective clause. Give all the possible patterns, orally or in writing.

- 1. The man is standing over there. I was telling you about him.
- 2. I must thank the people. I got a present from them.
- 3. The meeting was interesting. Omar went to it.

Exercise 12. Looking at grammar. (Charts $13-1 \rightarrow 13-3$) Give all the possible completions for each sentence. 1. The dress _____ that / which $/\emptyset$ _____ she is wearing is new. 2. Did I tell you about the woman ______ I met last night? _____ Joe is writing must be finished by Friday. 3. The report _____ fonateam.com

4. The doctor ______ examined the sick child was gentle.

5. Did you hear about the earthquake ______ occurred in California?

6. The woman _____ I was dancing with stepped on my toes.

Exercise 13. Looking at grammar. (Charts $13-1 \rightarrow 13-3$)

Underline the adjective clause in each sentence. Give all other possible patterns.

1. The woman that I spoke to gave me good advice.

- \rightarrow who(m) I spoke to
- → I spoke to
- → to whom I spoke
- 2. I returned the money which I had borrowed from my roommate.
- 3. Yesterday I ran into an old friend I hadn't seen for years.
- 4. Marie lectured on a topic she knew very little about.
- 5. I read about a man who keeps chickens in his apartment.



- Exercise 14. Check your knowledge. (Charts 13-1 → 13-3) Correct the errors in the adjective clauses.
 - 1. In our village, there were many people didn't have much money.
 - 2. I enjoyed the book that you told me to read it.

- 3. I still remember the man who he taught me to play the guitar when I was a boy.
- 4. I showed my father a picture of the car I am going to buy it as soon as I save enough money.
- 5. The woman about who I was talking about suddenly walked into the room.

 I hope she didn't hear me. fonateam.com
- 6. The people appear in the play are amateur actors.
- 7. I don't like to spend time with people which loses their temper easily.
- 8. While the boy was at the airport, he took pictures of people which was waiting for their planes.
- 9. People who works in the hunger program they estimate that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.
- 10. In one corner of the marketplace, an old man who was playing a violin.

Exercise 15. Looking at grammar: pairwork. (Charts 13-1 → 13-3)

Work with a partner. Speaker A looks at the cue briefly. Then, without looking at the text, Speaker A says the cue to Speaker B. Speaker B begins the answer with *Yes*.

Examples:

SPEAKER A (book open): You drank some tea. Did it taste good?

Speaker B (book closed): Yes, the tea I drank tasted good.

SPEAKER A (book open): A police officer helped you. Did you thank her? SPEAKER B (book closed): Yes, I thanked the police officer who helped me.

- 1. You are sitting in a chair. Is it comfortable?
- 2. You saw a man. Was he wearing a brown suit?
- 3. A woman stepped on your toes. Did she apologize?
- 4. Some students took a test. Did most of them pass?
- 5. You were reading a book. Did you finish it?
- 6. A taxi driver took you to the bus station. Did you have a conversation with her?

Change roles.

- 7. You stayed at a hotel. Was it in the center of town?
- 8. A waiter served you at a restaurant. Was he polite?
- 9. A woman came into the room. Did you recognize her?
- 10. Some students are sitting in this room. Can all of them speak English?
- 11. You were looking for a dictionary. Did you find it?
- 12. A clerk cashed your check. Did he ask for identification?

Exercise 16. Warm-up. (Chart 13-4)
Check $(\ensuremath{\checkmark})$ the sentences that are grammatically correct .
1 I have a friend. His purpose in life is to help others.
2 I have a friend whose purpose in life is to help others.

3.	I have a friend who his purpose in life is to help others.
4.	I have a friend that his purpose in life is to help others.

I I was a land	When it would be about a consistent to the state of
I know the man. His bicycle was stolen.	Whose is used to show possession. It carries the same meaning as other possessive pronouns used as adjectives: his, her, its, and their.
(a) I know the man whose bicycle was stolen. The student writes well. I read her composition.	Like his, her, its, and their, whose is connected to a noun: his bicycle → whose bicycle her composition → whose composition
(b) The student whose composition I read writes well.	Both whose and the noun it is connected to are placed at the beginning of the adjective clause. Whose cannot be omitted.
(c) I worked at a <i>company whose employees</i> wanted to form a union.	Whose usually modifies people, but it may also be used to modify things, as in (c).
(d) That's the boy whose parents you met.	Whose and who's have the same pronunciation.
(e) That's the boy who's in my math class.	Who's can mean who is, as in (e), or who has, as
(f) That's the boy who's been living at our house since his mother was arrested.*	in (f).

^{*}When has is a helping verb in the present perfect, it is usually contracted with who in speaking and sometimes in informal writing,

When has is a main verb, it is NOT contracted with who: I know a man who has a cook.

Exercise 17. Looking at grammar. (Chart 13-4)

Complete the sentences with who or whose.

1.	I know a d	octor	whose	last name	is Doctor.

- 2. I know a doctor _____ who ____ lives on a sailboat.
- 3. The woman _____ wallet was stolen called the police.
- 4. The woman _____ found my wallet called me immediately.
- The professor ______ teaches art history is excellent.
- The professor _____ course I am taking is excellent.
- 7. I apologized to the man _____ coffee I spilled.
- 8. I made friends with a man ______ is in my class.

Exercise 18. Looking at grammar. (Chart 13-4)

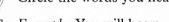
Combine the two sentences. Use the second sentence as an adjective clause.

- 1. I met the woman. Her husband is the president of the corporation.
 - \rightarrow I met the woman whose husband is the president of the corporation.
- 2. Mrs. North teaches a class for students. Their native language is not English.
- 3. The people were nice. We visited their house.
- 4. I live in a dormitory. Its resid**tomateam** from many countries.
- 5. I have to call the man. I accidentally picked up his umbrella after the meeting.
- 6. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.





Exercise 19. Listening. (Chart 13-4)



Circle the words you hear: who's or whose.

Example: You will hear: The man who's standing over there is Mr. Smith. You will choose: (who's) whose

1. who's whose 5. who's whose 6. who's 2. who's whose whose 7. who's 3. who's whose whose 4. who's whose 8. who's whose

Exercise 20. Let's talk: pairwork. (Chart 13-4)

Work with a partner. Pretend you are in a room full of people. You and your partner are speaking. Together, you are identifying various people in the room. Begin each sentence with There is. Alternate items, with Partner A doing item 1, Partner B doing item 2, Partner A doing item 3, etc.

- 1. That man's wife is your teacher.
 - \rightarrow PARTNER A: There is the man whose wife is my teacher.
- 2. That woman's husband is a football player.
 - → PARTNER B: There is the woman whose husband is a football player.
- 3. That girl's mother is a dentist.
- 4. That person's picture was in the newspaper.
- 5. That woman's car was stolen.
- 6. That man's daughter won a gold medal at the Olympic Games.
- 7. You found that woman's keys.
- 8. You are in that teacher's class.
- 9. You read that author's book.
- 10. You borrowed that student's lecture notes.

Exercise 21. Listenina. (Chart 13-4)

CD 2 Track 5 Listen to the sentences in normal, contracted speech. You will hear: whose, who's (meaning who is), or who's (meaning who has). Circle the correct meaning.

who has

Example: You will hear: I know a woman who's a taxi driver.

> You will choose: whose who is

who hatonateam.com whose 1. whose who is who is who has

2. whose who is who has 6. whose who is who has

3. whose who is who has 7. whose who is who has

4. whose who is who has 8. whose who is who has

Exercise 22. Let's talk: small groups. (Chart $13-1 \rightarrow 13-4$)

Complete the sentences orally in small groups. Discuss each other's choices and opinions.

1. A famous person _____ life I admire is _____.

2. _____ is a famous person _____ has made the world a better place.

3. A person _____ is having a good influence on world affairs today is _____.

4. _____ is a country _____ is having a bad influence on world affairs today.

5. _____ is a country _____ leadership on issues of global warming is much admired throughout the world.

Exercise 23. Warm-up. (Chart 13-5)

All of these sentences have the same meaning, and all of them are grammatically correct. The adjective clauses are in blue. What differences do you notice?

- 1. The **town** where I grew up is very small.
- 2. The **town** in which I grew up is very small.
- 3. The **town** which I grew up in is very small.
- 4. The town that I grew up in is very small.
- 5. The town I grew up in is very small.

Using Where in Adjective Clauses

The building is very old. He lives there (in that building).

(a) The building where he lives is very old.

(b) The building in which he lives is very old. The building which he lives in is very old. The building that he lives in is very old. The building he lives in is very old.

Where is used in an adjective clause to modify a place (city, country, room, house, etc.).

If where is used, a preposition is NOT included in the adjective clause, as in (a).

If where is not used, the preposition must be included, as in (b).

Exercise 24. Looking at grammar. (Chart 13-5)

Combine the two sentences. Use the second sentence as an adjective clause.

- 1. The city was beautiful. We spent our vacation there (in that city).
- 2. That is the restaurant. I will meet you there (at that restaurant).
- 3. The office is busy. I work there (in that office).
- 4. That is the drawer. I keep my jewelry there (in that drawer).

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Exercise 25. Warm-up. (Chart 13-6)

All of these sentences have the same meaning, and all of them are grammatically correct. The adjective clauses are in blue. What differences do you notice?

- 1. I clearly remember the day when I rode a bike for the first time.
- 2. I clearly remember the day on which I rode a bike for the first time.
- 3. I clearly remember the day that I rode a bike for the first time.
- 4. I clearly remember the day I rode a bike for the first time.

13-6 Using When in Adjective Clauses

I'll never forget the day. I met you then (on that day).

(a) I'll never forget the day

when

I met you.

(b) I'll never forget the day

on which I met you.

(c) I'll never forget the day (d) I'll never forget the day that Ø

I met you. I met you.

When is used in an adjective clause to modify a noun of time (year, day, time, century, etc.).

The use of a preposition in an adjective clause that modifies a noun of time is somewhat different from that in other adjective clauses: a preposition is used preceding which, as in (b); otherwise, the preposition is omitted.

Exercise 26. Looking at grammar. (Chart 13-6)

Combine the two sentences. Use the second sentence as an adjective clause.

- 1. Monday is the day. They will come then (on that day).
- 2. 7:05 is the time. My plane arrives then (at that time).
- 3. 1960 is the year. The revolution took place then (in that year).
- 4. July is the month. The weather is usually the hottest then (in that month).



Exercise 27. Looking at grammar. (Charts 13-5 and 13-6)

Combine the two sentences. Use where or when to introduce an adjective clause.

- 1. That is the place. The accident occurred there.
 - → That is the place where the accident occurred.
- 2. There was a time. Movies cost a dime then.
 - → There was a time when movies cost a dime.
- 3. A café is a small restaurant. People can get a light meal there.
- 4. Every neighborhood in Brussels has small cafés. Customers drink coffee and eat pastries there.
- 5. There was a time. Dinosaurs dominated the earth then.
- 6. The house was destroyed in an earthquake ten years ago. I was born and grew up there.
- 7. The miser hid his money in a place. It was safe from robbers there.
- 8. There came a time. The miser had to spend his money then.

Exercise 28. Let's talk: interview. (Charts $13-1 \rightarrow 13-6$)

Interview two classmates for each item. Encourage them to use adjective clauses that modify the nouns in **bold**. Share a few of their answers with the class.

Example: What kind of **food** don't you like?

- → I don't like **food** that is too sugary.
- 1. What kind of **people** do you like to spend time with?
- 2. What kind of **people** do you prefer to avoid?
- 3. What kind of cities do you like to visit?
- 4. What kind of **teachers** do you learn best from?
- 5. What kind of **place** would you like to live in?
- 6. What time of day do you feel most energetic?

Exercise 29. Listening. (Charts $13-1 \rightarrow 13-6$)

Listen to the sentences. Choose the correct meanings for each sentence.

Example: You will hear: The nurse who gave the medicine to the patients seemed confused.

You will choose: a. The patients were confused.

- (b.) The patients received medicine from the nurse.
- c. The nurse was confused.
- 1. a. A man organized the dinner.
 - b. The man is the speaker's friend.
 - c. The speaker organized the dinner.
- 2. a. Two people were killed in an accident.
 - b. Two people blocked all lanes of the highway for two hours.
 - c. An accident blocked all lanes of the highway for two hours.
- 3. a. The speaker lives in a large city.
 - b. The speaker was born in a small town.
 - c. The speaker was born in a large city.
- 4. a. The music teacher and the students play in a rock band.
 - b. The music teacher directs a rock band.
 - c. The music teacher plays in a rock band.

- 5. a. The speaker gave Jack a camera for his birthday.
 - b. The camera takes excellent pictures.
 - c. Jack takes excellent pictures.
- 6. a. The speaker often invites the neighbor to dinner.
 - b. The neighbor often visits at dinnertime.
 - c. The speaker visits the neighbor at dinnertime.

☐ Exercise 30. Let's talk. (Charis 3-1 → 3-6)

Work in small groups or as a class. The leader will ask Speaker A a question. The leader will then ask Speaker B to summarize the information in Speaker A's response in one sentence beginning with *The*. Speaker B will use an adjective clause. Only the leader's book is open.

Example:

LEADER: Who got an email yesterday?

SPEAKER A (Ali): I did.

LEADER to A: Who was it from? Speaker A: My brother.

LEADER to B: Summarize this information. Begin with *The*.

SPEAKER B: The email (Ali) got yesterday was from his brother.

1. Who lives in an apartment? Is it close to school?

2. Who is wearing earrings? What are they made of?

3. Pick up something that doesn't belong to you. What is it? Whose is it?

(Change leaders if working in groups.)

- 4. Who grew up in a small town? In what part of the country is it located?
- 5. Who has bought something recently? Was it expensive?
- 6. Who went to a restaurant yesterday? Was it crowded?

(Change leaders if working in groups.)

- 7. What did you have for dinner last night? Was it good?
- 8. Who watched a TV program last night? What was it about?
- 9. Who has borrowed something recently? What did you borrow? Who does it belong to?

(Change leaders if working in groups.)

- 10. Who shops for groceries? What is the name of the store?
- 11. Who eats lunch away from home? Where do you usually eat? Does it have good food?
- 12. Who took the bus to class today? Was it late or on time?

Exercise 31. Warm-up. (Chart 13-7)

<u>Underline</u> each adjective clause. Draw an arrow to the word it modifies.

- 1. A: Is it okay if I come along on the picnic?
 - B: Absolutely! Anyone who wants to come is more than welcome.
- 2. A: Should I apply for the opening in the sales department?
 - B: I don't think so. They're looking for somebody who speaks Spanish.
- 3. A: Everything the Smiths do costs a lot of money.
 - B: It's amazing, isn't it?
- 4. A: You're the only one who really understands me.
 - B: Oh, that can't be true.

13	-	Using Adjective Clauses to	Modify Pronouns
(a)	There	is someone I want you to meet.	Adjective clauses can modify indefinite pronouns (e.g.,
(b)	Every	rthing he said was pure nonsense.	someone, everybody).
(c)	Anyb	ody who wants to come is welcome.	Object pronouns (e.g., who(m), that, which) are usually omitted in the adjective clause, as in (a) and (b).
(d)	Paula	was the only one I knew at the party-fonatea	n.Adicative clauses can modify <i>the one(s)</i> and <i>those</i> .*
(e)	Schola	arships are available for those who need sial assistance.	
٠,		RECT: I who am a student at this school from a country in Asia.	Adjective clauses are almost never used to modify personal pronouns. Native English speakers would not write the sentence in (f).
(g)	It is / 1	who am responsible.	Example (g) is possible, but very formal and uncommon.
(h)	H e wh	no laughs last laughs best.	Example (h) is a well-known saying in which <i>he</i> is used as an indefinite pronoun (meaning "anyone" or "any person").
	he brea	times fear that which we do not understand. d my mother makes is much better than that which you rcise 32. Looking at grammar.	(Chart 13-7)
		uplete the sentences with adjective clause	
	1.	Ask Jackie. She's the only onewho	o knows the answer.
	2.	I have a question. There is something	
	3.	He can't trust anyone. There's no one	
	4.	I'm powerless to help her. There's noth	ing
	5.	I know someone	
	6.	What was Mr. Wood talking about? I di	dn't understand anything
	7.	I listen to everything	
	8.	You shouldn't believe everything	
	9.	All of the students are seated. The teach	her is the only one
	10.	The test we took yesterday was easier th	an the one
	11.	The courses I'm taking this term are mo	ore difficult than the ones
	12.	The concert had already begun. Those	
		had to wait until intermission to be seat	

	Exercise	33.	Listening.	(Charts	13-1 →	13-
A	Listen to the	he en	tire conversa	tion with	vour be	ook

Track 7

Listen to the entire conversation with your book closed. Then open your book and listen again. Complete the sentences with the words you hear. Write the uncontracted forms.

A: Do you see that guy _____ wearing the baseball cap?

B: I see two guys ______ wearing baseball caps. Do you mean the one _____ T-shirt topothermspyr?

A: Yeah, him. Do you remember him from high school? He looks a little different now, doesn't he? Isn't he the one _______ joined the circus?

B: Nah, I heard that story too. That was just a rumor. When the circus was in town last summer, his wife spent a lot of time there, so people started wondering why. Some people started saying she was working there as a performer. But the truth is that she was only visiting a cousin ______ a manager for the circus. She just wanted to spend time with him while he was in town.



A: Well, you know, it was a story _______ pretty fishy* to me. But people sure enjoyed talking about it. The last thing ______ was that she'd learned how to eat fire and swallow swords!

B: Rumors really take on a life of their own, don't they?!

^{*}fishy = suspicious; hard to believe.

Exercise 34. Warm-up. (Chart 13-8)

Listen to your teacher read the sentences aloud. Both are correct. Notice the use of pauses. Then answer these questions for both sentences:

- Which adjective clause can be omitted with no change in the meaning of the noun it modifies?
- What do you notice about the use of commas?
- 1. I just found out that Lara Johnson at earn com Russian fluently, has applied for the job at the Russian embassy.
- 2. That's not the job for you. Only people who speak Russian fluently will be considered for the job at the Russian embassy.

Punctuating Adjective Clauses

General guidelines for the punctuation of adjective clauses:

- (1) DO NOT USE COMMAS IF the adjective clause is necessary to identify the noun it modifies.*
- (2) USE COMMAS IF the adjective clause simply gives additional information and is not necessary to identify the noun it modifies.**

(a) The professor who teaches Chemistry 101 is an excellent lecturer.	In (a): No commas are used. The adjective clause is necessary to identify which professor is meant.
(b) Professor Wilson, who teaches Chemistry 101 is an excellent lecturer.	In (b): Commas are used. The adjective clause is not necessary to identify Professor Wilson. We already know who he is: he has a name. The adjective clause simply gives additional information.
(c) Hawaii, which consists of eight principal islands is a favorite vacation spot.	GUIDELINE: Use commas, as in (b), (c), and (d), if an adjective clause modifies a proper noun. (A proper noun begins with a capital letter.)
(d) Mrs. Smith, who is a retired teacher, does volunteer work at the hospital.	NOTE: A comma reflects a pause in speech.
(e) The man $\begin{cases} who(m) \\ that \\ \emptyset \end{cases}$ I met teaches chemistry.	In (e): If no commas are used, any possible pronoun may be used in the adjective clause. Object pronouns may be omitted.
(f) Mr. Lee, whom I met yesterday, teaches chemis	In (f): When commas are necessary, the pronoun that may not be used (only who, whom, which, whose, where, and when may be used), and object pronouns cannot be omitted.
COMPARE THE MEANING:	In (g): The use of commas means that all of the
(g) We took some children on a picnic. <i>The childre who wanted to play soccer</i> , ran to an open fie as soon as we arrived at the park.	
(h) We took some children on a picnic. <i>The childre who wanted to play soccer</i> ran to an open field as soon as we arrived at the park. The others played a different game.	

^{*}Adjective clauses that do not require commas are called essential or restrictive or identifying.

^{**}Adjective clauses that require commas are called nonessential or nonrestrictive or nonidentifying. NOTE: Nonessential adjective clauses are more common in writing than in speaking.

Exercise 35. Looking at grammar. (Chart 13-8)

Decide if the information in blue is necessary or additional. If it is additional, add commas. Read the sentences aloud, pausing where necessary.

- 1. The man who lives in the apartment next to mine has three cats and a dog. (no commas, no pauses)
- 2. Yes, Sandra Day is in my political science class. And Erica Nelson, [pause] who lives in fonateam.com the dorm room next to mine, [pause] is in my Greek Drama class.
- 3. Rice which is grown in many countries is a staple food throughout much of the world.
- 4. The rice which we had for dinner last night was very good.
- 5. The newspaper article was about a man who died two weeks ago of a rare tropical disease.
- 6. Paul O'Grady who died two weeks ago of a sudden heart attack was a kind and loving man.
- 7. I have fond memories of my hometown which is situated in a valley.
- 8. I live in a town which is situated in a valley.
- 9. People who live in glass houses shouldn't throw stones.
- 10. In a children's story, Little Red Riding Hood who went out one day to visit her grandmother found a wolf in her grandmother's bed when she got there.







Listen for pauses before and after adjective clauses in the given sentences. Add commas where you hear pauses. Practice pronouncing the sentences.

Examples: You will hear: Vegetables which are orange have a lot of vitamin A.

You will add: (no commas)

You will hear: Vegetables [pause] which come in many shapes and colors [pause]

have lots of vitamins.

You will add: Vegetables, which come in many shapes and colors, have lots of vitamins.

- 1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
- 2. My uncle who loves boating rows his boat across the lake near his house nearly every day.
- 3. Tea which is a common drink throughout the world is made by pouring boiling water onto the dried leaves of certain plants.
- 4. Tea which is made from herbs is called herbal tea.
- 5. Toys which contain lead paint apparent for orbildren.
- 6. Lead which can be found in paint and plastics is known to cause brain damage in children.

Exercise 37. Looking at grammar. (Chart 13-8)

Add commas where necessary. Change the adjective clause pronoun to that if possible. Read the sentences aloud, pausing where necessary.

- 1. Mariko and Jackie, who didn't come to class yesterday, explained their absence to the teacher. (Who cannot be changed to that. Pauses are used in speaking; add commas.)
- 2. The students who did not come to class yesterday explained their absence to the teacher. (Who can be changed to that; no commas.)
- 3. The Mississippi River which flows south from Minnesota to the Gulf of Mexico is the major commercial river in the United States.
- 4. A river which is polluted is not safe for swimming.
- 5. Mr. Trang whose son won the spelling contest is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
- 6. Goats which were first tamed more than 9,000 years ago in Asia have provided people with milk, meat, and wool since prehistoric times.
- 7. Mrs. Clark has two goats. She's furious at the goat which got on the wrong side of the fence and is eating her flowers.



Exercise 38. Pronunciation and grammar. (Chart 13-8)

Read the sentences aloud. Choose the correct meaning (a. or b.) for each sentence.

- 1. The teacher thanked the students, who had given her some flowers.
 - a. The flowers were from *only some* of the students.
 - (b.) The flowers were from *all* of the students.
- 2. The teacher thanked the students who had given her some flowers.
 - (a.) The flowers were from only fonateam condents.
 - b. The flowers were from all of the students.
- 3. There was a terrible flood. The villagers who had received a warning of the impending flood escaped to safety.
 - a. Only some of the villagers had been warned; only some escaped.
 - b. All of the villagers had been warned; all escaped.
- 4. There was a terrible flood. The villagers, who had received a warning of the impending flood, escaped to safety.
 - a. Only some of the villagers had been warned; only some escaped.
 - b. All of the villagers had been warned; all escaped.
- 5. Natasha reached down and picked up the grammar book, which was lying upside down on the floor.
 - a. There was only one grammar book near Natasha.
 - b. There was more than one grammar book near Natasha.
- 6. Natasha reached down and picked up the grammar book which was lying upside down on the floor.
 - a. There was only one grammar book near Natasha.
 - b. There was more than one grammar book near Natasha.

Exercise 39. Listening. (Chart 13-8)



Listen to the sentences. Choose the correct meaning (a. or b.) for each sentence.

- 1. a. She threw away all of the apples.
 - b. She threw away only the rotten apples.
- 2. a. She threw away all of the apples.
 - b. She threw away only the rotten apples.
- 3. a. Some of the students were excused from class early.
 - b. All of the students were excused from class early.
- 4. a. Some of the students were excused from class early.
 - b. All of the students were excused from class early.

Exercise 40. Looking at grammar. (Chart 13-8)

Add commas where necessary. Read the sentences aloud, paying attention to pauses.

- 1. We enjoyed the city where we spent our vacation.
- 2. We enjoyed Mexico City where we spent our vacation.
- 3. One of the elephants which we saw at the zoo had only one tusk.

- 4. One of the most useful materials in the world is glass which is made chiefly from sand, soda, and lime.
- 5. You don't need to take heavy clothes when you go to Bangkok which has one of the highest average temperatures of any city in the world.
- 6. Child labor was a social problem in late eighteenth-century England where employment in factories became virtual slavery for children.com
- 7. We had to use a telephone, so we went to the nearest house. The woman who answered our knock listened cautiously to our request.
- 8. I watched a scientist conduct an experiment on bees. The research scientist who was wearing protective clothing before she stepped into the special chamber holding the bees was not stung. A person who was unprotected by the special clothing could have gotten 300 to 400 bee stings within a minute.

Exercise 41. Reading and grammar. (Charts $13-1 \rightarrow 13-8$)

Part I. Answer these questions. Then read the article. Notice the adjective clauses in blue.

- 1. Do you have a computer?
- 2. Do you know the name of its operating system?



The History of DOS

As you know, a computer needs to have an operating system in order to run programs. When most people think about the first operating systems that were developed for the personal computer, Microsoft or Bill Gates may come to mind. Actually, the truth is somewhat different.

In the late 1970s, there was a man in Seattle named Tim Paterson who worked for a company that was called Scattle Computer. He was a computer programmer and needed an operating system for his computer. Paterson got tired of waiting for another company to create one and decided to develop his own program. He called it QDOS, which meant "quick and dirty operating system." It took him about four months to develop it.

At the same time, Microsoft was quietly looking for an operating system to run a personal computer that I.B.M. was developing. Microsoft saw the program that Tim had written and in 1980, paid him \$25,000 for a license for DOS. A year later they paid another \$50,000 to acquire the rights. It became known as the Microsoft disk operating system (MS-DOS), and the rest is history. Microsoft and Bill Gates became very successful using Paterson's operating system.

Part II. Complete the sentences with information from the article. Use adjective clauses in your completions.
1. Tim Paterson was the person who
2. Seattle Computer was the company that
3. The abbreviation for the program was QDOS, which
4. I.B.M. was a company that
5. Microsoft, which
6. Microsoft acquired rights to a program that
Exercise 42. Warm-up. (Chart 13-9) Choose the correct meaning (a. or b.) for each sentence.

- 1. The couple has thirteen children, only a few of whom live at home.
 - a. Ten children live at home.
 - b. A few of the couple's children live at home.
- 2. Victoria bought a dozen dresses, most of which she later returned to the store.
 - a. Victoria returned a dozen dresses.
 - b. Victoria kept a few of the dresses.

3-9 Using Expressions of Quantity in Adjective Clauses

In my class there are 20 students. Most of them are from Asia.

- (a) In my class there are 20 students, most of whom are from Asia.
- (b) He gave several reasons, only a few of which were valid.
- (c) The teachers discussed Jim, one of whose problems was poor study habits.

An adjective clause may contain an expression of quantity with of: some of, many of, most of, none of, two of, half of, both of, etc.

The expression of quantity precedes the pronoun. Only whom, which, and whose are used in this pattern.

This pattern is more common in writing than speaking. Commas are used.

Exercise 43. Looking at grammar. (Chart 13-9)

Combine the two sentences in each item. Use the second sentence as an adjective clause.

- 1. The city has sixteen schools. Two of them are junior colleges.
 - → The city has sixteen schools, two of which are junior colleges.
- 2. Last night the orchestra played three symphonies. One of them was Beethoven's Seventh.
- 3. I tried on six pairs of shoes. I liked none of them.
- 4. The village has around 200 people. The majority of them are farmers.
- 5. That company currently has five employees. All of them are computer experts.
- 6. After the riot, over 100 people were taken to the hospital. Many of them had been innocent bystanders.

,011	iplete the sentences with your own words. Ose adjective clauses.
1.	Al introduced me to his roommates, both ofwhom are from California.
2.	The Paulsons own four automobiles, one of
3.	I have three brothers, all of
	I am taking four courses, one of
5.	I have two roommates, neither of
6.	This semester I had to buy fifteen books, most of
7.	The company hired ten new employees, some of
8.	In my apartment building, there are twenty apartments, several of

- 1. The soccer team worked very hard to win, which made their coach very proud.
- 2. Some of the athletes in the class cheated on the final exam, which disappointed their coach.
- 3. Sam took the final exam, which he passed without cheating.

Exercise 44. In your own words. (Chart 13-9)

Using Which to Modify a Whole Sentence

- (a) Tom was late. That surprised me.
- (b) Tom was late, which surprised me.
- (c) The elevator is out of order. This is too bad.

What does which refer to in each sentence?

(d) The elevator is out of order, which is too bad.

The pronouns that and this can refer to the idea of a whole sentence which comes before.

In (a): The word that refers to the whole sentence Tom was late.

Similarly, an adjective clause with which may modify the idea of a whole sentence.

In (b): The word which refers to the whole sentence Tom was late.

Using which to modify a whole sentence is informal and occurs most frequently in spoken English. This structure is generally not appropriate in formal writing. Whenever it is written, however, it is preceded by a comma to reflect a pause in speech.

☐ Exercise 46. Looking at grammar. (Chart 13-10)

Combine the two sentences. Use the second sentence as an adjective clause.

- 1. Sonya lost her job. That wasn't surprising.
 - → Sonya lost her job, which wasn't surprising.
- 2. She usually came to work late. That upset her boss.
- 3. So her boss fired her. That made her angry.
- 4. She hadn't saved any money. The team fortunate.
- 5. So she had to borrow some money from me. I didn't like that.
- 6. She has found a new job. That is lucky.
- 7. So she has repaid the money she borrowed from me. I appreciate that.
- 8. She has promised herself to be on time to work every day. That is a good idea.

Exercise 47. Looking at grammar. (Charts $13-1 \rightarrow 13-10$)

Combine sentences a. and b. Use b. as an adjective clause. Use formal written English. Punctuate carefully.

1. a. An antecedent is a word.

- b. A pronoun refers to this word.
 - \rightarrow An antecedent is a word to which a pronoun refers.
- 2. a. The blue whale is considered the largest animal that has ever lived.
 - b. It can grow to 100 feet and 150 tons.
- 3. a. The plane was met by a crowd of 300 people.
 - b. Some of them had been waiting for more than four hours.
- 4. a. In this paper, I will describe the basic process.
 - b. Raw cotton becomes cotton thread by this process.
- 5. a. The researchers are doing case studies of people to determine the importance of heredity in health and longevity.
 - b. These people's families have a history of high blood pressure and heart disease.
- 6. a. At the end of this month, scientists at the institute will conclude their AIDS research.
 - b. The results of this research will be published within six months.
- 7. a. According to many education officials, "math phobia" (that is, a fear of mathematics) is a widespread problem.
 - b. A solution to this problem can and must be found.

8. a. The art museum hopes to hire a new administrator.

b. Under this person's direction, it will be able to purchase significant pieces of art.

- 9. a. The giant anteater licks up ants for its dinner.
 - b. Its tongue is longer than 30 centimeters (12 inches).
- 10. a. The anteater's tongue is sticky.
 - b. It can go in and out of its mouth 160 times a minute.



Exercise 48. Reading and grammar. (Charts 13-1 → 13-10)

Read about Ellen and her commute to work. Underline what the words in blue refer to.



- (1) Ellen lives on an island and commutes to work by passenger ferry, which means she takes a boat with other foot passengers to the city where they work.
- (2) She leaves her house at 6:00, which is earlier than she'd like but necessary because the ferry ride takes 30 minutes. Ellen needs 20 minutes to drive to the parking lot where she leaves her car and boards the ferry. Once she's on the other side, she catches a bus which takes her to her office.
- (3) Traffic is usually heavy at that hour, so she's on the bus for another 30 minutes. On the bus, she usually reads reports that she was too tired to finish the night before.
- (4) The bus drops her off a few blocks from her office. Sometimes she stops at an espresso stand and picks up coffee for her co-workers, for which they reimburse her later.
- (5) By the time she gets to her office, she has been commuting for an hour and a half, which she wishes she didn't have to do but isn't going to change because she enjoys her life on the island so much.

Exercise 49. Let's talk or write. (Charts $13-1 \rightarrow 13-10$)

Discuss and/or write definitions for one or more of the given topics. Include an adjective clause in each definition. If you are writing, choose only one item and expand your definition to a paragraph.

The ideal . . .

1. friend 5. school 9. job 2. mother 6. vacation 10. doctor 3. father 7. teacher 11. lifestyle

4. spouse 8. student 12. (your choice)

☐ Exercise 50. Warm-up. (Chart 13-11)

Look at the words in blue. What differences do you notice between each pair of sentences? NOTE: Sentences a. and b. have the same meaning.

- 1. a. I talked to the people who were sitting beside me at the ball game.
 - b. I talked to the people sitting beside me at the ball game.
- 2. a. The notebooks that are on my desk are mine.
 - b. The notebooks on my deskfonateam.com
- 3. a. I read an article about Marie Curie, who was a famous French scientist.
 - b. I read an article about Marie Curie, a famous French scientist.

13-11 Reducing Adjective Clauses to Adjective Phrases

CLAUSE: A clause is a group of related words that contains a subject and a verb. PHRASE: A phrase is a group of related words that does not contain a subject and a verb.

	CLAUSE: PHRASE:	The girl who is sitting next to me is Mai. The girl sitting next to me is Mai.	An adjective phrase is a reduction of an adjective clause. It modifies a noun. It does not contain a subject and verb.
` '	CLAUSE: PHRASE:	The girl (whom) I saw was Mai. (none)	Examples (a) and (b) have the same meaning.
			Only adjective clauses that have a subject pronoun — who, which, or that — are reduced to modifying adjective phrases. The adjective clause in (c) cannot be reduced to an adjective phrase.
(e)	CLAUSE: PHRASE:	The man who is talking to John is from Korea. The man Ø Ø talking to John is from Korea.	There are two ways in which an adjective clause is changed to an
(f)	CLAUSE: PHRASE:	The ideas which are presented in that book are good. The ideas Ø Ø presented in that book are good.	adjective phrase. 1. If the adjective clause contains the
(g)	CLAUSE: PHRASE:	Ann is the woman <i>that is</i> responsible for the error. Ann is the woman Ø Ø responsible for the error.	be form of a verb, omit the subject pronoun and the be form, as in (e), (f), and (g).*
(h)	CLAUSE: PHRASE:	English has an alphabet <i>that consists</i> of 26 letters. English has an alphabet Ø consisting of 26 letters.	2. If there is no <i>be</i> form of a verb in the adjective clause, it is sometimes
(i)	CLAUSE: PHRASE:	Anyone who wants to come with us is welcome. Anyone wanting to come with us is welcome.	possible to omit the subject pronoun and change the verb to its <i>-ing</i> form, as in (h) and (i).
(j)	Paris, w	thich is the capital of France, is an exciting city.	If the adjective clause requires
(k)	Paris, th	ne capital of France, is an exciting city.	commas, as in (j), the adjective phrase also requires commas, as in (k). An adjective phrase in which a noun follows another noun, as in (k), is called an <i>appositive</i> .

^{*}If an adjective clause that contains be + a single adjective is changed, the adjective is moved to its normal position in front of the noun it modifies.

CLAUSE: Fruit that is fresh tastes better than old, soft, mushy fruit.

CORRECT PHRASE: Fresh fruit tastes better than old, soft, mushy fruit.

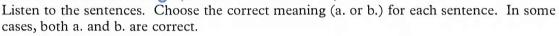
INCORRECT PHRASE: Fruit fresh tastes better than old, soft, mushy fruit.

Exercise 51. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective clauses to adjective phrases.

- 1. Do you know the woman who is coming toward us?
 - → Do you know the woman coming toward us?
- 2. The scientists who are researching the causes of cancer are making progress.
- 3. We have an apartment which overlooks the park.
- 4. The photographs which were **pholished in char**newspaper were extraordinary.
- 5. The rules that allow public access to wilderness areas need to be reconsidered.
- 6. The psychologists who study the nature of sleep have made important discoveries.
- 7. Antarctica is covered by a huge ice cap that contains 70 percent of the earth's fresh water.
- 8. When I went to Alex's house to drop off some paperwork, I met Jacob, who is his partner.
- 9. Many of the students who hope to enter this university will be disappointed because only one-tenth of those who apply for admission will be accepted.
- 10. Kuala Lumpur, which is the capital of Malaysia, is a major trade center in Southeast Asia.

Exercise 52. Listening. (Charts 13-10 and 13-11)



Example: You will hear: The experiment conducted by the students was successful.

You will choose: (a.) The students conducted an experiment.

- (b.) The experiment was successful.
- 1. a. There is a fence around our house.
 - b. Our house is made of wood.

Track 10

- 2. a. All schoolchildren receive a good education.
 - b. That school provides a good education.
- 3. a. The university president will give a speech.
 - b. Dr. Stanton will give a speech.
- 4. a. There is a galaxy called the Milky Way.
 - b. Our solar system is called the Milky Way.

Exercise 53. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective phrases to adjective clauses.

- 1. We visited Barcelona, a city in northern Spain.
 - → We visited Barcelona, which is a city in northern Spain.
- 2. Corn was one of the agricultural products introduced to the European settlers by the Indians. Some of the other products introduced by the Indians were potatoes, peanuts, and tobacco.
- 3. Mercury, the nearest planet to the sun, is also the smallest of the planets orbiting our sun.
- 4. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
- 5. Any student not wanting to go on the trip should inform the office.
- 6. Be sure to follow the instructions given at the top of the page.

Exercise 54. Looking at grammar. (Charts 13-10 and 13-11) Change the adjective clauses to adjective phrases.

Early Failures of Famous People

- (1) Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, -who-was one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the electionsonateam.com
- (2) Walt Disney, who was the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.
- (3) Thomas Edison, who was the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.
- (4) Albert Einstein, who was one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

☐ Exercise 55. Looking at grammar. (Charts 13-10 and 13-11)

Complete the sentences in Part II by turning the information in Part I into adjective phrases. Use commas as necessary.

Part I.

- a. It is the lowest place on the earth's surface.
- ✓b. It is the highest mountain in the world.
 - c. It is the capital of Iraq.
 - d. It is the capital of Argentina.
 - e. It is the largest city in the Western Hemisphere.
 - f. It is the largest city in the United States.
 - g. It is the most populous country in Africa.
 - h. It is the northernmost country in Latin America.
 - i. They are sensitive instruments that measure the shaking of the ground.
 - j. They are devices that produce a powerful beam of light.

Part II.

1.	Mount Everest _, the highest mountain in the world,	is in the Himalayas.
2.	One of the largest cities in the Middle East is Baghdad	
3.	Earthquakes are recorded on seismographs	
4.	The Dead Sea is located in the Middle East between Jordan and Israel.	
5.	The newspaper reported an earthquake in Buenos Aires	
6.	Industry and medicine are continually finding new uses for lasers	

	7.	Mexico							
		lies just south of the United States.							
	8.	The nation Nigeria	_ con	sist					
		of over 250 different cultural groups even though English is the official language.							
	9.	Both Mexico City and New fonateam.com	York	Cit					
		face challenging futures.							
2	Par	ercise 56. Listening. (Chapters 12 and 13) of I. Listen to the lecture about animals and earthquake predictions with your book on open your book and read the statements. Circle "T" for true and "F" for false.	k clos	sed.					
11	1.	That animals can predict earthquakes is an indisputable fact.	T	F					
	2.	Some animals exhibit unusual behavior before an earthquake.	T	F					
	3.								
		changes before an earthquake.	Т	F					
	4.	Some scientists believe that animal behavior can be helpful in earthquake prediction.	Т	F					
	Par	et II. Listen again. Complete the sentences with the words you hear.							
		Animals and Earthquakes							
	_	animals can predict earthquakes has been widely de	ebate	d fo					
	hun	dreds of years. In fact, as far back as 373 B.C., villagers		_					
	hun	2 Idreds of animals deserted the Greek town of Helice a few days before an earthqual	кe						
	dest	troyed it. There are other interesting phenomena							
		example, before an earthquake, dogs may begin barking or howling for no reason;	chick	tens					
		tht stop laying eggs; and some pets will go into hiding.							
			hain	~					
		n Asia in 2004, many animals accustomed to		g					
		on the beach in the early morning refused to go there the morning of the big tsunami. In							
	Tha	ailand, a herd of buffalo on a beach noticed or heard5	_						
	mac	de them run to the top of a hill before the tsunami was anywhere in sight. The villa	gers						
		them were saved.							

What causes this strange behavior in animals? Or	ne theory
can sense the earth move before people can. There a	are vibrations deep in the earth
before an earthquake car	be detected. Another idea
the energy in the air changes	10
by these changes. fonateam.com	
Some scientists dismiss these ideas, while others	they are worth
researching further. Those scientists	witnessed this strange animal
12	e far more sensitive to subtle changes in the
earth than people are	_ studying their behavior can be useful in
the prediction of earthquakes.	
1. <u>Chihuahua is divided into two regions</u> . It is the mountainous area in the west. The other region <u>Chihuahua</u> , the largest Mexican state, is	n is a desert basin in the north and east.
area in the west and a desert basin in the	north and east.
2. <u>Disney World covers a large area of land</u> . It is a Orlando, Florida. The land includes lakes, golf preserve.	
3. <u>Jamaica is one of the world's leading producers</u> the Caribbean Sea. Bauxite is an ore. Aluming	

Robert Ballard made headlines in 1985. He is an oceanographer. In 1985 he discovered the remains of the <i>Titanic</i> . The <i>Titanic</i> was the "unsinkable" passenger ship. It has rested on the floor of the Atlantic Ocean since 1912. It struck an iceberg in 1912.
fonateam.com
The Republic of Yemen is an ancient land. It is located at the southwestern tip of the Arabian Peninsula. This land has been host to many prosperous civilizations. These civilizations include the Kingdom of Sheba and various Islamic empires.

Exercise 58. Check your knowledge. (Chapter 13)

Correct the errors. All of the sentences are adapted from student writing.

- 1. Baseball is the only sport in which I am interested in it.
- 2. My favorite teacher, Mr. Chu, he was always willing to help me after class.
- 3. It is important to be polite to people who lives in the same building.
- 4. My sister has two children, who their names are Ali and Talal.
- 5. He comes from Venezuela that is a Spanish-speaking country.
- 6. There are some people in the government who is trying to improve the lives of the poor.
- 7. My classroom is located on the second floor of Carver Hall that is a large brick building in the center of the campus.
- 8. A myth is a story expresses traditional beliefs.
- 9. There is an old legend telling among people in my country about a man lived in the seventeenth century and saved a village from destruction.
- 10. An old man was fishing next to me on the pier was muttering to himself.
- 11. The road that we took it through the forest it was narrow and steep.
- 12. There are ten universities in Thailand, seven of them are located in Bangkok is the capital city.

- 13. At the national park, there is a path leads to a spectacular waterfall.
- 14. At the airport, I was waiting for some relatives which I had never met them before.
- 15. It is almost impossible to find two persons who their opinions are the same.
- 16. On the wall, there is a colorful poster which it consists of a group of young people who fonateam.com dancing.
- 17. The sixth member of our household is Pietro that is my sister's son.
- 18. Before I came here, I didn't have the opportunity to speak with people who English is their native tongue.

Exercise 59. Let's write. (Chapter 13)

Write a paragraph on one or more of the given topics. Try to use adjective clauses and phrases.

Topics:

- 1. Write about three historical figures from your country. Give your reader information about their lives and accomplishments.
- 2. Write about your favorite TV shows. What are they? What are they about? Why do you enjoy them?
- 3. Who are some people in your country who are popular with young people (e.g., singers, movie stars, political figures, etc.)? Tell your readers about these people. Assume your readers are completely unfamiliar with them.
- 4. You are a tourist agent for your hometown/country. Write a descriptive brochure that would make your readers want to visit your hometown/country.



Chapter 14

Gerunds and Infinitives, Part 1

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Exercise 1. Warm-up. (Chart 14-1)

Complete the sentences with the words in the list. Give your own opinion. Then answer the questions.

baseball golf badminton basketball soccer tennis

- 1. Playing ______ is fun.
- 2. My friends and I enjoy playing _____
- 3. I don't know much about playing _____

In which sentence is playing

- a. the object of the verb?
- b. the subject?
- c. the object of a preposition?



14-1 Gerunds: Introduction

(a) Playing tennis is fun.

(b) We enjoy playing tennis.

(c) He's excited about playing tennis.

A *gerund* is the *-ing* form of a verb used as a noun.* A gerund is used in the same ways as a noun, i.e., as a subject or as an object.

In (a): *playing* is a gerund. It is used as the subject of the sentence. *Playing tennis* is a *gerund phrase*.

In (b): *playing* is a gerund used as the object of the verb *enjoy*.

In (c): *playing* is a gerund used as the object of the preposition *about*.

- (1) Walking is good exercise. \rightarrow walking = a gerund used as the subject of the sentence.
- (2) Bob and Ann are playing tennis. \rightarrow playing = a present participle used as part of the present progressive tense.
- (3) I heard some surprising news. \rightarrow surprising = a present participle used as an adjective.

^{*}Compare the uses of the -ing form of verbs:

	xercise	2.	Warm-up	(Chart	14-2)
--	---------	----	---------	--------	-------

Each phrase in blue contains a preposition. What do you notice about the form of the verb that follows each preposition?

- 1. Sonya is excited about moving to a new city.
- 2. You'd better have a good excuse for being late.
- 3. I'm looking forward to going on vacation soon.

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14-2 Usi	ng Gerund	ls as the Objects	of Prep	oositions	
(b) Sue is in charg	out going to Canad ge of organizing th in learning more a	ne meeting.	A gerund is frequently used as the object of a preposition.		
(e) I'm accustom	leeping with the wi ned to sleeping* w d to going home n	ith the window open.	In (d) through (f): <i>to</i> is a preposition, not part of an infinitive form, so a gerund follows.		
(g) We talked abordecided we sh		ne meeting, but finally	NEGATIVE FORM: <i>not</i> precedes a gerund.		
Common preposi	tion combination	s followed by gerunds			
complain dream	ut doing it of doing it for doing it	keep someone prevent someone prohibit someone stop someone be interested believe participate succeed be accused be capable be guilty instead take advantage take care from the form of		be tired insist on doing it be accustomed in addition be committed be devoted look forward object be opposed be used of/from doing it to doing it	

☐ Exercise 3. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of go.

- 1. We thought ______ to the beach.
- 2. We talked _____ there.
- 3. We're interested ______ there.
- 4. My family is excited ______ there.

^{*}Possible in British English: I'm accustomed to sleep with the window open.

- 5. The children insisted ______ there.
- 6. They're looking forward ______ there.
- 7. The rain prevented us ______ there.
- 8. A storm kept us ______ there.



Exercise 4. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of the verb in parentheses.

SITUATION 1: An airplane flight.

- 1. Two children are excited (take) ____about taking their first flight.
- 2. They have been looking forward (be) ______ above the clouds.
- 3. A first-time flyer is worried (fly) ______ in stormy weather.
- 4. One passenger is blaming another passenger (spill) his coffee.
- 5. A man is complaining (have) ______ an aisle seat rather than a window seat.
- 6. The pilot was late, but he had an excuse (be) ______ late.
- 7. The co-pilot will be responsible (fly) ______ the plane.
- 8. Security personnel are prohibiting a woman (get) ______ on the flight.

9	. The teenag	ger has been accused (steal)	a purse.
10	. An elderly	woman said he was responsible (take)	it.
11	. The police	are blaming him (do)	it.
12	. The teenag	ger said he was tryin fonateam.com eone	else (take) it
13	. He is upse	t. The police are listening to the woman in	nstead (listen)
	to his versi	on of the story.	
14	. He has not innocence.	t yet succeeded (convince)	the police of his
		cooking at grammar. (Chart 14-2) sentence with an appropriate preposition	
1	. look	Alice isn't interested in looking	for a new job.
2	. do	You are capable	better work.
3	. have	I'm accustomed	a big breakfast.
4	. help	Thank you	me carry my suitcases.
5	. know	Mrs. Grant insisted	the whole truth.
6	. be	I believe	honest at all times.
7	. live	You should take advantage	here.
8	. go, not	Fatima had a good reason	to class yesterday
9	. search	Everyone in the neighborhood participal for the lost child.	pated
10	. make	I apologized to Yoko	her wait for me.
11	. go	In additionpart-time job.	to school full-time, Spiro has a
12	. run	I stopped the child	into the street.
13	. go	Where should we go for dinner tonigh	
14	. clarify	The mayor made another public states	
15	. wear	Larry isn't used	a suit and tie every day.

SITUATION 2: At a police station.

CD 2		Listen to each dialogue. Summarize it by completing each sentence with a preposition and a gerund phrase.					
Frack 12	1.	The man apologized <u>for being late.</u>					
	2.	The woman succeeded					
	3.	Both speakers are complainingfonateam.com					
	4.	The man thanked his friend					
	5.	The man didn't have an excuse					
	6.	The woman isn't used					
	7.	The flu kept the man					

Exercise 7. Let's talk: interview. (Chart 14-2)

Interview two classmates for each question. Share some of their answers with the class.

1. Where \ you \ think \ go \ today?

Exercise 6. Listening, (Chart 14-2)

- → Where are you thinking about going today?
- 2. What \ you \ not accustomed \ do?
- 3. What \ you \ interested \ find out about?
- 4. Where \ you \ look forward \ go \ on your next trip?
- 5. What \ be \ a good reason \ not \ do \ your homework?

Exercise 8. Let's talk. (Chart 14-2)

Answer the questions in complete sentences. Use prepositions followed by gerunds in your answers. Work in pairs or small groups.

Example:

SPEAKER A (book open): Your friend was rude. Did she apologize?

SPEAKER B (book closed): Yes, she apologized for being rude. OR No, she didn't apologize for being rude.

- 1. Your neighbor helped you carry heavy boxes. Did you thank him/her?
- 2. You're going to visit your friends in another town this weekend. Are you looking forward to that?
- 3. You didn't come to class on time yesterday. Did you have a good excuse?
- 4. You're living in a cold/warm climate. Are you accustomed to that?
- 5. You're going to a tropical island for vacation. Are you excited?
- 6. A customer interrupted you while you were talking to the store manager. Did she apologize?
- 7. The students in the class did role-plays. Did all of them participate?

(Change roles if working in pairs.)

- 8. Someone broke the window. Do you know who was responsible?
- 9. People in some countries have their biggest meal at lunch. Are you used to doing that?
- 10. The weather is hot/cold. What does that prevent you from doing?
- 11. The advanced students have to do a lot of homework. Do they complain?
- 12. Your wallet was missing after your friend visited. Do you blame him?
- You didn't study grammar last night. What did you do instead?
 You studied last weekend. What did you do in addition?

Exercise 9. Let's talk. (Chart 14-2)

Answer the questions with by + a gerund or gerund phrase to express how something is done. Work in pairs, in small groups, or as a class.

- 1. How do you turn off a cell phone? \rightarrow By pushing a button.
- 2. How can students improve their listening comprehension?
- 3. How do people satisfy their hunger?
- 4. How do people quench their thirst?
- 5. How did you find out what quench means?
- 6. What are some ways employees get in trouble with their manager?
- 7. How do dogs show they are happy?
- 8. In a restaurant, how do you catch the server's attention?

Exercise 10. Let's talk: interview. (Chart 14-2)

Part I. Interview your classmates about the different ways people express emotions. Answers can include descriptions of facial expressions, actions, what people say, etc. Try to use by + gerund in your answers. Share some of the answers with the class.

Example: excitement

SPEAKER A: How do people show excitement at a sports event?

SPEAKER B: People show excitement at a sports event by clapping their hands, jumping up and down, and yelling.

1. happiness

3. anger

5. confusion

7. agreement

2. sadness

4. frustration

6. disagreement

8. surprise

Part II. Draw a face that shows an emotion. Ask a classmate to guess which emotion you've tried to show.



Exercise 11. Warm-up. (Chart 14-3)

Complete the sentences with phrases in the list that are true for you. What do you notice about the form of the verbs in these phrases?

buying things online going online to get news reading newspapers spending hours at a computer fonateam complete the news on TV

surfing the internet talking about politics watching commercials on TV

1.	I enjoy			
	, ,			

2. I don't enjoy _____

3. Lavoid

Common Verbs Followed by Gerunds Gerunds are used as the objects of certain verbs. gerund In (a): enjoy is followed by a gerund (playing). Enjoy is not playing tennis. (a) I enjoy followed by an infinitive. INCORRECT: I enjoy to play tennis. Common verbs that are followed by gerunds are listed below. (b) Joe quit smoking. Examples (b) and (c) have the same meaning. Some phrasal verbs,* e.g., give up, are followed by gerunds. See these phrasal (c) Joe gave up smoking. verbs in parentheses below. Verb + gerund consider enjoy quit (give up) avoid appreciate finish (get through) postpone (put off) discuss mind stop** delay mention keep (keep on) suggest

Exercise 12. Looking at grammar. (Chart 14-3)

Make sentences with the given words. Use any tense and subject. Work in pairs, in small groups, or as a class.

Example: enjoy \ drink tea

Speaker A: enjoy [pause] drink tea

SPEAKER B: I enjoy drinking tea with breakfast.

- 1. mind \ open the window
- 2. finish \ eat dinner
- 3. get through \ eat dinner
- 4. stop \ rain
- 5. keep \ work
- 6. keep on \ work

(Change roles if working in pairs.)

- 7. postpone \ do my work
- 8. put off \ do my work
- 9. delay \ leave on vacation
- 10. consider \ get a job
- 11. talk about \ go to a movie
- 12. mention \ go out of town

^{*}A phrasal verb consists of a verb and a particle (a small word such as a preposition) that together have a special meaning. For example, put off means "postpone."

^{**}Stop can also be followed by an infinitive of purpose. He stopped at the station (in order) to get some gas. See infinitives of purpose, Charts 14-7, p. 317, and 15-1, p. 331.

		en to the conversations. Complete the sentences with appropriate verbs.
D 2 ack 13	1.	The speakers enjoy <u>watching</u> movies on weekends.
		The speakers have given up for better weather.
	3.	fonateam.com The speakers are going to keep on
	4.	The speakers are discussing to a concert in the city.
	5.	The speakers have put off their homework.
	6.	The speakers are going to delay the office.
1		ercise 14. Looking at grammar. (Chart 14-3) applete the sentences with appropriate gerunds.
	1.	When Beth got tired, she stoppedworking / studying
	2.	Would you mind the door? Thanks.
	3.	I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through
	4.	Where are you considering for your break?
	5.	Sometimes I put off my apartment.
	6.	You have to decide where you want to go to school next year. You can't postpone that decision much longer.
	7.	I wanted to go to Mexico. Sally suggested to Hawaii.
	8.	Tony mentioned the bus to school instead of walking.
	9.	I appreciate able to study in peace and quiet.
)	Con	ercise 15. Warm-up. (Chart 14-4) inplete the sentences by circling all the activities that are true for you. All the choices end ing. What do you notice about the verbs in blue?
		Last week I went shopping running biking dancing.
	2.	I like to go hiking swimming camping sightseeing.

3. I've never gone fishing bowling skiing diving.



4-4 *Go* + Gerund

(a) Did you go shopping?

(b) We went fishing yesterday.

Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

Go + gerund

go biking go birdwatching go boating go bowling

go hunting go joggina go camping go canoeing/kayaking go mountain climbing

go dancina go fishing* fonateam.comgo shopping go hiking

go sightseeing go skating go skateboarding

go runnina

go sailing

go skiing go skinnydipping ao sleddina go snorkeling go swimming go window shopping

Exercise 16. Let's talk. (Chart 14-4)

Discuss the activities listed in Chart 14-4. Work in pairs, in small groups, or as a class.

- 1. Which ones have you done? When? Briefly describe your experiences.
- 2. Which ones do you like to do?
- 3. Which ones do you never want to do?
- 4. Which ones have you not done but would like to do?

Exercise 17. Listening. (Chart 14-4)



Listen to the story with your book closed. Then open your book and listen again. Complete the sentences with a form of go and any verb that makes sense.



- 1. The first thing Saturday morning, Ron <u>went canoeing</u>.
- 2. He brought a fishing rod so he could ______.
- 3. He saw some friends on a sailboat but didn't ______ with them.
- 4. He
- 5. After lunch, he ______.
- 6. He finished the day by _____ with some of his friends.

^{*}Also, in British English: go angling.

D 2 ck 13	1.	The speakers enjoy <u>watching</u>	g movies on weekends.
	2.	The speakers have given up	for better weather.
	3.	The speakers are going to keep o	nateam.com n
	4.	The speakers are discussing	to a concert in the city.
	5.	The speakers have put off	their homework.
	6.	The speakers are going to delay	the office.
		rcise 14. Looking at grammaplete the sentences with appropr	
	1.	When Beth got tired, she stopped	working / studying .
	2.	Would you mind	the door? Thanks.
	3.	I have a lot of homework tonight when I get through	but I'd still like to go with you later on. I'll call you
	4.	Where are you considering	for your break?
	5.	Sometimes I put off	my apartment.
	6.	You have to decide where you wa	nt to go to school next year. You can't postpone on much longer.
	7.	I wanted to go to Mexico. Sally	suggested to Hawaii.
	8.	Tony mentioned	the bus to school instead of walking.
	9.	I appreciate	able to study in peace and quiet.
)	Con	ercise 15. Warm-up. (Chart applete the sentences by circling all ang. What do you notice about the	the activities that are true for you. All the choices end

2. I like to go hiking swimming camping sightseeing.3. I've never gone fishing bowling skiing diving.

4-4 *Go* + Gerund

(a) Did you go shopping?

(b) We went fishing vesterday.

Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

Go + gerund

go biking go birdwatching go boating

go fishing* go hiking ao bowlina go hunting go camping go jogging go canoeing/kayaking go mountain climbing

fonateam.comgo shopping

go sightseeing go skating go skateboarding

go running

go skiing go skinnydipping go sledding go snorkeling ao swimmina go window shopping

Exercise 16. Let's talk. (Chart 14-4)

Discuss the activities listed in Chart 14-4. Work in pairs, in small groups, or as a class.

- 1. Which ones have you done? When? Briefly describe your experiences.
- 2. Which ones do you like to do?
- 3. Which ones do you never want to do?
- 4. Which ones have you not done but would like to do?

go dancing

Exercise 17. Listening. (Chart 14-4)



Listen to the story with your book closed. Then open your book and listen again. Complete the sentences with a form of go and any verb that makes sense.



- 1. The first thing Saturday morning, Ron <u>went canoeing</u>.
- 2. He brought a fishing rod so he could ______.
- 3. He saw some friends on a sailboat but didn't ______ with them.
- 4. He _____ instead.
- 5. After lunch, he ______.
- 6. He finished the day by ______ with some of his friends.

^{*}Also, in British English: go angling.

☐ Exercise 18. Let's talk. (Chart 14-4)

Make a sentence that is true for you using the words in parentheses. Then ask a classmate, "How about you?"

Example: I (*enjoy*, *don't enjoy*) \ go \ shop \ for clothes

SPEAKER A: I don't enjoy going shopping for clothes. How about you?

SPEAKER B: No, I don't enjoy it either. OR Actually, I enjoy it.

- 1. I (go, never go) \ dance \ on wedlemateam.com
- 2. I (like to go, don't like to go) \ bowl
- 3. I (sometimes postpone, never postpone) \ do \ my homework
- 4. I (really appreciate, don't appreciate) \ get \ emails from advertisers
- 5. I (am considering, am not considering) \ look \ for a new place to live
- 6. I (enjoy, don't enjoy) \ play \ card games
- 7. I (used to go, never went) \ fish \ as a child
- 8. I (go, never go) \ jog \ for exercise

Exercise 19. Warm-up. (Chart 14-5)

Read the story. Look at the phrases in blue. <u>Underline</u> the verb that follows each phrase. What form do these verbs take?

Ms. Jones, the teacher, is new and inexperienced. She speaks very quickly, so students have a hard time following her. Because they have difficulty understanding her, they spend a lot of class time asking questions. In response, Ms. Jones gives long, wordy explanations and wastes a lot of class time trying to make herself understood. The students sit at their desks looking confused, and Ms. Jones stands in front of the class feeling frustrated.

1	4-5 Special Expressions Follow	ved by -ing
(a)	We had fun We had a good time } playing volleyball.	-ing forms follow certain special expressions: have fun/a good time + -ing
(b)	I had trouble I had difficulty I had a hard time I had a difficult time I had a difficult time	have trouble/difficulty + -ing have a hard time/difficult time + -ing
(c)	Sam spends most of his time studying.	spend + expression of time or money + -ing
(d)	I waste a lot of time watching TV.	waste + expression of time or money + -ing
(e)	She sat at her desk writing a letter.	sit + expression of place + -ing
(f)	I stood there wondering what to do next.	stand + expression of place + -ing
(g)	He is lying in bed reading a novel.	lie + expression of place + -ing
(h)	When I walked into my office, I <i>found George</i> using my telephone.	find + (pro)noun + -ing catch + (pro)noun + -ing
(i)	When I walked into my office, I caught a thief looking through my desk drawers.	In (h) and (i): Both <i>find</i> and <i>catch</i> mean "discover." Catch often expresses anger or displeasure.

Exercise 20. Looking at grammar. (Chart 14-5) Complete the sentences with appropriate -ing verbs.
1. We had a lot of fun playing games at the picnic.
2. I have trouble Mrs. Maxwell when she speaks. She talks too fast.
3. I spent five hours my homework last night. fonateam.com
4. Olga is standing at the corner for the bus.
5. Ricardo is sitting in class notes.
6. It was a beautiful spring day. Dorothy was lying under a tree to the birds sing.
7. We wasted our money to that movie. It was very boring.
8. Ted is an indecisive person. He has a hard time up his mind about anything.
9. I wondered what the children were doing while I was gone. When I got home, I found themTV.
 10. When Mr. Chan walked into the kitchen, he caught the children some candy even though he'd told them not to spoil their dinners. Exercise 21. Let's talk: pairwork. (Chart 14-5) Work with a partner. Complete a sentence about yourself using an -ing verb. Ask your
partner, "How about you?"
Example: Sometimes I have trouble SPEAKER A: Sometimes I have trouble understanding spoken English. How about you? SPEAKER B: Yeah. Me too. I have a lot of trouble understanding people in TV shows especially
 Every week I spend at least an hour In my free time, I have fun Sometimes I sit in class Sometimes I waste money If you come to my home at midnight, you will find me
 Change roles. 6. I think it's fun to spend all day 7. Sometimes I have trouble 8. You will never catch me 9. I am/am not a decisive person. I have a hard/easy time 10. When I'm on a picnic, I always have a good time

		e 22. Listening. (Chart 14-5) the sentences. Complete the sentences, orally or in writing, using -ing verbs.
CD 2 ack 15	Example:	You will hear: I play soccer every day. I love it!
ack 15		You will write (or say): The speaker has fun
	1 The	speaker has trouble
		fonateam com
	2. The	speaker caught his son
	3. The	speaker stands at the kitchen counter in the mornings
	4. The	speaker has a hard time
	5. The	speaker wasted two hours
	6. The	speaker had a good time
	7. The	speaker found Tom
	8. The	speaker spent an hour
	Make que answers volume 1. Wha 2. Wha 3. Wha 4. Wha 5. Wha	estions with the given words. Interview two people for each item. Share some of the with the class. at \ you \ have difficulty \ remember? at \ you \ have a hard time \ learn? at \ you \ have a good time \ play? at English sounds \ you \ have a hard time \ pronounce? at \ people \ waste money \ do? at \ people \ waste time \ do?
<u>.</u>		e 24. Warm-up. (Chart 14-6) ') all the correct sentences.
	1. a	We hope visiting them soon.
	b	We hope to visit them soon.
	c	We hope you to visit them soon.
	2. a	We told you to call us.
	b	We told to call us.
	c	We told calling us.
	3. a	I invited to go to the party.
	b	I invited Ella to go to the party.
	c	Ella was invited to go to the party.

Common Verbs Followed by Infinitives

Verb + Infinitive

(a)	1 hone	to	SEE	VOIL	again	soon	

(b) He promised to be here by ten.

An infinitive = to + the simple form of a verb (to see, tobe, to go, etc.).

Some verbs are followed immediately by an infinitive, as fonateam ¡Komand (b).

(c) He promised not to be late.

Negative form: *not* precedes the infinitive, as in (c).

Common verbs followed by infinitives

hope to (do something)

plan to intend to* decide to

promise to agree to offer to

refuse to

seem to appear to pretend to ask to

expect to would like to want to need to

Verb + Object + Infinitive

(d) Mr. Lee told me to be here at ten o'clock.

(e) The police ordered the driver to stop.

(f) I was told to be here at ten o'clock.

(g) The driver was ordered to stop.

Some verbs are followed by a (pro)noun object and then an infinitive, as in (d) and (e).

These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).

Common verbs followed by (pro)nouns and infinitives

tell someone to advise someone to** encourage someone to remind someone to

invite someone to permit someone to allow someone to warn someone to

require someone to order someone to force someone to ask someone to

expect someone to would like someone to want someone to need someone to

Verb + Infinitive/Verb + Object + Infinitive

(h) I expect to pass the test.

(i) I expect Mary to pass the test.

Some verbs have two patterns:

verb + infinitive, as in (h)

verb + object + infinitive, as in (i)

COMPARE:

In (h): I think I will pass the test. In (i): I think Mary will pass the test.

Common verbs followed by infinitives or by objects and then infinitives

ask to / ask someone to

want to / want someone to

expect to / expect someone to

would like to / would like someone to

need to / need someone to

COMPARE:

- (1) He advised buying a Fiat.
- (2) He advised me to buy a Fiat. I was advised to buy a Fiat.

^{*}Intend is usually followed by an infinitive (I intend to go to the meeting.) but sometimes may be followed by a gerund (I intend going to the meeting.) with no change in meaning.

^{**}A gerund is used after advise (active) if there is no noun or pronoun object.

,	Con	implete the sentences with to leave or me to leave ssible.	
	1.	. He told <i>me to leave</i> 10.	He promised
	2.	. He decided <u>to leave</u> . 11.	She hoped
	3.	. He asked <u>to leave / me to lanaateam.com</u>	He permitted
	4.	. He offered 13.	She expected
	5.	. She wanted 14.	He forced
	6.	. He agreed 15.	She allowed
	7.	. She would like 16.	He reminded
	8.	. He warned 17.	She planned
	9.	. She refused 18.	He pretended
	1.		nit tell nd warn
		→ The professor allowed Alan to leave early. OR	
	0	→ Alan was allowed to leave early.	
	2.		
		. Mr. Chang thinks I have a good voice, so he sai	
	4.	. Mrs. Alvarez was very stern and a little angry. S said to them, "Don't play with matches!"	She shook her finger at the children and
	5.	. I am very relieved because the Dean of Admissi school late."	ons said to me, "You may register for
	6.	. The law says, "Every driver must have a valid d	river's license."
	7.	. My friend said to me, "You should get some au	tomobile insurance."
	8.	. The robber had a gun. He said to me, "Give m	e all of your money."
	9.	. My boss said to me, "Come to the meeting ten	minutes early."

Wor	k in small groups. Speaker A forms the question, and Speaker B gives the answer. ker C changes the sentence to passive (the by-phrase can be omitted).
SPEA SPEA	Inple: What \ someone \ remind \ you \ do \ recently? KER A: What did someone remind you to do recently, Mario? KER B: My roommate reminded me to recharge my cell phone. KER C: Mario was reminded to recharge his cell phone. Tonateam.com
	What \ a family member \ remind \ you \ do \ recently?
2.	Where \ a friend \ ask \ you \ go \ recently?
3.	What \ the government \ require \ people \ do?
4.	What \ doctors \ advise \ patients \ do?
5.	What \ teachers \ expect \ students \ do?
6.	What \ our teacher \ tell \ you \ do \ recently?
7.	What \ the laws \ not permit \ you \ do?
8.	Where \ parents \ warn \ their kids \ not \ go?
9.	What \ our teacher \ encourage \ us \ do to practice our English?
Con	rcise 28. Looking at grammar. (Charts 14-3 and 14-6) aplete each sentence with a gerund or an infinitive. We're going out for dinner. Would you like
2.	Jack avoided <u>looking at</u> me.
3.	I was broke, so Jenny offered me a little money.
4.	Would you mind the door for me?
5.	Even though I asked the people in front of me at the movie quiet, they kept
6.	Lucy pretended the answer to my question.
7.	The teacher seems in a good mood today, don't you think?
8.	I don't mind alone.
9.	Mrs. Jackson warned her young son not
	the hot stove.
10.	Residents are not allowed
	pets in my apartment building.
11.	All applicants are required
	an entrance examination.

12.	My boss expects me the work ASAP.*
13.	Joan and David were considering married in June, but they finally decided until August.
14.	Jack advised me a new apartment.
15.	I was advisedfonateam.comment.
16.	Jack advised a new apartment.
17.	Jack suggested a new apartment.
18.	When we were in New York, we had a really good time in Central Park on sunny days.
19.	This is my first term at this school. I haven't really had any problems, but sometimes I have trouble the lectures. Some professors speak too fast.
20.	Ms. Gray is a commuter. Every workday, she spends almost two hours to and from work.



☐ Exercise 29. Warm-up. (Chart 14-7)

Which pairs (a. and b.) have basically the same meaning? Which pairs have different meanings?

- 1. a. It began to snow.
 - b. It began snowing.
- 2. a. I remembered to call my parents.
 - b. I remembered calling my parents.
- 3. a. We love to listen to music.
 - b. We love listening to music.

- 4. a. He forgot to buy a gift.
 - b. He forgot buying a gift.
- 5. a. I stopped to talk to my friend.
 - b. I stopped talking to my friend.

^{*}ASAP = as soon as possible.

Common Verbs Followed by Either Infinitives or Gerunds

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below.

Group A: vero + infinitive or Gerund, with No Difference in Meaning				
begin	like	hate		The verbs in Group A may be followed by either an

Commanda Varia - Infinition on Commanda with Na Difference in Manning

egin like hate art love can't stand ontinue prefer* can't bear	fonateam realine or a gerund with little or no difference in meaning.
--	---

- (a) It began to rain. It began raining. In (a): There is no difference between began to rain and (b) I started to work. / I started working. began raining.
- (c) It was beginning to rain. If the main verb is progressive, an infinitive (not a gerund)

	is usually used, as in (c).
Group B: Verb + Infinitive or Gerund, with	a Difference in Meaning
remember regret stop forget try	The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.
(d) Judy always remembers to lock the door.	Remember + infinitive = remember to perform responsibility, duty, or task, as in (d).
(e) Sam often forgets to lock the door.	Forget + infinitive = forget to perform a responsibility, duty, or task, as in (e).
(f) I remember seeing the Alps for the first time. The sight was impressive.	Remember + gerund = remember (recall) something that happened in the past, as in (f).
(g) I'll never forget seeing the Alps for the first time.	Forget + gerund = forget something that happened in the past, as in (g).**
(h) I regret to tell you that you failed the test.	Regret + infinitive = regret to say, to tell someone, to inform someone of some bad news, as in (h).
(i) I regret lending him some money. He never paid me back.	Regret + gerund = regret something that happened in the past, as in (i).
(j) I'm trying to learn English.	Try + infinitive = make an effort, as in (j).
(k) The room was hot. I tried opening the window, but that didn't help. So I tried turning on the fan, but I was still hot. Finally, I turned on the air conditioner.	Try + gerund = experiment with a new or different approach to see if it works, as in (k).
(1) The students stopped talking when the professor entered the room. The room became quiet.	Stop + gerund = stop an activity.
(m) When Ann saw her professor in the hallway, she <i>stopped</i> (<i>in order</i>) <i>to talk</i> to him.	Stop can also be followed immediately by an infinitive of purpose, as in (m): Ann stopped walking in order to talk to her professor. (See Chart 15-1, p. 331.)

^{*}Notice the patterns with prefer:

prefer + gerund: I prefer staying home to going to the concert.

prefer + infinitive: I'd prefer to stay home (rather) than (to) go to the concert.

^{**}Forget followed by a gerund usually occurs in a negative sentence or in a question: e.g., I'll never forget, I can't forget, Have you ever forgotten, and Can you ever forget are often followed by a gerund phrase.

		ercise 30. Looking at grammar. (Chart 14-7) unplete each sentence with the correct form of the verb in parentheses.
	1.	I always remember (turn) to turn off all the lights before I leave my house.
	2.	I remember (play) with dolls when I was a child.
	3.	What do you remember (do) when you were a child? fonateam.com
	4.	What do you remember (do) before you leave for class every day?
	5.	What did you forget (do) before you left for class this morning?
	6.	I won't ever forget (watch) our team score the winning goal in the
		last seconds of the championship game.
	7.	Don't forget (do) your homework tonight.
	8.	Please stop (bite) your fingernails.
	9.	I stopped (get) gas yesterday and was shocked at the high price.
	10.	I stopped (drive) so much because of the high price of gas.
CD 2 Track 16	 2. 3. 4. 	 a. Joan thought about her phone call with her husband. b. Joan didn't forget to call her husband. a. Rita was thinking about the times she went to the farmers' market with her grandmother. b. Rita didn't forget to go to the farmers' market with her grandmother. a. Roger got a cigarette and began to smoke. b. Roger quit smoking. a. Mr. and Mrs. Olson finished eating. b. Mr. and Mrs. Olson got something to eat before the movie. a. The speaker is sorry about something he did. b. The speaker is delivering some bad news.
٥	Con	ercise 32. Looking at grammar. (Charts 14-3 \rightarrow 14-7) unplete each sentence with the correct form of the verb in parentheses. Maria loves (swim)swimming / to swim in the ocean.
	2.	After a brief interruption, the professor continued (lecture)
	3.	I hate (see) any living being suffer. I can't bear (watch) news reports of children who are starving. I can't stand (read) about animals that have been cruelly abused by people.

4.		ne begins (move) down the
		Uh-oh! The plane is beginnin
	(move*)	, and my heart is starting (race)
5.	When I travel, I prefer (drive)	to (take)
	a plane.	
6.	I prefer (drive)	fonateam.com rather than (take)
	a plane.	
7.	I regret (inform)approved.	you that your loan application has not been
8.	I regret (listen, not)	to my father's advice. He was right.
9.	When a student asks a question	, the teacher always tries (explain)
	the problem as clearly as possib	le.
10.	I tried everything, but the baby	still wouldn't stop (cry)
	I tried (hold)	him, but that didn't help.
	I tried (feed)	him, but he
	refused the food and continued	(cry)
	I tried (burp)	him.
	I tried (change)	his diaper.
	Nothing worked. The baby wo	uldn't stop crying.

Usual: The baby is starting to walk. (instead of walking)

If the main verb is not progressive, either form is used:

Babies start to walk around one. OR Babies start walking around one.

^{*}If possible, native speakers usually prefer to use an infinitive following a progressive verb instead of using two -ing verbs in a row.

Sp	ercise 33. Let's talk. (Charts 14-3 eaker A gives the cues. Speaker B makes be tense, or modal can be used. Work in particular to the control of the control	sentences from the verb combinations. Any name
SP	amples: EAKER A (book open): like \ go EAKER B (book closed): I like to go (OR go:	ing) to the park.
SP.	EAKER A (book open): ask \ openfonatea EAKER B (book closed): Kostas asked me t	m.com o open the window.
2 3 4 5 <i>Ch</i>	. advise \ go	nange roles continue \ walk . finish \ do . encourage \ go . can't stand \ have to wait . regret \ take . ange roles decide \ ask \ come . stop \ walk
8 9	forget \ bring 18 remember \ go 19	stop \ warkconsider \ not gokeep \ put off \ dointend \ finish
Ma the	emselves using the given question word. ample: (like \ go \ on weekends) Where?	Charts 14-3 → 14-7) ne words in parentheses. Ask other students abou Share some of the answers with the class. ekends. How about you? Where do you like to go
2 3 4 5	 (enjoy \ listen to) What? (be interested in \ learn) What? (be used to \ have \ for breakfast) What (prefer \ go to bed) What time? (can't stand \ watch) What? (decide \ study English) Why? 	t?
	ercise 35. Looking at grammar. implete each sentence with an appropriat	
1	. Mary reminded me (be, not)not i	to be late for the meeting.
2	. I've volunteered (help) the lunch	at the local school during my time off and room.
3	own business.	our jobs and (open) our
3	. We discussed (quit)	

4.	I'm getting tired. I need (take)	a break.	
5.	Sometimes students avoid (look)	at the tea	cher if they don't want
	(answer) a questi	on.	
6.	Most children prefer (watch)	television to ((listen)
	to the radio, fona	team com	
7.	The taxi driver refused (take)	a check. He	wanted the passenger
	(pay) cash.		
8.	The travel agent advised us (wait, not)	unti	l August (make)
	a reservation.		
9.	Keep (talk) I'm	listening to you.	
10.	Linda offered (water)	my plants while I wa	s out of town.
11.	Igor suggested (go) weekend. How does that sound to you		in the mountains this
12.	The doctor ordered Mr. Gray (smoke, r	not)	
13.	Don't tell me his secret. I prefer (know	v, not)	•
14.	Toshi was allowed (renew)	his student visa.	
15.	Don't forget (tell)	_ Jane (<i>call</i>)	me about (<i>go</i>)
	(swim)	tomorrow.	
16.	Sally reminded me (ask)	you (<i>tell</i>)	Bob
	(remember) (bring	g) hi	s soccer ball to the picnic.
17.	Recently, Jo has been spending most of	f her time (do)	research for a
	book on pioneer women.		
18.	The little boy had a lot of trouble	(WHERE?)	TO STATE
	(convince)		
	anyone he had seen a mermaid.		
		5000	2.7.2
		56	
		Hay	63

Exercise 36. Warm-up. (Chart 14-8)

All of the sentences are correct. What differences do you notice in their grammatical structure? Do you agree or disagree with the statements? Why or why not?

- 1. Speaking a second language without an accent is nearly impossible for adult language learners.
- 2. To speak a second language without an accent is nearly impossible for adult language learners. fonateam.com
- 3. It is nearly impossible for adult language learners to speak a second language without an accent.

14	4-8 $It + Infinitive; Gerunds and In$	finitives as Subjects
(a)	It is difficult to learn a second language.	Often an infinitive phrase is used with <i>it</i> as the subject of a sentence. The word <i>it</i> refers to and has the same meaning as the infinitive phrase at the end of the sentence. In (a): <i>It</i> means "to learn a second language."
(b)	Learning a second language is difficult.	A gerund phrase is frequently used as the subject of a sentence, as in (b).
(c)	To learn a second language is difficult.	An infinitive can also be used as the subject of a sentence, as in (c), but far more commonly an infinitive phrase is used with <i>it</i> , as in (a).
(d)	It is easy for young children to learn a second language. Learning a second language is easy for young children. To learn a second language is easy for young children.	The phrase <i>for</i> (<i>someone</i>) may be used to specify exactly who the speaker is talking about, as in (d).

Exercise 37. Looking at grammar. (Chart 14-8)

Make sentences beginning with *it*. Use a form of the given word followed by an infinitive phrase for each sentence.

- 1. be dangerous \rightarrow It's dangerous to ride a motorcycle without wearing a helmet.
- 2. be important
- 3. not be easy
- 4. be silly
- 5. must be interesting
- 6. be always a pleasure
- 7. be smart
- 8. not cost much money
- 9. be necessary
- 10. take time

Exercise 38. Looking at grammar. (Chart 14-8)

Add for (someone) and any other words to give a more specific and accurate meaning to each sentence.

- 1. It isn't possible to be on time.
 - It isn't possible for me to be on time for class if the bus drivers are on strike and I have to walk to class in a rainstorm.
- 2. It's easy to speak Spanish. fonateam.com
- 3. It's important to learn English.
- 4. It is essential to get a visa.
- 5. It's important to take advanced math courses.
- 6. It's difficult to communicate.
- 7. It was impossible to come to class.
- 8. It is a good idea to study gerunds and infinitives.

Exercise 39. Let's talk: pairwork. (Chart 14-8)

Work with a partner. Speaker A gives the cue. Speaker B completes the sentence with an infinitive phrase. Speaker A restates the sentence using a gerund phrase as the subject.

Example:

SPEAKER A (book open): It's fun . . .

SPEAKER B (book closed): ... to ride a horse. SPEAKER A (*book open*): Riding a horse is fun.

Change roles.

- 1. It's dangerous . . .
- 5. It is wrong . . .

2. It's easy . . .

- 6. It takes a lot of time . . .
- 3. It's impolite . . .
- 7. It's a good idea . . .
- 4. It is important . . .
- 8. Is it difficult . . . ?

Exercise 40. Let's talk: interview. (Chart 14-8)

Interview two different students for each item. Ask the students to answer each question using a gerund phrase as the subject.

- 1. What is easy for you?
- 2. What is hard for you?
- 3. What is or isn't interesting for you?
- 4. What has been a good experience for you?
- 5. What sounds like fun to you?
- 6. What is considered impolite in your country?
- 7. What is a complicated process?
- 8. What demands patience and a sense of humor?

14-9 Reference List of Verbs Followed by Gerunds

Verbs with a bullet (•) can also be followed by infinitives. See Chart 14-10.

1.	admit	He admitted stealing the money.
2.	advise•	She advised waiting until tomorrow.
3.	anticipate	I anticipate having a good time on vacation.
4.	appreciate	fonateam.comng from them.
5.	avoid	He avoided answering my question.
6.	can't bear•	I can't bear waiting in long lines.
7.	begin•	It began raining.
8.	complete	I finally completed writing my term paper.
9.	consider	I will consider going with you.
10.	continue•	He continued speaking.
11.	delay	He delayed leaving for school.
12.	deny	She denied committing the crime.
13.	discuss	They discussed opening a new business.
14.	dislike	I dislike driving long distances.
15.	enjoy	We enjoyed visiting them.
16.	finish	She finished studying about ten.
17.	forget•	I'll never forget visiting Napoleon's tomb.
18.	hate•	I hate making silly mistakes.
19.	can't help	I can't help worrying about it.
20.	keep	I keep hoping he will come.
21.	like•	I like going to movies.
22.	love•	I love going to operas.
23.	mention	She mentioned going to a movie.
24.	mind	Would you mind helping me with this?
25.	miss	I miss being with my family.
26.	postpone	Let's postpone leaving until tomorrow.
27.	practice	The athlete <i>practiced throwing</i> the ball.
28.	prefer•	Ann prefers walking to driving to work.
29.	quit	He <i>quit trying</i> to solve the problem.
30.	recall	I don't recall meeting him before.
31.	recollect	I don't recollect meeting him before.
32.	recommend	She recommended seeing the show.
33.	regret•	I regret telling him my secret.
34.	remember•	I can remember meeting him when I was a child.
35.	resent	I resent her interfering in my business.
36.	resist	I couldn't resist eating the dessert.
37.	risk	She <i>risks losing</i> all of her money.
38.	can't stand•	I can't stand waiting in long lines.
39.	start•	It started raining.
40.	stop	She stopped going to classes when she got sick.
41.	suggest	She suggested going to a movie.
42.	tolerate	She won't tolerate cheating during an examination.
43.	try•	I tried changing the light bulb, but the lamp still didn't work.
44.	understand	I don't understand his leaving school.

14-10 Reference List of Verbs Followed by Infinitives

Verbs with a bullet (•) can also be followed by gerunds. See Chart 14-9.

Verbs Followed Immediately by an Infinitive

1.	afford	I can't afford to buy it.	24.	like•	I like to go to the movies.
2.	agree	They agreed to help us.	25.	love•	I love to go to operas.
3.	appear	She appears to be tired. fonatear	n ₂ 60	Thanage	She managed to finish her work
4.	arrange	I'll arrange to meet you at the			early.
		airport.	27.	mean	I didn't mean to hurt your feelings.
5.	ask	He asked to come with us.	28.	need	I need to have your opinion.
6.	can't bear•	I can't bear to wait in long lines.	29.	offer	They offered to help us.
7.	beg	He begged to come with us.	30.	plan	I'm planning to have a party.
8.	begin•	It began to rain.	31.	prefer•	Ann prefers to walk to work.
9.	care	I don't care to see that show.	32.	prepare	We prepared to welcome them.
10.	claim	She claims to know a famous	33.	pretend	He pretends not to understand.
		movie star.	34.	promise	I promise not to be late.
11.	consent	She finally consented to marry him.	35.	refuse	I refuse to believe his story.
12.	continue •	He continued to speak.	36.	regret•	I regret to tell you that you failed.
13.	decide	I have decided to leave on Monday.	37.	remember•	I remembered to lock the door.
14.	demand	I demand to know who is	38.	seem	That cat seems to be friendly.
		responsible.	39.	can't stand•	I can't stand to wait in long lines.
15.	deserve	She deserves to win the prize.	40.	start•	It started to rain.
16.	expect	I expect to enter graduate school in	41.	struggle	I struggled to stay awake.
		the fall.	42.	swear	She swore to tell the truth.
17.	fail	She failed to return the book to the	43.	talk	He tends to talk too much.
		library on time.	44.	threaten	She threatened to tell my parents.
18.	forget•	I forgot to mail the letter.	45.	try•	I'm trying to learn English.
19.	hate•	I hate to make silly mistakes.	46.	volunteer	He volunteered to help us.
20.	hesitate	Don't hesitate to ask for my help.	47.	wait	I'll wait to hear from you.
21.	hope	Jack hopes to arrive next week.	48.	want	I want to tell you something.
22.	intend	He intends to be a firefighter.	49.	wish	She wishes to come with us.
23.	learn	He learned to play the piano.	70.	**1311	One manes to come with ds.

Verbs Followed by a (Pro)noun + an Infinitive

50.	advise•	She advised me to wait until tomorrow.	64.	invite	Harry invited the Johnsons to come to his party.
51. 52.	allow ask	She allowed me to use her car. I asked John to help us.	65.	need	We needed Chris to help us figure out the solution.
53. 54.	beg cause	They begged us to come. Her laziness caused her to fail.	66. 67.	order permit	The judge ordered me to pay a fine. He permitted the children to stay up
55.	challenge	She challenged me to race her to the corner.	68.	persuade	late. I persuaded him to come for a visit.
56.	convince	I couldn't convince him to accept our help.	69. 70.	remind require	She reminded me to lock the door. Our teacher requires us to be on
57.	dare	He dared me to do better than he had done.	71.	teach	time. My brother taught me to swim.
58. 59.	encourage expect	He encouraged me to try again. I expect you to be on time.	72.	tell	The doctor told me to take these pills.
60.	forbid	I forbid you to tell him.	73.	urge	I urged her to apply for the job.
61.	force	They forced him to tell the truth.	74.	want	I want you to be happy.
62.	hire	She hired a boy to mow the lawn.	75.	warn	I warned you not to drive too fast.
63.	instruct	He instructed them to be careful.			

Exercise 41. Let's talk: pairwork. (Charts 14-9 and 14-10)

Work with a partner. Partner A gives the cue. Partner B completes the sentence with doing it or to do it. Check Charts 14-9 and 14-10 for the correct verb form if necessary.

Example: I promise

PARTNER A (book open): I promise . . . PARTNER B (book closed): ... to do it.

1. We plan . . .

- 2. I can't afford . . .
- 3. She didn't allow me . . .
- 4. I don't care . . .
- 5. Please remind me . . .
- 6. I am considering . . .
- 7. Our director postponed . . .
- 8. He persuaded me . . .
- 9. I don't mind . . .
- 10. Everyone avoided . . .

Change roles.

- 11. I refused ...
- 12. I hope . . .
- 13. She convinced me . . .
- 14. He mentioned . . .
- 15. I expect . . .
- 16. I encouraged him . . .
- 17. I warned him not . . .
- 18. We prepared . . .
- 19. I don't recall . . .
- 20. We decided . . .

Change roles.

- 21. He resented . . .
- 22. When will you finish . . . ?
- 23. Did you practice . . .
- 24. She agreed . . .
- 25. They consented . . .

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- 27. I didn't force him . . .
- 28. I couldn't resist . . .
- 29. Somehow, the cat managed . . .
- 30. Did the little boy admit . . . ?

Change roles.

- 31. He denied . . .
- 32. I didn't mean . . .
- 33. She swore . . .
- 34. I volunteered . . .
- 35. He suggested . . .
- 36. He advised me . . .
- 37. He struggled . . .
- 38. I don't want to risk . . .
- 39. Do you recommend . . . ?
- 40. I miss . . .

Change roles.

- 41. I can't imagine ...
- 42. She threatened . . .
- 43. He seems to dislike . . .
- 44. The children begged . . .
- 45. She challenged me . . .
- 46. Did he denv . . . ?
- 47. She taught me . . .
- 48. Do you anticipate . . . ?
- 49. I don't recollect . . .
- 50. I'll arrange . . .

Exercise 42. Game. (Charts 14-9 and 14-10)

Divide into teams. Your teacher will begin a sentence by using any of the verbs in Charts 14-9 and 14-10. Complete the sentence with to do it or doing it, or with your own words. Each correct completion scores one point.

Example:

TEACHER: I reminded Mario . . .

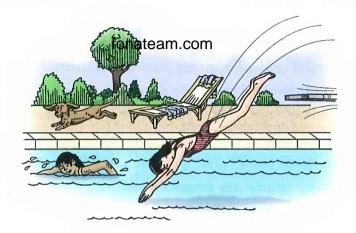
STUDENT A: ... to do it. OR ... to be on time.

Yes. One point! TEACHER:

Cho	
	Hassan volunteered bringing / to bring some food to the reception.
2.	The students practiced <i>pronouncing to pronounce</i> the "th" sound in the phrase "these thirty-three dirty trees."
3.	In the fairy tale, the wolf threatened to the earn of the earn a girl named Little Red Riding Hood.
4.	The movers struggled lifting / to lift the piano up the stairs.
5.	Anita demanded knowing / to know why she had been fired.
6.	My skin can't tolerate being / to be in the sun all day. I get sunburned easily.
7.	Mr. Kwan broke the antique vase. I'm sure he didn't mean doing / to do it.
8.	Fred Washington claims being / to be a descendant of George Washington.
9.	Linda failed passing / to pass the entrance exam.
10.	I hate getting / to get to work late.
11.	I can't bear seeing / to see animals suffer.
12.	Ming Wan just started a new business. He risks losing / to lose everything if it doesn't
	ercise 44. Looking at grammar. (Charts 14-9 and 14-10)
Cor	ercise 44. Looking at grammar. (Charts 14-9 and 14-10) mplete each sentence with an appropriate form of the verb in parentheses.
Cor 1.	ercise 44. Looking at grammar. (Charts 14-9 and 14-10) mplete each sentence with an appropriate form of the verb in parentheses. How did you manage (find) out about the surprise party?
1. 2.	ercise 44. Looking at grammar. (Charts 14-9 and 14-10) mplete each sentence with an appropriate form of the verb in parentheses.
1. 2. 3.	ercise 44. Looking at grammar. (Charts 14-9 and 14-10) mplete each sentence with an appropriate form of the verb in parentheses. How did you manage (find) out about the surprise party? I think Sam deserves (have) another chance.
1. 2. 3. 4.	Percise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find) out about the surprise party? I think Sam deserves (have) another chance. Olga finally admitted (be) responsible for the problem.
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1. 2. 3. 4. 5.	Percise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find) out about the surprise party? I think Sam deserves (have) another chance. Olga finally admitted (be) responsible for the problem. Mrs. Freeman can't help (worry) about her children. Children, I forbid you (play) in the street. There's too much traffic. Lori suggested (leave) around six. Is that too early for you?
Con 1. 2. 3. 4. 5. 6.	Procise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find)
Con 1. 2. 3. 4. 5. 6.	Procise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find)
Con 1. 2. 3. 4. 5. 6. 7.	Percise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find)
Con 1. 2. 3. 4. 5. 6. 7.	Percise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find)
Con 1. 2. 3. 4. 5. 6. 7.	Percise 44. Looking at grammar. (Charts 14-9 and 14-10) Implete each sentence with an appropriate form of the verb in parentheses. How did you manage (find)

11.	I finally managed (persuade) _	Yoko (stay)	in
	school and (finish)	her degree.	

12. Margaret challenged me (race) ______ her across the pool.



Exercise 45. Let's talk. (Chapter 14)

Work in groups of three to five. Choose one of the story beginnings or make up your own. Each group member continues the story by adding a sentence or two. At least one of the sentences should contain words from the list on page 329, plus a gerund or infinitive phrase (but it is okay to continue the story without using a gerund or infinitive if it works out that way). As a group, use as many of the words in the list as you can.

Example: Yoko had a bad night last night. First, when she got home, she discovered that . . .

SPEAKER A: ... her door was unlocked. She didn't recall leaving her door unlocked. She always remembers to lock her door and in fact specifically remembered *locking* it that morning. So she became afraid that someone had broken into her apartment.

SPEAKER B: She thought about going inside, but then decided it would be better not to go into her apartment alone. What if there was a burglar inside?

SPEAKER C: Instead of going into her apartment alone, Yoko walked to her next-door neighbor's door and knocked.

SPEAKER D: Her neighbor answered the door. He could see that something was the matter. "Are you all right?" he asked her.

Etc.

Story	begini	nings:
-------	--------	--------

1.	() is having trouble with (her/his) roommate, whose name is (). (Her/His)
	roommate keeps many pets even though the lease they signed forbids residents to keep
	animals in their apartments. Yesterday, one of these pets, a/an

2.	It was a dark and	l stormy night.	() was all	alone at	home.	Suddenly	
----	-------------------	-----------------	---	-----------	----------	-------	----------	--

3.	Not long ago, () and () were walking home together after dark. They heard a strange whooshing sound. When they looked up in the night sky, they saw a huge hovering aircraft. It glowed! It was round and green! () was frightened and curious at the same time. (She/He) wanted to , but
4.	Once upon a time, () lived in a faraway village in a remote mountainous region. All of the villagers were terrified because of the dragon that lived nearby. At least once a week the dragon would descend on the village and fonateam.com
5.	() had a bad day yesterday. First of all, when (she/he) got up in the morning, (she/he) discovered that

List of words and phrases to use in your story:

Prepositional expressions followed by gerunds	Verbs followed by gerunds or infinitives		It + an infinitive or a gerund subject	
be accused of	admit	mind	be a bad experience	
be accustomed to	advise	need	be a bad idea	
in addition to	afford	offer	be better	
be afraid of	agree	permit	be clever	
apologize (to someone) for	ask	persuade	be dangerous	
believe in	avoid	plan	be difficult	
blame (someone) for	beg	postpone	be easy	
be capable of	begin	prefer	be essential	
be committed to	consider	prepare	be foolish	
complain about	continue	pretend	be a good experience	
dream of	convince	promise	be a good idea	
be excited about	decide	quit	be fun	
forgive (someone) for	demand	recall	be hard	
be guilty of	deny	refuse	be important	
instead of	discuss	regret	be impossible	
be interested in	dislike	remember	be interesting	
look forward to	encourage	remind	be necessary	
be opposed to	enjoy	risk	be a pleasure	
prevent (someone) from	expect	seem	be possible	
be scared of	fail	start	be relaxing	
stop (someone) from	force	stop	take effort	
succeed in	forget	struggle	take energy	
take advantage of	hesitate	suggest	take money	
be terrified of	hope	threaten	take patience	
thank (someone) for	invite	wait	take time	
think of	learn	want		
be tired of	like	warn		
be worried about	manage			

Exercise 46. Check your knowledge. (Chapter 14)

Correct the errors.

1. I don't mind to have a roommate.

- أمه زش زيان انگليسي اميد

- 2. Most students want return home as soon as possible.
- 3. Learning about another country it is very interesting.
- 4. I tried very hard to don't make any mistakes.
- The task of find a person who could tutor me in English wasn't difficult.
- 6. All of us needed to went to the ticket office before the game yesterday.
- 7. I'm looking forward to go to swimming in the ocean.
- Ski in the Alps it was a big thrill for me.
- 9. Don't keep to be asking me the same questions over and over.
- 10. During a fire drill, everyone is required leaving the building.
- 11. I don't enjoy to play card games. I prefer to spend my time for read or watch movies.
- 12. Is hard for me understand people who speak very fast.
- 13. When I entered the room, I found my young son stand on the kitchen table.
- 14. When I got home, Irene was lying in bed think about what a wonderful time she'd had.



Chapter 15

Gerunds and Infinitives, Part 2

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Exercise 1. Warm-up. (Chart 15-1)

Which sentences answer the question "Why"?

- 1. Joe went to the library to study last night.
 - → Why did Joe go to the library last night? To study.
- 2. Lucy wants to leave now.
 - → (The sentence doesn't answer the question "Why?")
- 3. Eva opened the window to let in some fresh air.
- 4. Oscar came to this school in order to learn English.
- 5. Rick needs to call his mother.
- 6. Rick needs to call his mother to tell her the good news.

15-1 Infinitive of Purpose: In Order To

(a) He came here in order to study English.
(b) He came here to study English.
(c) INCORRECT: He came here for studying English.
(d) INCORRECT: He came here for to study English.
(e) INCORRECT: He came here for study English.
(f) I went to the store for some bread.
(g) I went to the store to buy some bread.

In order to is used to express purpose. It answers the question "Why?" In order is often omitted, as in (b).

To express purpose, use (in order) to, not for, with a verb.*

For can be used to express purpose, but it is a preposition and is followed by a noun object, as in (f).

☐ Exercise 2. Looking at grammar. (Chart 15-1)

Complete the sentences with to or for.

Isabella spent a month in Miami. She went there . . .

- 1. ____to___ see her cousins.
- 2. <u>for</u> a vacation.
- 3. _____ business.
- 4. _____ meet with company executives.



^{*}Exception: The phrase be used for expresses the typical or general purpose of a thing. In this case, the preposition for is followed by a gerund: A saw is used for cutting wood. Also possible: A saw is used to cut wood.

However, to talk about a particular thing and a particular situation, be used + an infinitive is used: A chain saw was used to cut (NOT for cutting) down the old oak tree.

6.	spend time with her parents.
7.	a visit with childhood friends.
Exe	ercise 3. In your own words aftern.com applete the sentences with your own words. Express the purpose of the action.
1.	I went to Chicago to <u>visit my grandparents.</u>
2.	Ron went to Chicago for a medical conference.
3.	I went to the grocery store for
4.	Reisa went to the grocery store to
5.	I went to the doctor to
6.	My son went to the doctor for
7.	I swim every day to
8.	Kevin swims every day for
	ercise 4. Looking at grammar. (Chart 15-1) I in order wherever possible. If nothing should be added, write Ø.
	I went to the garden center <u>in order</u> to get some fertilizer for my flowers.
2.	When the teacher asked him a question, Scott pretended to understand
	what she was saying.
3.	My roommate asked me to clean up the dishes after dinner.
4.	Mustafa climbed onto a chair to change a light bulb in the ceiling.
5.	Rita has to work at two jobs to support herself and her three children.
6.	I really want to learn Italian before I visit Venice next year.
7.	I jog three times a week to stay healthy.
8.	Karen finally went to the dentist to get some relief from her toothache.
9.	It's easier for me to understand written English than it is to understand spoken English.
10.	Is it important to speak English without an accent as long as people understand what you're saying?

_ discuss long-term plans for the company.

Exercise 5. Check your knowledge. (Chart 15-1)

Correct the errors.

- 1. I went to the library for study last night.
- 2. Helen borrowed my dictionary for to look up the spelling of occurred.
- 3. The teacher opened the windo **tonateam** goome fresh air into the room.
- 4. I came to this school for learn English.
- 5. I traveled to Osaka for to visit my sister.

Exercise 6. Let's talk: interview. (Chart 15-1)

Ask two classmates each question. Share some of their responses with the class.

What are two reasons why some people ...

- 1. go to Hawaii for vacation?
- 3. cheat on exams?
- 5. tell white lies?*

2. exercise?

- 4. meditate?
- 6. become actors?

Exercise 7. Warm-up. (Chart 15-2)

Look at the adjectives in blue. What do you notice about the words that come after them? about the words that come before them?

- 1. Anya was sorry to hear that her favorite restaurant closed.
- 2. Nate is certain to pass his test.
- 3. Timmy was sad to learn his pet goldfish had died.
- 4. I would be happy to help you.

Adjectives Followed by Infinitives

(a) We were sorry to hear the bad news.

Certain adjectives can be immediately followed by infinitives, as in (a) and (b).

(b) I was surprised to see Ted at the meeting.

In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.

Common adjectives followed by infinitives

glad to (do it) sorry to* sad to* happy to pleased to upset to* delighted to disappointed to* content to relieved to embarrassed to lucky to proud to fortunate to ashamed to

ready to prepared to anxious to eager to willing to motivated to

determined to

careful to hesitant to reluctant to afraid to

certain to

unlikely to

likely to

surprised to* amazed to* astonished to* shocked to* stunned to*

*The expressions with asterisks are usually followed by infinitive phrases with verbs such as see, learn, discover, find out, hear.

^{*}white lies = lies that aren't considered serious, e.g., telling a friend her dress looks nice when you don't think it does.

1. Nicole always speeds on the expressway. She's → She's certain to get stopped by the police. → She's likely to get a ticket. 2. I've worked hard all day long. Frouten two the first one in 25 years. I'm very n looking forward to it. I'm 3. Next month, I'm going to a family reunion — the first one in 25 years. I'm very n looking forward to it. I'm 4. Some children grow up in unhappy homes. My family, however, has always been and supportive. I'm 5. Ivan's run out of money again, but he doesn't want anyone to know his situation. needs money desperately, but he's 6. Rosalyn wants to become an astronaut. That has been her dream since she was a She has been working hard toward her goal and is 7. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Shoth of us love the ballet, we were 8. Andrea recently told me what my wayward brother is up to these days. I couldn't my ears! I was 1. Exercise 9. Let's talk. (Chort 15-2) Work in small groups. Complete the sentences with adjectives from Chart 15-2 that n sense. Discuss your answers. SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advant disadvantages to moving. He is 1aad to / prepared to / reluctant to	Exercise 8. In your own words. (Chart 15-2 Complete the sentences using the expressions listed infinitive phrases in your completions.	
3. Next month, I'm going to a family reunion — the first one in 25 years. I'm very n looking forward to it. I'm 4. Some children grow up in unhappy homes. My family, however, has always been and supportive. I'm 5. Ivan's run out of money again, but he doesn't want anyone to know his situation. needs money desperately, but he's 6. Rosalyn wants to become an astronaut. That has been her dream since she was a She has been working hard toward her goal and is 7. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Shoth of us love the ballet, we were 8. Andrea recently told me what my wayward brother is up to these days. I couldn't my ears! I was Exercise 9. Let's talk. (Chort 15-2) Work in small groups. Complete the sentences with adjectives from Chart 15-2 that n sense. Discuss your answers. SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advant disadvantages to moving. He is 1sad to / prepared to / reluctant to	 → She's certain to get stopped by the police. → She's likely to get a ticket. 	
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 Ivan's run out of money again, but he doesn't want anyone to know his situation. needs money desperately, but he's Rosalyn wants to become an astronaut. That has been her dream since she was a She has been working hard toward her goal and is Our neighbors had extra tickets to the ballet, so they invited us to go with them. Shoth of us love the ballet, we were Andrea recently told me what my wayward brother is up to these days. I couldn't my ears! I was Exercise 9. Let's falk. (Chart 15-2) Work in small groups. Complete the sentences with adjectives from Chart 15-2 that m sense. Discuss your answers. SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advant disadvantages to moving. He is sad to / prepared to / reluctant to leave his country. move away from his parents. take his wife and children awa family and friends. move away from his parents. learn a new language. SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont. The residents have been		Iy family, however, has always been loving
She has been working hard toward her goal and is 7. Our neighbors had extra tickets to the ballet, so they invited us to go with them. So both of us love the ballet, we were 8. Andrea recently told me what my wayward brother is up to these days. I couldn't my ears! I was 8. Exercise 9. Let's talk. (Chart 15-2) Work in small groups. Complete the sentences with adjectives from Chart 15-2 that m sense. Discuss your answers. SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advant disadvantages to moving. He is	5. Ivan's run out of money again, but he doesn't	want anyone to know his situation. He
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 take his wife and children awa family and friends. try a new job. learn a new language. SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont. The residents have been leave their homes overnight. lock their doors and windows		
family and friends. 4		
5 learn a new language. SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont. The residents have been 6 leave their homes overnight. 7 lock their doors and windows		
SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont. The residents have been 6	4.	try a new job.
The residents have been 6leave their homes overnight. 7lock their doors and windows	5	learn a new language.
6 leave their homes overnight. 7 lock their doors and windows	SITUATION 2: There have been a lot of nighttime by	urglaries in the town of Viewmont.
7 lock their doors and windows	The residents have been	
	6.	leave their homes overnight.
8 watch for strangers on the str	7	lock their doors and windows at night.
	8	watch for strangers on the streets.

9.		have weekly meetings with the polic	
	for updates on their progress.		
10.		hear that the police suspect	
	neighborhood teenagers.		

fonateam.com Exercise 10. Let's talk: interview. (Chart 15-2)

Make questions using the words in parentheses. Ask two classmates each question. Share some of their answers with the class.

- 1. What are children sometimes (afraid \ do)?
- 2. When you're tired in the evening, what are you (content \ do)?
- 3. What should drivers be (careful \ do) in traffic?
- 4. If one of your friends has a problem, what are you (willing \ do)?
- 5. What are people who don't speak English well (reluctant \ do)?
- 6. What are you (determined \ do) before you are too old?
- 7. What are some things people are (ashamed \ do)?
- 8. Can you tell me something you were (shocked \ find out)?
- 9. Can you tell me something you were (sad \ hear)?
- 10. What are you (eager \ do) in the near future?

Exercise 11. Warm-up. (Chart 15-3)

In which sentences are the speakers expressing a negative idea (in other words, expressing the idea that there's something wrong or that there's a bad result)?

- 1. The soup is too spicy. I can't eat it.
- The soup is very spicy, but I like it.
- 3. It's very late, but the restaurant is still open.
- 4. We're too late. The restaurant has closed.

15-3 Using Infinitives with	Too and Enough
COMPARE: (a) That box is <i>too heavy</i> for Bob to lift. (b) That box is <i>very heavy</i> , but Bob can lift it.	In the speaker's mind, the use of <i>too</i> implies a negative result. In (a): <i>too heavy</i> = It is <i>impossible</i> for Bob to lift that box. In (b): <i>very heavy</i> = It is <i>possible but difficult</i> for Bob to lift that box.
 (c) I am strong enough to lift that box. I can lift it. (d) I have enough strength to lift that box. (e) I have strength enough to lift that box. 	Enough follows an adjective, as in (c). Usually enough precedes a noun, as in (d). In formal English, it may follow a noun, as in (e).

Exercise 12. Let's talk. (Chart 15-3)

Work in pairs, in small groups, or as a class.

Part I. Think of a negative result for each sentence. Make negative statements using infinitive phrases.

- 1. That ring is too expensive.
 - → Negative result: I can't buy it. That ring is too expensive for me to buy.
- 2. I'm too tired. fonateam.com
 - → Negative result: I don't want to go to the meeting. I'm too tired to go to the meeting.
- 3. It's too late.
- 4. It's too cold.
- 5. Physics is too difficult.
- 6. I'm too busy.
- 7. My son is too young.
- 8. The mountain cliff is too steep.

Part II. Now think of a positive result for each sentence. Make positive statements using infinitive phrases.

- 9. That ring is very expensive, but it isn't too expensive.
 - \rightarrow Positive result: I can buy it. That ring isn't too expensive for me to buy.
- 10. I'm very tired, but I'm not too tired.
- 11. My suitcase is very heavy, but it's not too heavy.
- 12. I'm very busy, but I'm not too busy.

Exercise 13. Let's talk. (Chart 15-3)

Discuss possible answers to the given questions. Work in pairs, in small groups, or as a class.

- 1. What is a child too young to do but an adult old enough to do?
- 2. What is your pocket big enough to hold? What is it too small to hold?
- 3. What do you have enough time to do after class today? Are you too busy to do something you'd like to do or should do?
- 4. Is there enough space in this classroom for 100 people? Or is it too small to hold that many people? How many people is this room big enough to hold comfortably?
- 5. Here's an English saying: "Too many cooks spoil the soup." What do you think it means?
- 6. Do you think it is very important to practice your English? Do you get enough practice? In your opinion, how much practice is enough?
- 7. Is it very difficult or too difficult to learn English?

Exercise 14. Listening. (Chart 15-3)

Listen to Speaker A. Choose the response that you expect Speaker B to give.

Example: You will hear: Oh, no. I spilled the coffee!

You will choose: a. I'm sorry. I didn't fill your cup full enough.

(b.) I'm sorry. I filled your cup too full.

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SPEAKER B:

- 1. a. Yes. It was too good to eat.
 - b. Yes. It was very good.
- 2. a. No. She's old enough to stay home alone.
 - b. Never. She's too young to stay home alone.
- 3. a. I agree. It can be very difficultivations:com
 - b. I agree. It's too difficult.
- 4. a. Really well. They're too clean. Thanks.
 - b. Really well. They're very clean. Thanks.
- 5. a. I know. He shouldn't be driving.
 - b. I know he's very old, but it's okay for him to keep driving.
- 6. a. I guess we don't have enough big envelopes.
 - b. I guess we don't have big enough envelopes.

Exercise 15. Grammar and speaking. (Charts 14-7, 14-8, 14-11, and 15-1 \rightarrow 15-3)

Complete the sentences with your own words. Try to use a gerund or infinitive in each statement. Then work with a partner. Ask him/her to agree or disagree with your statements (and to explain why). Share some of their answers with the class.

		PARTNER	AGREES?
1.	It's important for	yes	no
2.	A person should never forget to	yes	no
3.	Teachers often advise their students to	yes	no
4.	I'm not willing to	yes	no
5.	It's too difficult for most people to	yes	no
6.	In order to, employees should	yes	no
7.	It's easy to	yes	no
8.	It's hard to get accustomed to	yes	no

Exercise 16. Warm-up. (Chart 15-4)

Choose the correct form of the passive verbs. Reminder: A passive verb is a form of be + thepast participle.* For example, the patient was seen by a specialist.

- 1. The patient appreciated (to be seen I being seen) by a specialist.
- 2. It was important for him (to be seen / being seen) by a specialist.

^{*}See Chart 11-2, p. 213.

(a)	l didn	't expect to be asked to his party.	PASSIVE INFINITIVE: to be + past participle In (a): to be asked is a passive infinitive. The understood <i>by</i> -phrase is <i>by him: I didn't expect to be party (by him)</i> .	e asked to his
(b)	l enjo	oyed being asked to his party.	Plenate and coping + past participle In (b): being asked is a passive gerund. The understood by-phrase is by him: I enjoyed being ask (by him).	ked to his party
<u> </u>		ercise 17. Looking at graphete the sentences with the		
	1.	Sam would liketo be i	invited to Ann's birthday party.	
	2.	Mark also hopes		
	3.	Maria has no doubts. She e	expects to it.	
	4.	Omar is looking forward to	too.	
	5.	I would enjoy	to it, but I probably won't be.	
	6.	Everyone I know wants	to Ann's birthday pa	arty.
_	Con 1. 2.	I don't enjoy (<i>laugh</i>)b Ryan is a convincing liar. It	correct form of the verb in parentheses. seeing laughed at by other people. see asy (fool) to be fooled by aplain about not (understand)	
		by their parents.		
	4.	Your compositions are supp	osed (write) in in	nk.
	5.		lling to help if there is a problem in the office, bu	
	6.	Despite his name, Freddie F	Frankenstein has a good chance of (elect)local school board.	
	7.	You must tell me the truth.	I insist on your (tell)	the truth.
	8.	Don't all of us want (<i>love</i>) _ by other people?	and (need)	

15-4 Passive Infinitives and Gerunds

Agree in sr 1. 2. 3.	te or disagree with the finall groups, or as a clas I appreciate being given I didn't like being given I always expect to be tol	following statements and explain your reasons as. advice by my family and friends. advice by my family when I was young. Id the absolute and complete truth by everyone	at all times.
Mak	e statements that are tr	ue for you. Use the same noun to complete ea	ach sentence. Do the
1.	I need to clean my		
2.	My	needs cleaning.	
3.	My	needs to be cleaned.	
5-5	Using Gerunds	or Passive Infinitives Followin	g Need
		Usually an infinitive follows <i>need</i> , as in (a) and (b).	
-		In certain circumstances, a gerund may follow <i>need</i> , as gerund carries a passive meaning. Usually the situatio improving something. Examples (c) and (d) have the same meaning.	
Con	nplete each sentence wi The chair is broken. I	th an appropriate form of the verb in parenthe need (fix) to fix it. The of	
	fixing / to be fixed		
2.	The baby's diaper is w	et. It needs (change)	
3.			_ up. We need
4.	My shirt is wrinkled. 1	It needs (iron)	
5.			·
6.			
		are ripe. They need (pick)	
7.	The apples on the tree	are ripe. They need (pick)	
	Agree in sr 1. 2. 3. 4. Exe Mak sent. 1. 2. 3. Ineed John My ho My ho Exe Con 1. 2. 3.	Agree or disagree with the fin small groups, or as a clas 1. I appreciate being given 2. I didn't like being given 3. I always expect to be told 4. I would like to be invite. Exercise 20. Warm-up Make statements that are tresentences have the same or 1. I need to clean my 2. My 3. My 3. My 5-5 Using Gerunds I need to paint my house. John needs to be told the truth. My house needs painting. My house needs to be painted. Exercise 21. Looking Complete each sentence wi 1. The chair is broken. I fixing / to be fixed 2. The baby's diaper is w 3. What a mess! This roc (clean) 4. My shirt is wrinkled. If 5. There is a hole in our sentence will have books and paper straighten up my desk.	My house needs to be painted. In certain circumstances, a gerund may follow need, as gerund carries a passive meaning. Usually the situation improving something. Exercise 21. Looking at grammar. (Chart 15-5) Complete each sentence with an appropriate form of the verb in parenthem. 1. The chair is broken. I need (fix)

Exercise 22. Let's talk. (Chart 15-5)

Look at the picture. What needs doing/to be done?



Exercise 23. Let's talk or write. (Chart 15-5)

Choose a situation. Think about what needs to be done and make a list of all the tasks. Then talk or write about your list.

Situations:

- 1. a student applying to a university
- 2. a parent trying to get young children off to school in the morning
- 3. a group of students planning for an end-of-the-year party
- 4. a person going on vacation to another country for a month
- 5. an engaged couple making plans for a wedding
- 6. a farmer on a large farm in the early morning
- 7. a restaurant owner preparing to open for dinner

☐ Exercise 24. Warm-up. (Chart 15-6)

See and hear are called "verbs of perception." In other words, they express things that we can perceive (become aware of) through our physical senses. What do you notice about the verb forms following see and hear?

- 1. a. CORRECT: I saw Mr. Reed give something to the boss.
 - b. CORRECT: I saw Mr. Reed giving something to the boss.
 - c. INCORRECT: I saw Mr. Reed to give something to the boss.
- 2. a. CORRECT: I heard Mr. Reed say something to the boss.
 - b. CORRECT: I heard Mr. Reed saying something to the boss.
 - c. INCORRECT: I heard Mr. Reed to say something to the boss.

1	5-6 Using Verbs of Perce	ption
(b)	I saw my friend run down the street. I saw my friend running down the street.	Certain verbs of perception are followed by either the simple form* or the -ing form** of a verb. Examples (a) and (b) have essentially the same meaning, except
(d)	I heard the rain fall on the roof. I heard the rain falling on the roof.	that the <i>-ing</i> form emphasizes the idea of "while." In (b): I saw my friend while she was running down the street.
, ,	When I walked into the apartment, I <i>heard</i> my roommate <i>singing</i> in the shower.	onateam.com Sometimes (not always) there is a clear difference between using the simple form or the <i>-ing</i> form.
(f)	I heard a famous opera star sing at the concert last night.	The use of the <i>-ing</i> form gives the idea that an activity is already in progress when it is perceived, as in (e): The singing was in progress when I first heard it.
		In (f): I heard the singing from beginning to end. It was not in progress when I first heard it.
Vei	bs of perception followed by the simple fo	rm or the <i>-ing</i> form
	see look at hear notice observe listen to	feel smell
	watch	
	 Close your eyes. What do you Ask a classmate to do somethin and hear him/her doing. Exercise 26. Looking at gran	ng. As he/she continues to do this, describe what you see
	-ing form are possible with little or	no difference in meaning.
	1. Polly was working in her garde	n, so she didn't hear the phone <u>ring / ringing</u> .
	2. I like to listen to the birds	when I get up early in the morning.
	3. The guard observed a suspicio	us-looking person into the bank
	4. There was an earthquake in m feel the ground	y hometown last year. It was just a small one, but I could
	5. I was almost asleep last night v on the door.	when I suddenly heard someone
		no I watched other plants
	o. While I was waiting for my pla	ne, I watched other planes and

Part II. Read each situation. Complete the sentence below it with the verb form that seems better to you. Remember that the **-ing** form gives the idea that an activity is in progress when it is perceived.

Both the simple form and the *-ing* form of a verb are grammatically correct, so you can't make a grammar mistake. But a speaker might choose one instead of the other.

SITUATION 1: I smell smoke. Something must be burning.
Do you smell something burnifunateam?com.
SITUATION 2: The front door slammed. I got up to see if someone had come in.
When I heard the front door, I got up to see if someone had come in.
SITUATION 3: Uncle Ben is in the bedroom. He is snoring. I know Uncle Ben is in the bedroom because I can hear him
SITUATION 4: When I walked past the park, some children were playing softball.
When I walked past the park, I saw some children softball.
SITUATION 5: It was graduation day in the auditorium. When the school principal called my name, I walked to the front of the room.
When I heard the school principal my name, I walked to the front of the
auditorium to receive my diploma.
SITUATION 6: I glanced out the window. Adam was walking toward the house. I was surprised.
I was surprised when I saw Adam toward the house.
SITUATION 7: A fly landed on the table. I swatted it with a rolled-up newspaper.
As soon as I saw the fly on the table, I swatted it with a rolled-up newspaper.
SITUATION 8: Someone is calling for help in the distance. I suddenly hear that.
Listen! Do you hear someone for help? I do.

Exercise 27. Warm-up. (Chart 15-7)

Check (\checkmark) the sentences that are correct.

- 1. ___ My parents let me sleep late on weekends.
- 2. ___ My parents let me to sleep late on weekends.
- 3. ___ After I wake up, I help them do the chores.
- 4. ___ After I wake up, I help them to do the chores.

(b)	My father <i>lets</i> me <i>dri</i> I <i>let</i> my friend <i>borrov</i> Let's go to a movie.		Let is followed by the simple form of a verb, not an infinitive. INCORRECT: My father lets me -to- drive his car.			
(d) (e)	My brother <i>helped</i> m My brother <i>helped</i> m		Help is often followed by the simple form of a verb, as in (d). Annother Common, an infinitive is also possible, as in (e). Both (d) and (e) are correct.			
			vords. (Chart 15-7) ur own words. Use verb phrases.			
	1. Don't let meforget to take my house keys with me.					
	2. The teacher	usually lets us				
	3. Why did you	u let your roomn	nate			
	4. You shouldr	4. You shouldn't let other people				
	5. A stranger helped the lost child					
	6. It was very kind of my friend to help me					
	7. Keep working. Don't let me					
	8. Could you help me					
	1. Adam: Mrs. Lee:	rsations with the Mom, can I go o No, Adam, you c	e descriptions that follow them.			
	ADAM:	Okay, okay!				
	MRS. LEE:	and play. How of	out and play? a deal. First you clean up your room. Then you can go out does that sound? It needs to be clean before Grandma comes ening. And if you do it now, you can stay out and play until have to come home early to clean your room. Okay?			
	ADAM:	Okay.				
	MRS. LEE:	Mom, can I go o Sure, but first yo Okay.	out and play? ou need to clean up your room. Okay?			
	Descriptions of con					
	b. Mrs. Lee m	ot Adam to clean ade Adam clean ad Adam clean u	up his room.			

15-7 Using the Simple Form after Let and Help

15-8 Using Causative Verbs: Make, Have, Get (a) I made my brother carry my suitcase. Make, have, and get can be used to express the idea that "X" causes "Y" to do something. When they are used as (b) I had my brother carry my suitcase. causative verbs, their meanings are similar but not identical. (c) I got my brother to carry my suitcase. In (a): My brother had no choice. I insisted that he carry my suitcase. **Forms** (simple formateam) brother carried my suitcase because I asked X makes do something. him to. (simple form) X Y has do something. Y to do something. (infinitive) In (c): I managed to persuade my brother to carry my gets suitcase. Causative Make (d) Mrs. Lee made her son clean his room. Causative *make* is followed by the simple form of a verb, not an infinitive. (e) Sad movies make me cry. INCORRECT: She made him to clean his room. Make gives the idea that "X" gives "Y" no choice. In (d): Mrs. Lee's son had no choice. Causative Have (f) I had the plumber repair the leak. Causative have is followed by the simple form of a verb, not an infinitive. (g) Jane had the waiter bring her some tea. INCORRECT: I had him to repair the leak. Have gives the idea that "X" requests "Y" to do something. In (f): The plumber repaired the leak because I asked him to. Causative Get (h) The students got the teacher to dismiss class early. Causative get is followed by an infinitive. (i) Jack got his friends to play soccer with him Get gives the idea that "X" persuades "Y" to do something. after school. In (h): The students managed to persuade the teacher to let them leave early. **Passive Causatives** (j) I had my watch repaired (by someone). The past participle is used after have and get to give a passive meaning. In this case, there is usually little or no (k) I got my watch repaired (by someone). difference in meaning between have and get. In (i) and (k): I caused my watch to be repaired by someone.

☐ Exercise 30. Looking at grammar. (Chart 15-8)

Choose the meaning that is closest to the meaning of the verb in **boldface**.

- 1. The teacher **had** her class write a composition.
 - a. gave them no choice
- b. persuaded them
- c. requested them to do this
- 2. Mrs. Wilson made the children wash their hands before dinner.
 - a. gave them no choice
- b. persuaded them
- c. requested them to do this
- 3. Kostas **got** some neighborhood kids to help him clean out his garage.
 - a. gave them no choice
- b. persuaded them
- c. requested them to do this

4.	My boss made no a. gave me no	ne redo my report because he choice b. persuaded m		sfied with it. requested me to do this	
5.	I got Rosa to len a. gave her no	d me some lunch money. choice b. persuaded h	er c.	requested her to do this	
6.	The police office a. gave him no	r had the driver get out of his o choice b. persuaded h fonateam.com		requested him to do this	
		ting at grammar. (Chart es with the correct form of the		parentheses.	
1.	I made my son (wash) <u>wash</u> the wind	lows before	e he could go outside to play.	
2.	Mrs. Crane had	ner house (<i>paint</i>) <i>paintea</i>	d		
3.	I went to the ban	k to have a check (cash)			
4.	Tom had a bad h	eadache yesterday, so he got h	is twin bro	other, Tim, (go)	
	to class for him. The teacher didn't know the difference.				
5.	When Scott wen	t shopping, he found a jacket t	hat he		
	really liked. Afte	r he had the sleeves (shorten)			
		, it fit him perfectly.			
6.	When my laptop stopped working, I took it to the				
	computer store t	o have it (fix)			
7.	Peeling onions al	ways makes me (cry)	·	SAM	
8.	Tom Sawyer was	supposed to paint the fence, b	out he		
	didn't want to do	it. He was a very clever boy.	Somehow	he got his friends (do)	
		it for him.			
9.	We had a profess	ional photographer (take)	·	pictures of everyone at	
	the wedding. We	had over 500 pictures (take)		·	
Thi		talk or write. (Chart 15-8 ping area nearest your home. and can't.	*	people do there? Make	
At t	he shopping area ne	arest my home, people can/can't	get		
	car \ fix	4. laundry \ do		shoes \ repair	
	hair \ cut	5. picture \ take		clothes \ dry-clean	
3.	checks \ cash	6. blood pressure \ check	9.	money \ exchange	

Exercise 33. Let's talk or write. (Chart 15-8)

Ask and answer the questions. Work in pairs, in small groups, or as a class.

- 1. What do children sometimes try to **get** their parents **to do** (perhaps at a toy store or grocery store)?
- 2. What do bosses sometimes make their employees do?
- 3. What does our teacher sometimes have us do?
- 4. Do teachers usually **let** their **sometea mageri**ne classroom whenever they want to? What kinds of things do teacher usually not **let** their students **do** inside a classroom?
- 5. What do your classmates (or friends) sometimes help you do?

(Change roles if working in pairs.)

- 6. What didn't your parents let you do when you were a child?
- 7. Will you **let** your children **do** those things? (Or, if you're a parent, do you **let** your children **do** those things?)
- 8. Did your parents make you do certain things when you were a child?
- 9. What do you sometimes have the server at a restaurant do?
- 10. What do you sometimes get your friends to do?

Exercise 34. Check your knowledge. (Chapter 15)

Correct the errors.

- 1. My parents made me +to- promise to write them once a week.
- 2. I asked my roommate to let me to use his shoe polish.
- 3. I heard a car door to open and closing.
- 4. I had my friend to lend me his car.
- 5. You should visit my country. It is too beautiful.
- 6. I went to the college bookstore for getting my books for the new term.
- 7. One of our fights ended up with me having to sent to the hospital for getting stitches.
- 8. Lilly deserves to be tell the truth about what happened last night.
- 9. Barbara always makes me laughing. She has a great sense of humor.
- 10. Stop telling me what to do! Let me to make up my own mind.
- 11. I went to the pharmacy for having my prescription to be filled.
- 12. You shouldn't let children playing with matches.
- 13. When Shelley needed a passport photo, she had her picture taking by a professional photographer.

- 14. I've finally assembled enough information for beginning writing my research paper.
- 15. Omar is at the park right now. He is sit on a park bench watch the ducks swimming in the pond. The sad expression on his face makes me to feel sorry for him.
- 16. The music director tapped his baton for beginning the rehearsal.

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Exercise 35. Looking at grammar. (Chapters 14 and 15) Choose the correct completions.

		1 1 1		
1.	My cousi	ns helped me $_$	into my nev	v apartment.

(a.) move

(b.) to move

c. moving

d. being moved

2. It was a hot day, and the work was hard. I could feel sweat _____ down my back.

a. trickle

b. to trickle

c. trickling

d. trickled

3. You can lead a horse to water, but you can't make him _____.

a. drink

b. to drink

c. drinking

d. to be drunk



4.	As he contempl	ated the meaning of life,	Edward stood on the beac	h out over
	the ocean.			
	a. look	b. to look	c. looking	d. looked

5. He's a terrific soccer player! Did you see him ____ that goal?

a. make

b. to make

c. making

d. made

6. We spent the entire class period _____ about the revolution.

a. talk

b. to talk

c. talking

d. being talked

7. Only seven people applied for the sales job, so Maleek has a good chance of _____ for an interview.

a. chosen

b. being chosen

c. to be chosen

d. to choose

	8.	If you hear any nev a. told	vs, I want immed b. being told	iately. c. to be told	d. telling		
	9.	I was getting sleepy	, so I had my friend	the car.			
		a. drive	b. being driven	c. to be driven	d. to drive		
	10.		murder wanted her na	me kept secret. She asked n	ot in		
		the newspaper. a. identify	fonateam. b. being identified	com c. to be identified	d. to identify		
D 2 ck 18	Firs	t, read the paragrap	ng and listening. (h and try to complete tragraph and check you	the sentences using the word	ds in the list.		
		to be understood able to read	to solve using	to read being			
			An Issue in Health	Care: Illiteracy			
	A	according to some es	timates, well over half	of the people in the world a	e functionally		
	illiterate. This means they are unable to perform everyday tasks because they can't read,						
	understand, and respond appropriately to information. One of the problems this creates in						
				1			
				-			
	medicine bottles or packages. Imagine a parent with a sick child and being unable the directions on a medicine bottle. We						
			tant for medical directi	4	clearly		
	One	e solution is pictures.	Many medical profes	sionals are working today			
		5	this problem b	ру	pictures to		
	con	vey health-care infor	mation.				
1			ng at grammar. (C	Chapters 14 and 15) orm of the verb in parenthe	ses.		
	1.	My children enjoy	(allow) <u>being allov</u>	ved to stay up late w	hen there's		
		something special of	on TV.				
	2.	I couldn't get to sle	ep last night, so for a l	ong time I just lay in bed (th	nink)		
			about my care	er and my future.			

3.	Jacob's at an awkward age. He's o	old enough (have)	8	adult problems		
	but too young (know)	how (handle)		them.		
4.	I don't anticipate (have)	any difficu	ılties (adjust)			
	to a different culture when I go ab	oroad.				
5.	We sat in his kitchen (sip)f	onateam.com very h	ot, strong tea and	(eat)		
	pastries fi	rom the bakery.				
6.	I don't like (force)	(leave)	1	WITTE		
	the room (st	tudy)	— <u>;</u>			
	whenever my roommate feels like	(have)				
	a party.					
7.	Let's (have)	Ron and Maureen (jo	in)			
	us for dinne	r tonight, okay?				
8.	Do you know that your co-worker	s complain about your	* (come)	7 / 11		
	late to wo			arly?		
9.	Fish don't use their teeth for (cher	v)	They use the	em for (grab)		
	, (hold)		or (tear)			
	Most fish (swallow)	their prey w	nole.			
10.	It is the ancient task of the best ar	tists among us (force)		us (<i>use</i>)		
	our ability (f	feel)	and (<i>share</i>)			
	emotions.					
11.	Traffic has become too heavy for t	the Steinbergs (commut	e)			
	easily to their jobs in the city from	easily to their jobs in the city from their suburban apartment. They're considering (move)				
	to an apa					
	their work. Both of them hate the	long commute. They	want (spend)			
	more time (do)	things they really	enjoy (<i>do</i>)			
	in their free time rather than being	g tied up on the highwa	y during rush ho	ur.		

^{*}In formal English, a possessive adjective (e.g., your coming) is used to modify a gerund. In informal English, the object form of a pronoun is frequently used (you coming).

	Exercise 38. Looking at grammar. (Chapters 14 and 15) Complete each sentence with the correct form of the verb in parentheses.						
	1.	I was tired, so I just watched them (play) volleyball instead of	of				
		(join) them.					
	2.	Emily stopped her car (let) a black cat (run) acro street.	ss the	:			
	3.	I'm tired. I wouldn't mind just (stay) home tonight and (get)				
	4.	4. I can't seem (get) rid of the cockroaches in my apartment. Every night see them (run) all over my kitchen counters. It drives me crazy. considering (have) the whole apartment (spray) by a professional pest control expert.					
	5.	Last week I was sick with the flu. It made me (feel) awful. I didne enough energy (get) out of bed. I just lay there (feel) sorry for myself. When my father heard me (sneeze) and (cough), he opened my bedroom door (ask) I needed anything. I was really happy to see his kind and caring face, but there we anything he could do to make the flu (go) away.	m				
		anything he could do to make the na (go) away.					
CD 2 Track 19	Par boo	ercise 39. Let's talk and listen. (Chapters 14 and 15) t I. Answer these questions. Then listen to the lecture on lightning storms with you k closed. Have you ever been in a lightning storm?	our				
	Par boo	ercise 39. Let's talk and listen. (Chapters 14 and 15) t. Answer these questions. Then listen to the lecture on lightning storms with you k closed.	our				
	Par boo 1. 2.	ercise 39. Let's talk and listen. (Chapters 14 and 15) t. I. Answer these questions. Then listen to the lecture on lightning storms with you k closed. Have you ever been in a lightning storm?					
	Par boo 1. 2.	ercise 39. Let's talk and listen. (Chapters 14 and 15) t. I. Answer these questions. Then listen to the lecture on lightning storms with you k closed. Have you ever been in a lightning storm? How did you protect yourself?		F			
	Par boo 1. 2.	ercise 39. Let's talk and listen. (Chapters 14 and 15) t. I. Answer these questions. Then listen to the lecture on lightning storms with you k closed. Have you ever been in a lightning storm? How did you protect yourself? t. II. Open your book and read the statements. Circle "T" for true and "F" for false.	se.	F			
	Par boo 1. 2. Par 1.	Prcise 39. Let's talk and listen. (Chapters 14 and 15) t. I. Answer these questions. Then listen to the lecture on lightning storms with you k closed. Have you ever been in a lightning storm? How did you protect yourself? t. II. Open your book and read the statements. Circle "T" for true and "F" for false. It's important to hide under a tree during a lightning storm.	se. T				

Protecting Yourself in a Lightning Storm

Lightning storms ca	an occur suddenly and without warnin	ng. It's important
	safe if you're outside v	when a storm begins. Some people
stand under trees or in	fonateam.com n open shelters like picnic areas	themselves.
They are	that this can be a fatal 1	mistake. Tall objects are
4	lightning, so when you are out in	the open, you should try
5	yourself as small as possible	6
into a ball lessens the	chance that a lightning bolt will strike	you
a depression in the gr	ound to hide in, like a hole or a ditch,	is even better.
8	a building is safer than	, but it's not
without dangers	10	away from doors and windows. If
you're talking on a ph	one with a cord, hang up. Lightning h	as been known to travel along a
phone cord and strike	the person holding the phone. Even	ΓVs can conduct lightning through
the cable or antenna,	so it's a good idea	$_$ away from the television. It's also
inadvisable	a shower or bath since	e plumbing can conduct electricity
from lightning. How	safe are cars? Surprisingly, the inside	of a car is safe as long as it has a
metal roof, but	any part of the ca	ar that leads to the outside.
	le regarding lightning. As soon as you	
the seconds until you	hear thunder. If you hear thunder bef	Fore you reach 30, this means you
15	shelter immediately. Additionally	y, even if the storm
16	, you want 17	in a protected place for 30 minutes
	sounds of thunder or have seen the la	
lightning deaths, in fa	ct more than half in the United States	, occur after a storm has passed.



Chapter 16

Coordinating Conjunctions

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☐ Exercise 1. Warm-up. (Chart 16-1)

Identify the parts of speech of the words in blue and the word that connects them. What do you notice about the words in blue?

	Part of speech	Connective
1. The old man is extremely kind and generous.	adjective	and
2. He received a book and a sweater for his birthday.		
3. She spoke angrily and bitterly about the war.		
4. In my spare time, I enjoy reading novels or watching television.		
5. He will leave early but arrive late.		

16-1 Parallel Structure

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called "parallel structure." The conjunctions used in this pattern are *and*, *but*, *or*, and *nor*. These words are called "coordinating conjunctions."

- (a) Steve and his friend are coming to dinner.
- (b) Susan raised her hand and snapped her fingers.
- (c) He is waving his arms and (is) shouting at us.
- (d) These shoes are old but comfortable.
- (e) He wants to watch TV or (to) listen to some music.
- ln (a): noun + and + noun
- ln(b): verb + and + verb

In (c): verb + and + verb (The second auxiliary may be omitted if it is the same as the first auxiliary.)

In (d): adjective + but + adjective

In (e): infinitive + or + infinitive (The second to is usually omitted.)

Exercise 2. Looking at grammar. (Chart 16-1)

Choose the correct completions.

- 1. My roommate is friendly and _____
 - (a.) helpful
- (b.) kind

c. kindness

- 2. Jack opened the window and _____
 - a. turn on the fan
- b. turning on the fan
- c. turned on the fan

۶.	a. generous	b. generosity	c. intelligence
4.	Kate was listening to the ra	dio and at the sam	e time.
	a. study	b. studying	c. studies
5.	I was tired and after o	our long hike.	
	a. hungry	b. hunger fonateam.com	c. thirsty
6.	Everyone had a good time a	t the party and ho	ome happy.
	a. go	b. went	c. going
7.	No one wanted to stay after		
	a. clean	b. cleaning	c. cleaned
8.	No one enjoys staying and		
	a. clean	b. cleaning	c. cleaned
	ercise 3. Looking at gro		me idea as the words in parentheses.
1.	Lisa was saddened and(her	<u>upset</u> by the feelings were upset)	e news.
2.	We enjoy fish and	for dinner.	
	(we eat	vegetables)	
3.	The clerk spoke impatiently	and(her words were rud	
4.	Mr. Evans is very old but _ (has a lot of strength)	
5.	The driver ran a stop sign a	nd he was driving at a high s	
Che	ercise 4. Warm-up. (Check (🗸) the sentences that are	e correctly punctuated.	
1.	Oranges, and strawbe		
2.	Oranges and strawber	ries are high in vitamin (C.
3.	Oranges, strawberries	, and broccoli are high i	in vitamin C.
4.	Oranges, strawberries	and broccoli are high ir	n vitamin C.
5.	Oranges strawberries	and broccoli are high in	vitamin C.
6.	Oranges, strawberries	, and broccoli, are high	in vitamin C.

16	5-2 Parallel Structure: Us	ing Commas
(a) (b)	Steve and Joe are in class. INCORRECT PUNCTUATION: Steve, and Joe are in class.	No commas are used when <i>and</i> connects two parts of a parallel structure, as in (a).
(d)	Steve, Joe and Rita are in class. Steve, Joe, and Rita are in class. fond Steve, Joe, Rita, Jan and Kim are in class.	When and connects three or more parts of a parallel structure, a comma is used between the first items in the series. A comma may also be used before and, as in (d) and (f). The use of this comma is optional (i.e., the writer can choose).*
(f)	Steve, Joe, Rita, Jan, and Kim are in class.	NOTE: A comma often represents a pause in speech.

^{*}The purpose of punctuation is to make writing clear for readers. This chart and others in this chapter describe the usual use of commas in parallel structures. Sometimes commas are required according to convention (i.e., the expected use by educated language users). Sometimes use of commas is a stylistic choice made by the experienced writer.



CD 2

Exercise 5. Listening and punctuation. (Chart 16-2)

Listen to the sentences and add commas as necessary. Practice pronouncing the sentences.

- 1. My bedroom has a bed, a desk (optional comma), and a lamp.
- 2. The price of the meal includes a salad a main dish and dessert.
- 3. The price of the meal includes a salad and a main dish.
- 4. Elias waited for his son wife and daughter.
- 5. Elias waited for his son's wife and daughter.
- 6. Susan raised her hand snapped her fingers and asked a question.
- 7. Red yellow gold and olive green are the main colors in the fabric.
- 8. I love films full of action adventure and suspense.
- 9. I love action and adventure films.
- 10. "Travel is fatal to prejudice bigotry and narrow-mindedness." —Mark Twain*

Exercise 6. Looking at grammar. (Charts 16-1 and 16-2)

Parallel structure makes repeating the same words unnecessary. Cross out the words that are unnecessary, and then combine the two given sentences into one concise sentence that contains parallel structure.

- 1. Molly opened the door. Molly greeted her guests.
 - → Molly opened the door and greeted her guests.
- 2. Molly is opening the door. Molly is greeting her guests.
- 3. Molly will open the door. Molly will greet her guests.
- 4. Linda is kind. Linda is generous. Linda is trustworthy.
- 5. Please try to speak more loudly. Please try to speak more clearly.

^{*}Mark Twain (1835–1910) is a well-known American writer and humorist. His most famous novel is *The Adventures of Huckleberry Finn*. He is also famous for his witty quotations.

- 6. He gave her flowers on Sunday. He gave her candy on Monday. He gave her a ring on Tuesday.
- 7. He decided to guit school. He decided to go to California. He decided to find a job.
- 8. I am looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
- 9. The boy was old enough to work. for that the analysis of the sound old enough to earn some money.
- 10. I should have finished my homework. Or I should have cleaned up my room.
- 11. I like coffee. I do not like tea.
 - \rightarrow I like coffee **but** not tea.
- 12. I have met his mother. I have not met his father.
- 13. Jake would like to live in Puerto Rico. He would not like to live in Iceland.



Exercise 7. Looking at grammar. (Charts 16-1 and 16-2)

First, complete the unfinished sentence in each group. Second, combine the sentences into one concise sentence that contains parallel structure.

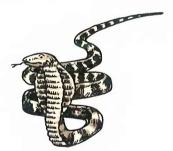
1.	The country lane was narrow. The country lane was steep.
	The country lane was
	The country lane was narrow,steep, and muddy
2.	I dislike living in a city because of the air pollution. I dislike living in a city because of the crime.
	I dislike living in a city because of
	I dislike living in a city because of the air pollution,
3.	Hawaii has a warm climate. Hawaii has beautiful beaches. Hawaii has many interesting tropical trees.
	Hawaii has many interesting tropical
	Hawaii has a warm climate, beautiful beaches,
	
4.	Mary Hart would make a good president because she works effectively with others. Mary Hart would make a good president because she has a reputation for integrity. Mary Hart would make a good president because she has a reputation for independent thinking.
	Mary Hart would make a good president because she
	Mary Hart would make a good president because she works effectively with others,

	ercise 8. Looking at grammar. (Charts 16-1 and 16-2) applete the sentences with your own words. Use parallel structure.
1.	Judge Holmes served the people of this country with fairness, ability, and <u>honesty</u> .
2.	Ms. Garcia has proven herself to be a hard-working, responsible, and
3.	manager. fonateam.com The professor walked through the door and
	I was listening to music and
	when I heard a knock at the door.
5.	I get up at seven every morning, eat a light breakfast, and
6.	and attending concerts in the park
	are two of the things my wife and I like to do on summer weekends.
7.	Our whole family enjoys camping. We especially enjoy fishing in mountain streams and
	A good friend needs to be and English teachers should have these qualities:, and
3.	Parents need to and
	Doctors should or
5.	
	are three easy ways for me to relax at the end of the day.
6.	In my free time, I like to, and,
7.	Three activities I don't enjoy are, and
8.	
	subjects for me.

Exercise 10. Check your knowledge. (Charts 16-1 and 16-2)

Correct the errors. All of the sentences are adapted from student writing.

- 1. By obeying the speed limit, we can save energy, lives, and it costs us less.
- 2. My home offers me a feeling of security, warm, and love.
- 3. The pioneers hoped to clear aventhe forestand planting crops.
- 4. When I refused to help Alice, she became very angry and shout at me.
- 5. When Nadia moved, she had to rent an apartment, make new friends, and to find a job.
- 6. All plants need light, to have a suitable climate, and an ample supply of water and minerals from the soil.
- 7. Slowly and being cautious, the firefighter climbed the burned staircase.
- 8. On my vacation, I lost a suitcase, broke my glasses, and I missed my flight home.
- 9. With their keen sight, fine hearing, and they have a refined sense of smell, wolves hunt elk, deer, moose, and caribou.
- 10. When Anna moved, she had to rent an apartment, make new friends, and to find a job.
- 11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or they spit it into the eyes of the victim.



Exercise 11. Warm-up. (Chart 16-3)

What do you notice about the subject-verb agreement in each pair of sentences?

- 1. a. Either my brother or my sister is going to tutor me in science.
 - b. Either my brother or my sisters are going to tutor me in science.
- 2. a. Neither my brother nor my sister is a teacher.
 - b. Neither my brother nor my sisters are teachers.
- 3. a. Not only my brother but also my sister has a doctorate in science.
 - b. Not only my brother but also my sisters have doctorates in science.

16-3	Paired Conjunctions: Both.	And; Not Only But Also;
	Either Or; Neither No	

(a)	Both my mother and my sister are here.	Two subjects connected by both and take a plural verb, as in (a).
(b) (c) (d) (e)	Not only my mother but also my sister is here. Not only my sister but also my parents are tomateam. Neither my mother nor my sister is here. Neither my sister nor my parents are here.	When two subjects are connected by not onlybut asson eitheror , or neithernor , the subject that is closer to the verb determines whether the verb is singular or plural.
(f) (g) (h)		Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.*
(i)		In (f): both + noun + and + noun In (g): not only + noun + but also + noun In (h): either + noun + or + noun In (i): neither + adjective + nor + adjective
		NOTE: Paired conjuctions are usually used for emphasis; they draw attention to both parts of the parallel structure.

	Exercise	12.	Looking	at	grammar.	(Chart	16-3)
-	FVCI CI3C		LOOKING	GI.	grannina.	(CHUII	10-0)

Complete the sentences with is/are.

- 1. Both the teacher and the student _____ are ____ here.
- 2. Neither the teacher nor the student _____ here.
- 3. Not only the teacher but also the student _____ here.
- 4. Not only the teacher but also the students _____ here.
- 5. Either the students or the teacher _____ planning to come.
- 6. Either the teacher or the students _____ planning to come.
- 7. Both the students and the teachers ______ planning to come.
- 8. Both the students and the teacher _____ planning to come.

Exercise 13. Looking at grammar. (Chart 16-3)

Answer the questions. Use paired conjunctions. Work in pairs, in small groups, or as a class.

Part I. Use both ... and.

- 1. You've met his father. Have you met his mother?
 - → Yes. I've met both his father and his mother.
- 2. The driver was injured in the accident. Was the passenger injured in the accident?
- 3. Wheat is grown in Kansas. Is corn grown in Kansas?
- 4. The city suffers from air pollution. Does it suffer from water pollution?

^{*}Paired conjunctions are also called "correlative conjunctions."

Part II. Use not only ... but also.

- 5. I know you are studying math. Are you studying chemistry too?
 - → Yes. I'm studying not only math but also chemistry.
- 6. I know his cousin is living with him. Is his mother-in-law living with him too?
- 7. I know you lost your wallet. Did you lose your keys too?
- 8. I know she goes to school. Does she have a full-time job too?

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Part III. Use either ... or.

- 9. Omar has your book, or Rosa has your book. Is that right?
 - → Yes. Either Omar or Rosa has my book.
- 10. You're going to give your friend a book for her birthday, or you're going to give her some jewelry. Is that right?
- 11. Your sister will meet you at the airport, or your brother will meet you there. Right?
- 12. They can go swimming, or they can play tennis. Is that right?

Part IV. Use neither ... nor.

- 13. He doesn't like coffee. Does he like tea?
 - → No. He likes neither coffee nor tea.
- 14. Her husband doesn't speak English. Do her children speak English?
- 15. They don't have a refrigerator for their new apartment. Do they have a stove?
- 16. The result wasn't good. Was the result bad?

Exercise 14. Listening. (Chart 16-3)



Choose the sentence (a. or b.) that has the same meaning as the sentence you hear.

Example: You will hear:

Sarah is working on both a degree in biology and a degree in

chemistry.

You will choose: a. Sarah is working on only one degree.

b.) Sarah is working on two degrees.

- 1. a. Ben will call Mary and Bob.
 - b. Ben will call one of them but not both.
- 2. a. My mother and my father talked to my teacher.
 - b. Either my mother or my father talked to my teacher.
- 3. a. Simon saw both a whale and a dolphin.
 - b. Simon didn't see a whale, but he did see a dolphin.
- 4. a. Our neighborhood had electricity but not water.
 - b. Our neighborhood didn't have electricity or water.
- 5. a. We will have two teachers today.
 - b. We will have one teacher today.

Exercise 15. Looking at grammar. (Chart 16-3)

Combine each pair of sentences into one new sentence with parallel structure. Use **both** ... and; not only ... but also; either ... or; neither ... nor.

- 1. He does not have a pen. He does not have paper.
 - → He has neither a pen nor paper.
- 2. You can have tea, or you can have coffee.
 - → You can have tea or coffee. fonateam.com
- 3. Tanya enjoys horseback riding. Beth enjoys horseback riding.
- 4. Arthur is not in class today. Ricardo is not in class today.
- 5. Arthur is absent. Ricardo is absent.
- 6. We can fix dinner for them here, or we can take them to a restaurant.
- 7. The leopard faces extinction. The tiger faces extinction.
- 8. The library doesn't have the book I need. The bookstore doesn't have the book I need.
- 9. We could fly, or we could take the train.
- 10. The hospital will not confirm the story. The hospital will not deny the story.
- 11. Coal is an irreplaceable natural resource. Oil is an irreplaceable natural resource.
- 12. Her roommates don't know where she is. Her brother doesn't know where she is.

Exercise 16. Listening. (Charts $16-1 \rightarrow 16-3$)

Part I. Answer these questions. Then listen to the short lecture on bats with your book closed.

- 1. Do you ever see bats?
- 2. Are you afraid of them?

Part II. Open your book. Choose the correct completions. Then listen again and check your answers.

Bats

- (1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and ((luck), lucky)?
- (2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only (harm, harmless) but also (benefit, beneficial) mammals. "When I was a child, I believed that a bat would attack me and (tangle, tangled) itself in my hair. Now I know better," said Dr. Horowitz.
- (3) Contrary to popular Western myths, bats do not (attack, attacking) humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and (to eat, eating) insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and (destroy, destruction) the fruit industry.
- (4) According to Dr. Horowitz, bats are both gentle and (train, trainable) pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

Exercise 17. Warm-up. (Chart 16-4)

Check () the items with correct punctuation. NOTE: Only one of the items has incorrect punctuation.

- 1. ___ Thunder clouds rolled by. Flashes of lightning lit the sky.
- 2. ___ Thunder clouds rolled by flashes of lightning lit the sky.
- 3. ___ Thunder clouds rolled by, and flashes of lightning lit the sky. fonateam.com
- 4. ___ Thunder clouds rolled by. And flashes of lightning lit the sky.

16-4 Separating Independent Clauses with Periods; ecting Them with And and But

	Connecting Them with A	inu anu Dui
(a)	It was raining hard. There was a strong wind.	Example (a) contains two <i>independent clauses</i> (i.e., two complete sentences).
(b)	INCORRECT PUNCTUATION: It was raining hard, there was a strong wind.	PUNCTUATION: A period,* NOT A COMMA, is used to separate two independent clauses. The punctuation error in (b) is called a "run-on sentence." In spoken English, a pause, slightly longer than a pause for a comma, separates the two sentences.
(d)	It was raining hard, and there was a strong wind. It was raining hard. And there was a strong wind. It was raining hard and there was a strong wind. It was late, but he didn't care. It was late. But he didn't care.	And and but (coordinating conjunctions) are often used to connect two independent clauses. PUNCTUATION: Usually a comma immediately precedes the conjunction, as in (c) and (f). In informal writing, a writer might choose to begin a sentence with a conjunction, as in (d) and (g).
		In a very short sentence, a writer might choose to omit the comma in front of <i>and</i> , as in (e). (Omitting the comma in front

of but is rare.)

Exercise 18. Looking at grammar. (Chart 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

- 1. The boys walked the girls ran.
 - \rightarrow The boys walked. The girls ran.
- 2. The boys walked and the girls ran.
- 3. The teacher lectured the students took notes.
- The teacher lectured and the students took notes.
- 5. Elena came to the meeting but Pedro stayed home.
- 6. Elena came to the meeting her brother stayed home.

^{*}In British English, a period is called a "full stop."

Exercise 19. Listening and grammar. (Chart 16-4)

CD 2 Track 23

Listen to the sentences, paying special attention to pauses. Add periods and commas where you hear pauses. Add capitalization as necessary.

- 1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore I had to go to the post office the travel agency and the bank.
- 2. Roberto slapped his hand on his desk in frustration he had failed another examination and fonateam.com had ruined his chances for a passing grade in the course.
- 3. When Alex got home he took off his coat and tie threw his briefcase on the kitchen table and opened the refrigerator looking for something to eat Ann found him sitting at the kitchen table when she got home.*
- 4. When Tara went downtown yesterday she bought birthday presents for her children shopped for clothes and saw a movie at the theater it was a busy day but she felt fine because it ended on a relaxing note.
- 5. It was a wonderful picnic the children waded in the stream collected rocks and insects and flew kites the teenagers played an enthusiastic game of baseball the adults busied themselves preparing the food supervising the children and playing some volleyball.

Exercise 20. Looking at grammar. (Charts 16-2 and 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

- 1. Janice entered the room and looked around she knew no one.
- 2. A thermometer is used to measure temperature a barometer measures air pressure.
- 3. Derek made many promises but he had no intention of keeping them.
- 4. The earthquake was devastating tall buildings crumbled and fell to the ground.
- 5. Birds have certain characteristics in common they have feathers wings and a beak with no teeth birds lay hard-shelled eggs and their offspring are dependent on parental care for an extended period after birth.
- 6. The ancient Egyptians had good dentists archeologists have found mummies that had gold fillings in their teeth.

Examples: When the phone rang, I answered it. (comma used)

I answered the phone when it rang. (no comma used)

^{*} See Chart 17-1, p. 365, for the punctuation of adverb clauses. Commas are used when the adverb clause comes before the main clause but not when it comes after the main clause.

Exercise 21. Listening and grammar. (Chart 16-4)



Part I. Read the passage on butterflies quickly. How does the lack of punctuation and capitalization make a difference in how easily you can read the passage?

Butterflies



A butterfly is a marvel it begins as an ugly caterpillar and turns into a work of art the sight of a butterfly floating from flower to fl**bwatgamygam** sunny day brightens anyone's heart a butterfly is a charming and gentle creature caterpillars eat plants and cause damage to some crops but adult butterflies feed principally on nectar from flowers and do not cause any harm when cold weather comes some butterflies travel great distances to reach tropical climates they can be found on every continent except Antarctica because they are so colorful and beautiful butterflies are admired throughout the world.

Part II. Listen to the passage with your book open. Listen for pauses and add periods, commas, and capital letters as necessary. Then read the passage again and make sure it is punctuated the way you think is best.

Part III. Listen to the passage one more time to see if your punctuation reflects the spoken pauses.

Exercise 22. Let's read and talk. (Chapter 16)

Part I. Read the paragraph about Dr. Martin Luther King, Jr.

Martin Luther King, Jr., was the leader of the 1960s civil rights movement in the United States that sought to end segregation and racial discrimination against African-Americans. In 1964, Dr. King became the youngest person to receive the Nobel Peace Prize. He was assassinated in 1968, but his powerful and inspiring words still live.



Part II. Underline the parallel structures that you find in these quotes from the speeches and writings of Dr. Martin Luther King, Jr. Discuss the ideas. Work in pairs, in small groups, or as a class.

- 1. "The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood."
- 2. "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
- 3. "In the end, we will remember not the words of our enemies, but the silence of our friends."
- 4. "Nonviolence is the answer to the crucial political and moral question of our time: the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love."

Exercise 23. Let's write. (Chapter 16)

Choose one of the given topics. Write two versions of the same paragraph. The first version should be a draft in which you get your ideas on paper. Then the second version should be a "tightened" revision of the first. Look for places where two or three sentences can be combined into one by using parallel structure. In the second version, use as few words as possible and still communicate your meaning.

Topics:

- 1. Give a physical description of **fonatham of the second of the second**
- 2. Describe the characteristics and activities of a successful student.
- 3. Give your reader directions for making a particular food dish.

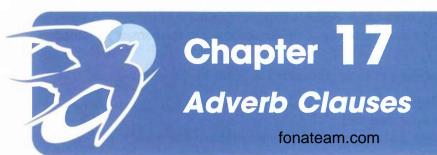
Example:

First Draft:

You'll need several ingredients to make spaghetti sauce. You'll need some ground beef. Probably about one pound of ground beef is enough. You should also have an onion. If the onions are small, you should use two. Also, find a green pepper and put it in the sauce. Of course, you will also need some tomato sauce or tomatoes.

Revision:

To make spaghetti sauce, you will need one pound of ground beef, one large or two small onions, a green pepper, and some tomato sauce or tomatoes.



Exercise 1. Warm-up. (Chart 17-1)

The words in blue are adverb clauses. What do you notice about their sentence placement and punctuation?

- 1. He closed the window when it got windy.
- 2. Because it got windy, he closed the window.
- 3. Even though it was windy, he opened the window.
- 4. Would you please close the window if it gets windy?

17-1 Introduction

Adverb clauses are used to show relationships between ideas. They show relationships of *time*, *cause* and *effect*, *contrast*, and *condition*.

(a) (b)	When the phone rang, the baby woke up. The baby woke up when the phone rang.	In (a) and (b): when the phone rang is an adverb clause of time. Examples (a) and (b) have the same meaning. PUNCTUATION: When an adverb clause precedes a main clause, as in (a), a comma is used to separate the clauses. When the adverb clause follows, as in (b), usually no comma is used.
(c)	Because he was sleepy, he went to bed. He went to bed because he was sleepy.	In (c) and (d), <i>because</i> introduces an adverb clause that shows a cause-and-effect relationship.
(e) (f)	INCORRECT PUNCTUATION: When we were in New York. We saw several plays. INCORRECT PUNCTUATION: He went to bed. Because he was sleepy.	Adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to a main (or independent) clause.*

Summary list of words used to introduce adverb clauses**

illillary list of w	ords asea to mirroduce	auverb clauses		
TIM	E	CAUSE AND EFFECT	CONTRAST	CONDITION
after before when while	by the time (that) once as/so long as whenever	because now that since	even though although though	if unless only if whether or not
as as soon as since until	every time (that) the first time (that) the last time (that) the next time (that)		DIRECT CONTRAST while	even if in case

^{*}See Chart 13-1, p. 270, for the definition of dependent and independent clauses.

^{**}Words that introduce adverb clauses are called "subordinating conjunctions."

Exercise 2. Looking at grammar. (Chart 17-1)
Check (/) the sentences that are grammatically complete and contain the correct punctuation.
1. <u>✓</u> I woke up.
2 When the door slammed.
3 I woke up. When the door slammed.
4 I woke up when the door slammed.
5 When the door slammed, for ateam.com
6 The door slammed. I woke up.
7 As soon as you finish dinner, you will need to pick up Andy at work.
8 The first time I saw you at the school dance last February.
9 Every time the phone rings and I answer it.
10. We won't know the results until the doctor calls.

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

<u>Underline the adverb clauses</u>. Add punctuation and capitalization as necessary. Do not add or delete any words.

W

1. when Abder was in New York, he stayed with his cousins.

11. ____ We got something to eat. After we went to the movie.

- 2. we went inside when it began to rain
- 3. it began to rain we went inside
- 4. when it began to rain we went inside
- 5. when the mail comes my assistant opens it
- 6. my assistant opens the mail when it comes
- 7. the mail comes around ten o'clock every morning my assistant opens it

Exercise 4. Looking at grammar. (Charts 16-2, 16-4, and 17-1)

Add punctuation and capitalization as necessary. Do not add or delete any words.

- 1. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.
- 2. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.
- 3. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.

- 4. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home.
- 5. When you speak to someone who funatean bearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me when I look directly at him and say each word clearly.
- 6. Jane wears contact lenses because she is near-sighted without them, she can't see from one end of a basketball court to the other when one of her contacts popped out during a recent game both teams stopped playing and searched the floor for the lens.



Exercise 5. Warm-up. (Chart 17-2)

Add the word(s) in parentheses to the correct place in each sentence. Add commas and capitalization as necessary.

while

- 1. Anya listened to some music she was working at her computer. (while)
- 2. I go to bed I always brush my teeth. (before)
- 3. I was a child I've been interested in butterflies. (ever since)
- 4. I'm going to meet some friends I leave class today. (after)
- 5. People speak English too fast Oscar can't catch the meaning. (when)
- 6. The teacher speaks too fast Oscar is going to ask her to slow down. (the next time)

17-2 Us	sing Adverb Clauses to Show Tir	ne Relationships	
after*	(a) After she graduates, she will get a job. (b) After she (had) graduated, she got a job.	A present tense, NOT a future tense, is used in an adverb clause of time, as in (a) and (c) (See Chart 4-3, p. 67, for tense usage in	
before*	(c) I will leave <i>before</i> he comes. (d) I (had) left <i>before</i> he came. fonateam.com	future time clauses.)	
when	 (e) When I arrived, he was talking on the phone. (f) When I got there, he had already left. (g) When it began to rain, I stood under a tree. (h) When I was in Chicago, I visited the museums. (i) When I see him tomorrow, I will ask him. 	when = at that timeNotice the different time relationships expressed by the tenses.	
while as	(j) While I was walking home, it began to rain. (k) As I was walking home, it began to rain.	while, as = during that time	
by the time (1) By the time he arrived, we had already left. (m) By the time he comes, we will have already left.		by the time = one event is completed before another event Notice the use of the past perfect and future perfect in the main clause.	
(o) I've known her ever since I was a child. In (o): ever adds emphasis.		NOTE: The present perfect is used in the main	
until till	(p) We stayed there until we finished our work.(q) We stayed there till we finished our work.	<pre>until, till = to that time and then no longer (Till is used more in speaking than in writing; it is generally not used in formal English.)</pre>	
as soon as once	hannens another event hanner		
		as long as, so long as = during all that time, from beginning to end	
whenever (v) Whenever I see her, I say hello. whenever = every time every time (w) Every time I see her, I say hello.		whenever = every time	
to an opera. (y) I saw two plays the last time (that) I went to (first second third ato		second	
the next time	(z) The next time (that) I go to New York, I'm going to see a ballet.	the last next etc. time (that)	

^{*}After and before are commonly used in the following expressions:

shortly after a short time after a little while after not long after soon after

shortly before a short time before a little while before not long before

1.	I will call you [before I	
2.	Last night I went to bed after I	my homework.
3.	Tonight I will go to bed after I fonateam.com	_ my homework.
4.	Ever since I was a child, I	afraid of dogs.
5.	Be sure to reread your composition for errors before teacher tomorrow.	re you it to the
6.	By the time I left my apartment this morning, the the mail.	mail carrier
7.	I have known Jim Bates since he	ten years old.
8.	A black cat ran across the road as I morning.	my car to work this
9.	By the time I leave this city, I	here for four months.
10.	Whenever Mark angry, his n	ose gets red.
11.	I to the beach whenever the time to do that because I have to study.	weather was nice, but now I don't have
12.	We will have a big party when	
	The next time I to Hawaii, I largest active volcano.	
14.	I had fried chicken the last time I	at that restaurant.
	ercise 7. Looking at grammar. (Charts 17-1 mbine each pair of sentences with the words in pare	
1.	The other passengers will get on the bus soon. We \rightarrow As soon as the other passengers get on the bus, we'll	
2.		
3.	I left the room. I turned off the lights. (before) Suki feels nervous. She bites her nails. (whenever)	
1		
4. 5.	The frying pan caught on fire. I was making dinner	

^{*}Just adds the idea of "immediately": just as = at that immediate or same moment. just before = immediately before. just after = immediately after.

7.	The audience burst into applaus	e. 7	The singer finished her song. (as soon as)		
8.	We have to wait here. Nancy will come. (until)				
9.	Julia will come. We can leave for the theater. (as soon as)				
10.	My roommate walked into the ro	oom	. I knew something was wrong. (just as soon as)		
11.	I stood up to give my speech. I	got	butterflies in my stomach. (just before)		
12.	I saw the great pyramids of Egyp	t in	the moonlight. I was speechless. (the first time)		
13.	Lori started working at this complete the last six months. (since)	nan	y six months ago. Lori has gotten three promotions in		
14.	The weather will get warmer soo	n. '	We can start spending more time outside. (once)		
15.	Shakespeare died in 1616. He h	ad v	written more than 37 plays. (by the time)		
16.	Sam will go to get his driver's lic	ense	e. He'll remember to take his glasses. (the next time)		
	ercise 8. Looking at gramn cose the best completions.	nar	(Chart 17-2)		
1.	As soon as Martina saw the fire,	she	the fire department.		
1.	a. was telephoning		had telephoned		
	(b.) telephoned		has telephoned		
	o., terephoneu		nuo telepinonea		
2.	Before Jennifer won the lottery,	she .	any kind of contest.		
	a. hasn't entered		wasn't entering		
	b. doesn't enter	d.	hadn't entered		
3.	Every time Prakash sees a movie	ma	de in India, he homesick.		
	a. will have felt	c.	feels		
	b. felt	d.	is feeling		
4.			to visit friends and family several times.		
	a. return		am returning		
	b. will have returned	d.	have returned		
5	While he was washing his new or	ar A	Mr. De Rosa a small dent in the rear fender.		
٦.	a. has discovered		is discovering		
	b. was discovering		discovered		
	b. was discovering	u.	discovered		
6.	Yesterday while I was attending report.	a sa	les meeting, Matthew on the company's annual		
	a. was working	c.	has worked		
	b. had been working		works		
7.	Tony to have children unti	l his	s little daughter was born. After she won his heart, he		
	decided he wanted a big family.				
	a. doesn't want	c.	wasn't wanting		
	b. hadn't wanted		hasn't wanted		

8.	After the horse threw her to the	ground for the third time,
	Jennifer picked herself up and s	aid, "I on another
	horse as long as I live."	
	a. never ride	c. will never ride
	b. have never ridden	d. do not ride
9.	The next time Paul to Ne	w York, he will visit the
	Metropolitan Museum of Art's	famous collection of
	international musical instrumer	nts.
	a. will fly	c. has flown
	b. flies	d. will have flown
1.0	English Manile and 1	
10.		quietly in the corner. Is something wrong?
	a. sat	c. had been sitting
	b. has been sitting	d. will have sat
11.	After Nela for twenty min	autes, she began to feel tired.
	a. jogging	c. has been jogging
	b. had been jogging	d. has jogged
10	Datas singa yay aat basa	from foothall amortics)
12.	Peter, since you got home	
	a. have you eaten	
	b. will you eat	d. do you eat
13.	By the time the young birds	the nest for good, they will have learned how to fly.
	a. will leave	c. are leaving
	b. will have left	d. leave
14	The last time I in Athens.	the weather was hot and humid.
	a. had been	c. am
	b. was	d. will have been
Eve	voice O. Looking at avanu	(Ob subs 17.1 sus al 17.0)
	ercise 9. Looking at grams d the description of events Mal	ke sentences using the words below the example.
		ac sentences using the words below the example.
Eve		
		mall and went to buy some jeans.
	:03 A thief broke into her car a:30 Judy returned to her car.	ind stole her radio.
	:31 Judy called the police.	
	:35 The police arrived.	
4	:35 Judy began crying in frustr	ation.
Exa	mple: just after	
	\rightarrow Just after Judy parked	her car, a thief broke into it.
1.	just after 3. when	5. by the time
2.	just as 4. while	6. as soon as

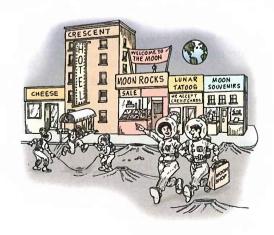
]	cork in small groups. Complete the sentences with your own words. Each member of the oup should finish each sentence.
	cample: After I left class yesterday, $ o$ After I left class yesterday, I met my cousin for tea.
	After I leave class today, Before I go to bed tonight, fonateam.com As soon as I get up tomorrow, Whenever I feel nervous, The first time I came to this class, Ever since I was a child, As long as I live, Just as I was falling asleep last night,
D 2	sten to the story about Marco's and Anya's cultural misunderstandings with your book osed. Then open your book and complete the sentences.
ck 25	. The first time Marco was asked "How's it going?",
	2. At first, every time someone asked Anya how she was,
	3. The next time Marco wants to get the server's attention at a restaurant,
	2. Since Marco and Anya have come to this country,
	5. Whenever they have a cultural misunderstanding,
)	cercise 12. Warm-up. (Chart 17-3) hich adverb clauses give the idea of "because"?
	Now that I've finished art school, I can focus on finding work as an illustrator. Since I was young, I have been artistic. Since you're artistic, you can illustrate the story.

17-5	US	ing Adverb Clauses to Shov	V Cause and Effect
because	(a) (b)	Because he was sleepy, he went to bed. He went to bed because he was sleepy.	An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).
now that	(c)	Now that I've finished the semester, I'm going to rest a few days and then take a trip. fonateam.co Jack lost his job. Now that he's unemployed, he can't pay his bills.	Now that means "because now." In (c): Now that I've finished the semester means "because the Memester is now over." Now that is used for present causes of present or future situations.
since	(e) (f)	Since Monday is a holiday, we don't have to go to work. Since you're a good cook and I'm not, you should cook the dinner.	When <i>since</i> is used to mean "because," it expresses a known cause; it means "because it is a fact that" or "given that it is true that." Cause-and-effect sentences with <i>since</i> say, "Given the fact that X is true, Y is the result." In (e): "Given the fact that Monday is a holiday, we don't have to go to work."
	(g)	Since I came here, I have met many people.	NOTE: <i>Since</i> has two meanings. One is "because." It is also used in time clauses, as in (g). See Chart 17-2.

Exercise 13. Looking at grammar. (Chart 17-3)

Combine each pair of sentences with the words in parentheses. Add commas as necessary.

- 1. We can go swimming every day. The weather is warm. (*now that*)
 - \rightarrow We can go swimming every day now that the weather is warm.
- 2. The students had done poorly on the test. The teacher decided to give it again. (since)
 - → Since the students had done poorly on the test, the teacher decided to give it again.
- 3. Cold air hovers near the earth. It is heavier than hot air. (because)
- 4. You paid for the theater tickets. Please let me pay for our dinner. (since)
- 5. Do you want to go for a walk? The rain has stopped. (now that)
- 6. Our TV set was broken. We listened to the news on the radio. (because)
- 7. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (since)
- 8. The civil war has ended. A new government is being formed. (now that)
- 9. Ninety-two thousand people already have reservations with an airline company for a trip to the moon. I doubt that I'll get the chance to go on one of the first tourist flights. (since)



		ercise 14. Looking at grammar. (In plete the sentences with your own words	
	1.	Now that I've finally finished	
	2.	The teacher didn't	
		because	
	3.	Since it's too expensive tofonatean	n.com
	4.		nds now that
	5.	Since we don't have class tomorrow	
2	Whi	chart 17-4) ch sentence expresses an unexpected resu Because I was very tired, I went to bed e Even though I was very tired, I stayed up	arly.
17	7-4	Expressing Contrast (Unex Even Though	spected Result): Using
		use the weather was cold, I didn't go swimming.	Because is used to express expected results.
		though the weather was cold, I went swimming.	Even though is used to express unexpected results.* NOTE: Like because, even though introduces an adverb
		use I wasn't tired, I didn't go to bed. though I wasn't tired, I went to bed.	clause.
	eugh an	ad though have basically the same meaning and use as ed though. Percise 16. Looking at grammar. (Coose the correct completions.	even though. See Chart 19-6, p. 406, for information on the use of Chart 17-4)
	1.	Because it was a dark, cloudy day, (a.) I didn't put on my sunglasses	b. I put on my sunglasses
	2.	Even though it was a dark, cloudy day, a. I put on my sunglasses	b. I didn't put on my sunglasses
	3.,	Even though Mira has a cold, a. she feels okay	b. she feels tired
	4.	Because gas is so expensive, a. I drive my car a lot	b. I avoid driving my car a lot

	ercise 17. Looking at grammar. (Chart 17-mplete the sentences with even though or because	
1.	Tim's in good shape physicallyeven though	he doesn't get much exercise.
2.	. Barry's in good shape physicallybecause	he gets a lot of exercise.
3.	Melissa has a job, she dher four children. Melissa has a job, she different fonateam.com	loesn't make enough money to support
4.	Yoko has a job, she is al	ble to pay her rent and feed her family.
5.	. Sherry didn't learn Spanish	she lived in Mexico for a year.
6.	. Joe speaks Spanish well	he lived in Mexico for a year.
7.	. Jing-Won jumped into the river to rescue a little gi	rl who was drowning
	he wasn't a good swim:	mer.
8.	. A newborn kangaroo can find its mother's pouch not yet open.	its eyes are
9.	. Some people protest certain commercial fishing of dolphins, considered to be highly intelligent and se	
10.	the earthquake damage	ed the bridge across Skunk River, the
	Smiths were able to cross the river	they had a boat.
Worthe Exa	ercise 18. Let's talk. (Chart 17-4) ork in pairs, in small groups, or as a class. Speaker A equestion beginning with Yes/No and followed by Eamples: EAKER A (book open): It was raining. Did you go to EAKER B (book closed): Yes. Even though it was raining.	the zoo anyway?
SPE	EAKER A (book open): You studied hard. Did you page EAKER B (book closed): No. Even though I studied have	ass the test?
1. 2. 3. 4. 5.	You weren't tired. Did you go to bed anyway? The phone rang many times, but did you wake up The food was terrible. Did you eat it anyway? You didn't study. Did you pass the test anyway? The weather is terrible today. Did you stay home?	?
	You mailed the letter a week ago. Has it arrived you. You have a lot of money. Can you afford to buy as Your grandmother is ninety years old. Is she still you	et? n airplane? young at heart?

	Exercise 19. Warm-up. (Check ()) the sentences that sh		that	"this" is the opposite of "that").
	1 I am a vegetarian, wh	ile my husband is a me	at-eat	er.
	2 While I was shopping	, I ran into some friend	ls fror	n high school.
	3 While some people pr	refe ranga penahara Im pref	fer co	oler climates.
		TOTICICATIT.OOTIA		
17	7-5 Showing Direct C	ontrast: While		
	Mary is rich, while John is poor.	While is used to show dire "that."*	ect con	trast: "this" is exactly the opposite of
	John is poor, while Mary is rich. While John is poor, Mary is rich.	Examples (a), (b), (c), and	l (d) all	have the same meaning.
	While Mary is rich, John is poor.		used	and (b): In using while for direct even if the while-clause comes second ther adverb clauses).
	PARE: The phone rang while I was studying.	REMINDER: While is also u time," as in (e). See Chart		time clauses and means "during that
consi	Exercise 20. Looking at g Choose the best completion for	ı rammar. (Chart 17-	5)	
	1. Some people are tall, while	others are		
	a. intelligent		(c.)	short
	b. thin		d.	large
	2. A box is square, while			
	a. a rectangle has four s		C.	we use envelopes for letters
	b. my village has a town			a circle is round
	3. While some parts of the wo			
	a. are warm and humidb. are cold and wet			get little or none get a lot
	b. are cold and wer		u.	get a lot
	4. In some nations the favorit	e beverage is coffee, wh		
	a. I like tea			in others it is tea
	b. it has caffeine		d.	they drink tea
	5. Some people like cream an	d sugar in their coffee,	while	
	a. others like it black		c.	milk is good in coffee too
	b. others drink hot coffe	ee	d.	sugar can cause cavities
	6. Steve is an interesting story	Iteller and conversation	aliet	while his brother
	a. is a newspaper report			has four children
	b. bores other people by			knows a lot of stories too
	about himself all the			

Exercise 21. Let's talk. (Chart		Exercise	21.	Let's talk.	(Chart 17-5)
---------------------------------	--	----------	-----	-------------	--------------

Ask two classmates to complete each sentence. Share some of their completions with the class.

Example: Some people are talkative, while

- → Some people are talkative, while others are quiet.
- → While some people are talkative, others are quiet.
- 1. Some people have curly hair, while
- 2. Some people prefer to live in the pate of the contract of the people prefer to live in the pate of the contract of the people prefer to live in the pate of the people prefer to live in the pate of the people prefer to live in the pate of the people prefer to live in the pate of the people prefer to live in the pate of the people prefer to live in the people p
- 3. While some people know only their native language,
- 4. The climate at sea level at the equator is always hot, while the climate at the North and South poles
- 5. Some people . . . , while
- 6. Some countries ..., while

Exercise 22. Warm-up. (Chart 17-6)

Check (\checkmark) the sentence with *if* that is grammatically correct.

- 1. ___ If I will need help, I will ask you.
- 2. ___ If I need help, I will ask you.
- 3. ____ If I will need help, I ask you.

Expressing Conditions in Adverb Clauses: If-Clauses

(a) If it rains tomorrow, I will take my umbrella.

If-clauses (also called "adverb clauses of condition") present possible conditions. The main clause expresses RESULTS.

In (a): POSSIBLE CONDITION = it may rain tomorrow RESULT = I will take mv umbrella

A present tense, not a future tense, is used in an if-clause even though the verb in the if-clause may refer to a future event or situation, as in (a).*

Words that introduce adverb clauses of condition (if-clauses)

even if unless whether or not in case only if

Exercise 23. Looking at grammar. (Chart 17-6)

Make sentences with *if* using the given conditions.

Example: It may be cold tomorrow.

- → If it's cold tomorrow, I'm going to stay home.
- → We can't go on a picnic if it's cold tomorrow.
- 1. The teacher may not be in class tomorrow.
- 2. You will stay up until two in the morning.
- 3. Maybe the sun will be shining when you get up tomorrow morning.
- 4. Predictions about global warming may be correct.
- 5. Think of something that may happen this year in world politics.

^{*}See Chapter 20 for uses of other verb forms in sentences with if-clauses.

Exercise 24. Warm-up. (Chart 17-7)

Check (1) the sentences that logically follow the question and are grammatically correct.

Do you have your cell phone with you?

- 1. ____ If you do, could I use it?
- 2. ___ If so, could I use it?
- 3. ___ If not, I can use the pay phone.
- 4. ___ If you don't, I can use the pay phone.
- 5. ___ If you are, could I use it?



17-7 Shortened If-Clauses

- (a) Are you a student? If so / If you are, the ticket is half-price. If not / If you aren't, the ticket is full price.
- (b) It's a popular concert. Do you have a ticket? If so / If you do, you're lucky. If not / If you don't, you're out of luck.

When an *if*-clause refers to the idea in the sentence immediately before it, it is sometimes shortened.

In (a): If so / If you are = If you are a student
If not / If you aren't = If you aren't a student

In (b): If so / If you do = If you have a ticket
If not / If you don't = If you don't have a ticket

☐ Exercise 25. Looking at grammar. (

First, complete the sentences in two ways:

- a. Use so or not.
- b. Use a helping verb or main verb be.

Second, give the full meaning of the shortened *if*-clause.

- 1. Does Lisa want to go out to dinner with us?
 - a. If _______, tell her to meet us at 8:00.
 - b. If she ______does___, tell her to meet us at 8:00.
 - → Meaning: if Lisa wants to go out to dinner with us
- 2. Are you free this weekend?
 - a. If _____, do you want to go to a movie?
 - b. If you _____, do you want to go to a movie?
- 3. Do you have a ride to the theater?
 - a. If _____, would you like to ride with us?
 - b. If you _____, would you like to ride with us?

	4. Are you coming to the	neeting:
	a. If, I'll	see you there.
	b. If you	, I'll see you there.
	5. Did you use a spellche	k on your email to me?
	a. If, it o	idn't catch all the spelling errors. fonateam.com
	b. If you	s it didn't catch all the spelling errors.
	6. We need some rice. C	n you stop at the store on your way home today?
	a. If, I'l	do it.
	b. If you	, I'll do it.
	Exercise 26. Warm-up Check (/) all the sentences	
	SITUATION: If David gets m	arried, he will be happy. If he doesn't get married, he will be happy.
	1 David will be hap	by if he doesn't get married.
	2 If he gets married	
		married, he won't be happy.
		sn't get married, he will be happy.
		by whether or not he gets married.
		avid gets married, he will be happy.
		and gete married, no mar et mpp).
17	7-8 Adverb Clauses and <i>Even If</i>	of Condition: Using Whether Or Not
Wh	ether or not	
, ,	I'm going to go swimming tomorrowhether or not it is cold. OR	Whether or not expresses the idea that neither this condition nor that condition matters; the result will be the same.
	whether it is cold or not.	In (a): "If it is cold, I'm going swimming. If it is not cold, I'm going swimming. I don't care about the temperature. It doesn't matter."
Eve	en if	

whether or not.

matter. The result will not change.

(b) I have decided to go swimming tomorrow.

swimming.

Even if the weather is cold, I'm going to go

Sentences with even if are close in meaning to those with

Even if gives the idea that a particular condition does not

Exercise 27. Looking at grammar. (Chart 17-8)

Choose the sentence (a. or b.) that has the same meaning as the given sentence.

- 1. Even if I get an invitation to the reception, I'm not going to go.
 - a. I won't go to the reception without an invitation.
 - (b.) I don't care if I get an invitation. I'm not going.
- 2. Even if the weather improves, I won't go to the beach.
 - a. I'm going to the beach if theonateanneones.
 - b. I don't care if the weather improves. I'm not going to the beach.
- 3. Whether or not you want help, I plan to be at your house at 9:00.
 - a. I'm going to help you because I think you need help.
 - b. I'm going to help you because you want me to.
- 4. I won't tell even if someone pays me.
 - a. I won't tell whether or not someone gives me money.
 - b. If someone pays me enough money, I will tell.
- 5. Even if John apologizes, I won't forgive him!
 - a. John needs to apologize for me to forgive him.
 - b. I don't care if John apologizes. It doesn't matter.
- 6. I have to go to work tomorrow whether I feel better or not.
 - a. Whether I go to work or not depends on how I feel.
 - b. I'm going to work tomorrow no matter how I feel.

Exercise 28. Looking at grammar. (Chart 17-8)

Use the given information to complete sentences a. and b.

SITUATION 1: Usually people need to graduate from school to get a good job. But it's different for Ed. Maybe Ed will graduate from school, and maybe he won't. It doesn't matter because he has a good job waiting for him in his father's business.

- a. Ed will get a good job whether or not
 - ightarrow Ed will get a good job whether or not he graduates.
- b. Ed will get a good job even if
 - \rightarrow Ed will get a good job even if he doesn't graduate.

SITUATION 2: Cindy's uncle tells a lot of jokes. Sometimes they're funny, and sometimes they're not. It doesn't matter.

- a. Cindy laughs at the jokes whether . . . or not.
- b. Cindy laughs at the jokes even if

SITUATION 3: Maybe you are finished with the exam, and maybe you're not. It doesn't matter. The time is up.

- a. You have to hand in your examination paper whether . . . or not.
- b. You have to hand in your examination paper even if

SITUATION 4: It might snow, or it might not. We don't want to go camping in the snow, but it doesn't matter.

- a. We're going to go camping in the mountains whether . . . or not.
- b. We're going to go camping in the mountains even if

SITUATION 5: Max's family doesn't have enough money to send him to college. He would like to get a scholarship, but it doesn't matter because he's saved some money to go to school and has a part-time job.

- a. Max can go to school whether or not
- b. Max can go to school even if

SITUATION 6: Sometimes the weather is hot, and sometimes the weather is cold. It doesn't matter. My grandfather always wears his gray sweater.

- a. My grandfather wears his gray sweater whether or not
- b. My grandfather always wears his gray sweater even if

SITUATION 7: Your approval doesn't matter to me.

- a. I'm going to marry Harry whether . . . or not.
- b. I'm going to marry Harry even if

Exercise 29. Warm-up. (Chart 17-9)

Choose the sentence (1. or 2.) that has the same meaning as the given sentence.

If by chance you have trouble, you can reach me at this number.

- 1. In case you have trouble, you can reach me at this number.
- 2. When you have trouble, you can reach me at this number.

Adverb Clauses of Condition: Using In Case

(a) I'll be at my uncle's house in case you (should) need to reach me.

In case expresses the idea that something probably won't happen, but it might. In case means "if by chance this should happen."

NOTE: Using should in an adverb clause emphasizes the speaker's uncertainty that something will happen.

Exercise 30. Looking at grammar. (Chart 17-9)

Combine each pair of sentences. Begin your new sentence with *In case*.

- 1. You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.
 - → In case you (should) need to get in touch with me, I'll give you my phone number.
- 2. You probably won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.
- 3. I don't think you need any more information, but maybe you do. If so, you can call me.
- 4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Smith.
- 5. Russ probably won't call, but maybe he will. If so, please tell him that I'm at the library.
- 6. You will probably be satisfied with your purchase, but maybe not. If not, you can return it to the store.

Exercise 31. Looking at grammar. (Charts 17-8 and 17-9)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

- 1. I have my umbrella with me just in case
- 2. It's a good idea for you to keep a written record of your credit card numbers in case
- 3. Our boss doesn't accept illness as an excuse for missing work. We have to go to work even if
- 4. I think I'd better clean up the apartment in case
- 5. Are you planning to apply for a scholarship? If so,
- 6. Do you have to work this Saturday? If not,
- Exercise 32. Warm-up. (Chart 17-10)

Choose the logical completions.

- 1. I'll be at work on time tomorrow if there (is, isn't) a lot of heavy traffic.
- 2. I'll be at work on time tomorrow unless there (is, isn't) a lot of heavy traffic.
- 3. We'll have the party outside unless it is (rainy, sunny).
- 4. We'll have the party inside unless it is (rainy, sunny).

17-10 Adverb Clauses of Condition: Using Unless

- (a) I'll go swimming tomorrow unless it's cold.
- (b) I'll go swimming tomorrow if it isn't cold.

unless = if...not

In (a): unless it's cold means "if it isn't cold."

Examples (a) and (b) have the same meaning.

☐ Exercise 33. Looking at grammar. (Chart 17-10)

Make sentences with the same meaning as the given sentences. Use unless.

- 1. I will go to the zoo if it isn't cold.
 - \rightarrow I will go to the zoo unless it's cold.
- 2. You can't travel abroad if you don't have a passport.
- 3. You can't get a driver's license if you're not at least sixteen years old.
- 4. If I don't get some new batteries for my camera, I won't be able to take pictures when Laura and Rob get here.
- 5. You'll get hungry during class if you don't eat breakfast.
- Exercise 34. Looking at grammar. (Chart 17-10)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

- 1. Your letter won't be delivered unless
 - \rightarrow Your letter won't be delivered unless it has the correct postage.
- 2. I'm sorry, but you can't see the doctor unless

- 3. I can't graduate from school unless
- 4. ... unless you put it in the refrigerator.
- 5. Unless it rains,
- 6. Certain species of animals will soon become extinct unless
- 7. ... unless I get a raise in salary.
- 8. Tomorrow I'm going to ... unless ...
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 9. The political situation in . . . will continue to worsen unless
- 10. Unless you

Exercise 35. Warm-up. (Chart 17-11)

Answer the questions about Scott.

SITUATION: Scott closes his bedroom window at night only if it's raining hard.

- 1. Does Scott close his bedroom window if the temperature is below freezing?
- 2. Does Scott close his bedroom window if it's windy outside?
- 3. Does Scott close his bedroom window if there's a light rain?
- 4. Does Scott close his bedroom window if there is a heavy rain?

Adverb Clauses of Condition: Using Only If

(a) The picnic will be canceled only if it rains. If it's windy, we'll go on the picnic. If it's cold, we'll go on the picnic. If it's damp and foggy, we'll go on the picnic. If it's unbearably hot, we'll go on the picnic.

Only if expresses the idea that there is only one condition that will cause a particular result.

(b) Only if it rains will the picnic be canceled.

When only if begins a sentence, the subject and verb of the main clause are inverted, as in (b).* No commas are used.

Only when the teacher dismisses us can we stand and leave the room.

Only after the phone rang did I realize that I had fallen asleep in my chair.

Only in my hometown do I feel at ease.

Exercise 36. Looking at grammar. (Chart 17-11)

Check (\checkmark) the sentences that are true for this situation.

SITUATION: You can take Saturday off only if you work Thursday.

- 1. ____ You must work Thursday if you want Saturday off.
- 2. ____ You can take Saturday off if you work another day of your choice.
- 3. ___ If you work Thursday, you don't have to work Saturday.
- 4. ____ You can work Thursday, but it's not a requirement if you want Saturday off.

^{*}Other subordinating conjunctions and prepositional phrases preceded by **only** at the beginning of a sentence require subject-verb inversion in the main clause:

Exercise 37. Looking at grammar. (Chart 17-11)

Part I. Read the situations and complete the sentences. Work in pairs, in small groups, or as a class.

SITUATION 1: John must take an additional science class in order to graduate. That is the only condition under which he can graduate. If he doesn't take an additional science class, he can't graduate.

He can graduate only if . . . fonateam.com

→ He can graduate only if he takes an additional science class.

SITUATION 2: You have to have an invitation in order to go to the party. That is the only condition under which you will be admitted. If you don't have an invitation, you can't go.

You can go to the party only if

SITUATION 3: You have to have a student visa in order to study here. Unless you have a student visa, you can't go to school here.

You can attend this school only if

- **SITUATION 4:** Jimmy's mother doesn't want him to chew gum, but sometimes he chews it anyway. Jimmy . . . only if he's sure his mother won't find out.
- **SITUATION 5:** If you want to go to the movie, we'll go. If you don't want to go, we won't go. We . . . only if you want to.
- **SITUATION 6:** The temperature has to reach $32^{\circ}F$ / $0^{\circ}C$ before water will freeze. Water will freeze only if
- **SITUATION 7:** You must study hard. Then you will pass the exam. Only if you study hard
- SITUATION 8: You have to have a ticket. Then you can get into the soccer stadium.

 Only if you have a ticket
- **SITUATION 9:** His parents make Steve finish his homework before he can watch TV in the evening. Only if Steve's homework is finished
- SITUATION 10: I have to get a job. Then I will have enough money to go to school.

 Only if I get a job

Part II. Complete the sentences with your own words.

- 1. Yes, Paul, I will marry you but only if
- 2. I... only if
- 3. Only if

Exercise 38. Looking at grammar. (Charts 17-10 and 17-11)

Make sentences with the same meaning as the given sentences. Use only if and unless.

- 1. If you don't study hard, you won't pass the test.
 - → You will pass the test only if you study hard.
 - → You won't pass the test unless you study hard.
- 2. If I don't get a job, I can't pay my bills.
- 3. Your clothes won't get clean if FOR A TOTAL SECTION P.
- 4. I can't take any pictures if the flash doesn't work.
- 5. I don't wake up if the alarm clock doesn't ring.
- 6. If eggs aren't kept at the proper temperature, they won't hatch.
- 7. Don't borrow money from friends if you don't absolutely have to.
- 8. Anita doesn't talk in class if the teacher doesn't ask her specific questions.

Exercise 39. Looking at grammar. (Charts $17-6 \rightarrow 17-11$)

Combine these two sentences using the words below the example.

It may or may not rain. The party will be held inside/outside.

Example: if

- → If it rains, the party will be held inside.
- → If it doesn't rain, the party will be held outside.
- 1. even if

- 3. in case
- 5. only if

- 2. whether or not
- 4. unless

Exercise 40. Reading and grammar. (Chapter 17)

Part I. Read the passage about the ways people learn.

How Do People Learn Best?

How do people learn best? There is not one answer because much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Imagine that you are learning how to fold a paper airplane. The person teaching you presents the information verbally. She begins by saying:

Take a piece of paper.

Fold it in half.

Open the paper.

Look at the crease in the middle.

Now take one corner and fold it down along the crease.



Benjamin Franklin

The instructions continue this way. How well are you going to learn how to fold a paper airplane?

Now imagine that your instructor is standing before you with paper and gives the directions while folding the paper herself. Will this help you more?

Finally, imagine that both you and your instructor have paper. Each time she gives you instructions, both you and she fold your own papers.

Of the three methods, which one will be the most effective in helping you learn how to fold a paper airplane?

It's interesting to think about Benjamin Franklin's quote in relation to learning English. How do you learn English best? Is "being told" effective for you? What about "being taught"? How about "being involved"?

Part II. Think about your experiences learning English vocabulary and complete the sentences with your own words. Punctuate carefully.

Ι.	1 remember new words best when
2.	I often forget the meanings of new words unless
3.	Even if I
4.	I only if
	If you want to increase your vocabulary,
6.	If teachers want to help their class learn new vocabulary, they
7.	Although
	When I am involved in my learning, I feel



Chapter 18

Reduction of Adverb Clauses to Modification Adverbial Phrases

Exercise 1. Warm-up. (Charts 18-1 and 18-2)

Check (\checkmark) the sentences that are grammatically correct.

- 1. ___ While sitting at my desk, I fell asleep.
- 2. ___ While I was sitting at my desk, I fell asleep.
- 3. ____ While was sitting at my desk, I fell asleep.
- 4. ___ Before I went into the theater, I turned off my cell phone.
- 5. ____ Before go into the theater, I turned off my cell phone.
- 6. ____ Before going into the theater, I turned off my cell phone.

			In Chapter 13, we discussed changing adjective clauses to modifying phrases. (See Chart 13-11,	
(b)	Modifying phrase:	While walking to class, I ran into an old friend.	p. 294.) Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same:	
(c)	Adverb clause:	Before I left for work, I ate breakfast.	If there is a <i>be</i> form of the verb, omit the subject of the dependent clause and <i>be</i> verb, as in (b).	
(d)	Modifying phrase:	Before leaving for work, I ate breakfast.	 OR If there is no <i>be</i> form of a verb, omit the subject and change the verb to <i>-ing</i>, as in (d). 	
(e)	Change possible:	While I was sitting in class, I fell asleep. While sitting in class, I fell asleep.	An adverb clause can be changed to a modifying phrase only when the subject of the adverb claus and the subject of the main clause are the same A modifying adverbial phrase that is the reduction of an adverb clause modifies the subject of the main clause.	
(f)	Change possible:	While Ann was sitting in class, she fell asleep. (clause) While sitting in class, Ann fell asleep.		
(g)	No change possible:	While the teacher was lecturing to the class, I fell asleep.*	No reduction (i.e., change) is possible if the subjects of the adverb clause and the main clause are different, as in (g).	
(h)	INCORRECT:	While watching TV last night, the phone rang.	In (h): While watching is called a "dangling modifier" or a "dangling participle," i.e., a modifier that is incorrectly "hanging alone" without an appropriate noun or pronoun subject to modify.	

^{*}While lecturing to the class, I fell asleep means "While I was lecturing to the class, I fell asleep."

1		2. Looking at grammar. (Chart 18-1) the sentences that are grammatically correct.
		While sitting at my computer, the fire alarm went off. While sitting at my computer, I heard the fire alarm go off.
	3	
	4	While standing on the top floor of the building and looking down, Patrick suddenly fonateam.com felt dizzy.
	5	Before getting up, Mary likes to lie in her warm bed and plan her day.
	6	Before getting up, Mary's alarm clock went off three times by accident.
	7	While working on his new novel, William found himself telling the story of his childhood.

8. ____ After standing in line for hours to buy concert tickets, the theater manager told us

18	8-2	Changing Time Clauses to	Modifying Adverbial Phrases	
(a)	Clause:	Since Maria came to this country, she has made many friends.	Adverb clauses beginning with <i>after</i> , <i>before</i> , <i>while</i> , and <i>since</i> can be changed to modifying adverbial phrases.	
(b)	Phrase:	Since coming to this country, Maria has made many friends.		
(c)	Clause:	After he (had) finished his homework, Peter went to bed.	In (c): There is no difference in meaning between After he finished and After he had finished. (See Chart 3-5,	
(d)	Phrase:	After finishing his homework, Peter went to bed.	p. 50.) In (d) and (e): There is no difference in meaning between	
(e)	Phrase:	After having finished his homework, Peter went to bed.	After finishing and After having finished.	
(f)	Phrase:	Peter went to bed after finishing his homework.	The modifying adverbial phrase may follow the main clause, as in (f).	

Exercise 3. Looking at grammar. (Charts 18-1 and 18-2)

<u>Underline</u> the subject of the adverb clause and the subject of the main clause in each sentence. Change the adverb clauses to modifying adverbial phrases if possible.

- 1. While Joe was driving to school yesterday, he had an accident.
 - → While driving to school yesterday, Joe had an accident.
- 2. While Joe was watching TV last night, the telephone rang. (no change)
- 3. Before I came to class, I had a cup of coffee.

the concert was sold out.

- 4. Before the student came to class, the teacher had already given a quiz.
- 5. Since I came here, I have learned a lot of English.
- 6. Since Alberto opened his new business, he has been working 16 hours a day.
- 7. Omar left the house and went to his office after he (had) finished breakfast.

- 8. Before the waiter came to our table, I had already made up my mind to order shrimp.
- 9. You should always read a contract before you sign your name.
- 10. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear.



- 11. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below.
- 12. After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

Exercise 4. Let's talk: interview. (Chart 18-2)

Ask two classmates each question. Ask them to answer in complete sentences. Share some of their answers with the class.

What do you do . . .

- 1. before going to bed?
- 2. after waking up?
- 3. after arriving at school?
- 4. while sitting in class?
- 5. before leaving school for the day?
- 6. while preparing for a difficult exam?

Exercise 5. Warm-up. (Charts 18-3 and 18-4)

Read the sentences and answer the questions.

- 1. Hiking through the woods yesterday, Alan saw a bear. QUESTION: Who was hiking through the woods?
- 2. Walking through the woods, the bear spotted Alan. QUESTION: Who was walking through the woods?

Expressing the Idea of "During the Same Time" in Modifying Adverbial Phrases

- (a) While I was walking down the street, I ran into an old friend.
- (b) While walking down the street, I ran into an old friend.
- (c) Walking down the street, I ran into an old friend.

Sometimes while is omitted, but the -ing phrase at the beginning of the sentence gives the same meaning (i.e., "during the same time").

Examples (a), (b), and (c) have the same meaning.

18-4 Expressing Cause and Effect in Modifying Adverbial Phrases

(a) (b) (c) (d)	Because she needed some money to buy a book, Sue cashed a check. Needing some money to buy a book, Sue cashed a check. Because he lacked the necessary qualifications, he was not considered for the job. Lacking the necessary qualifications, he was not considered for the job.	Often an <i>-ing</i> phrase at the beginning of a sentence gives the meaning of "because." 1. Examples (a) and (b) have the same meaning. Because is not included in a modifying phrase. It is omitted, but the resulting phrase expresses a cause-and-effect relationship, as in (b) and (d).
(e) (f)	Having seen that movie before, I don't want to go again. Having seen that movie before, I didn't want to go again.	Having + past participle gives the meaning not only of "because" but also of "before."
(g) (h) (i)	Because she was unable to afford a car, she bought a bicycle. Being unable to afford a car, she bought a bicycle. Unable to afford a car, she bought a bicycle.	A form of <i>be</i> in the adverb clause may be changed to <i>being</i> . The use of <i>being</i> makes the cause-and-effect relationship clear. Examples (g), (h), and (i) have the same meaning.

Exercise 6. Looking at grammar. (Charts 18-3 and 18-4)

<u>Underline</u> the modifying adverbial phrases and discuss their meanings. Which ones give the meaning of "because"? Which ones give the meaning of "while"? Do some of the sentences give the idea of both?

- 1. <u>Driving to my grandparents' house last night</u>, I saw a young woman who was selling flowers. I stopped so that I could buy some for my grandmother. (*Meaning* = "while")
- 2. Being a widow with three children, Mrs. Romero has no choice but to work.
- 3. Sitting on the airplane and watching the clouds pass beneath me, I let my thoughts wander to the new experiences that were in store for me during the next two years of living abroad.
- 4. Having guessed at the answers for most of the test, I did not expect to get a high score.
- 5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson, I walked over to him and apologized. I know his name is John George.
- 6. Tapping his fingers loudly on the airline counter, Todd made his impatience known.
- 7. Having broken her arm in a fall, Elena had to learn to write with her left hand.
- 8. Lying on her bed in peace and quiet, Lisa soon forgot her troubles.

Exercise 7. Looking at grammar. (Chart 18-4)

Change the adverb clauses to modifying adverbial phrases.

- 1. Because Sam didn't want to hurt her feelings, he didn't tell her the bad news.
 - → Not wanting to hurt her feelings, Sam didn't tell her the bad news.
- 2. Because the little boy believed no one loved him, he ran away from home.
- 3. Because I had forgotten to bring a pencil to the examination, I had to borrow one.
- 4. Because Chelsea is a vegetarian, she does not eat meat.

	ose <u>all</u> the possible answe	ers for each sentence.	710-4)
1.		d never understood that for	
	a. talked	(b.) talking	(c.) I talked
2.	After the chapter f	our times, I finally understoo	od the author's theory.
	a. I read	b. read fonateam.com	c. reading
3.	Since his bachelor		obs, each one better than the last.
	a. he completed	b. completing	c. completed
4.	across Canada, I c	ould not help being impresse	ed by the great differences in terrain.
	a. Traveling	b. While I was traveling	c. While traveling
5.	national fame, the	union leader had been an el	ectrician in a small town.
	a. Before gaining	b. Gaining	c. Before he gained
6.	in an airplane beforears popped.	ore, the little girl was surprise	ed and a little frightened when her
	a. Had never flown	b. Having never flown	c. Because she had never flowr
7.	Before vice-presiderepresentative.	ent of marketing and sales, P	Peter McKay worked as a sales
	a. became	b. becoming	c. he became
8.	the cool evening b	reeze and listening to the sou	unds of nature, we lost track of time.
	a. Because enjoying	b. Enjoying	c. We were enjoying
9.	lunch. He made himsel	f a sandwich instead.	ided against going to a restaurant for ant c. Because not wanting
If p		grammar. (Charts 18-3 or of sentences by making a r	and 18-4) modifying phrase out of the first
1.	The children had nothin Having nothing to do,	ng to do. They were bored.	
2.		d. I offered to play a game w	rith them. (no change)
3.			he bridge toll with her free hand.
4.	Anna kept one hand on free hand.	the steering wheel. Bob put	the money for the bridge toll in her
5.	I heard that Nadia was i	n the hospital. I called her f	amily to find out what was wrong.
6.	We slowly approached the	he door to the hospital. The	nurse stepped out to help us.
7.	I live a long distance fro	m my work. I have to comm	ute daily by train.
8.	_	nce from his work. His car is	essential.
9.		nave many responsibilities.	
10.			
	I recognized his face, but I had forgotten his name. I just smiled and said, "Hi."		
12.	Ann was convinced that she could never learn to play the piano. She stopped taking lessons.		

Exercise 10. Game. (Charts 18-3 and 18-4)

Work in teams. Make sentences by combining the ideas in Column A and Column B. Use the idea in Column A as a modifying adverbial phrase. Show logical relationships. The first group to combine all the ideas correctly is the winner.

Example: Having sticky pads on their feet, flies can easily walk on the ceiling.

Column A

fonateam.com Column B

- 1. They have sticky pads on their feet.
- 2. She has done very well in her studies.
- 3. She was born two months prematurely.
- 4. He had done everything he could for the patient.
- 5. She had never eaten Thai food before.
- 6. He had no one to turn to for help.
- 7. They are extremely hard and nearly indestructible.
- 8. They are able to crawl into very small places.

- a. Marta didn't know what to expect when she went to the Thai restaurant for dinner.
- b. Mice can hide in almost any part of a house.
- c. Sayid was forced to work out the problem by himself.
- d. The doctor left to attend other people.
- e. Nancy expects to be hired by a top company after graduation.
- f. Diamonds are used extensively in industry to cut other hard minerals.
- √ g. Flies can easily walk on the ceiling.
 - h. Monique needed special care for the first few days of her life.

☐ Exercise 11. Looking at grammar. (Charts 18-1 → 18-4)

Check () the sentences that are grammatically correct. Rewrite the incorrect sentences.

- 1. ____ After leaving the theater, we stopped at a coffee shop for a late-night snack.
- 2. ____ After leaving the theater, Tom's car wouldn't start, so we had to take a taxi home.
 - → After we left the theater, Tom's car wouldn't start, so we had to take a taxi home.
 - After leaving the theater, we discovered that Tom's car wouldn't start, so we took a taxi home.
- 3. ____ Not wanting to interrupt the conversation, I stood quietly and listened until I could have a chance to talk.
- 4. _____ Being too young to understand death, my mother gave me a simple explanation of where my grandfather had gone.
- 5. ____ When asked to explain his mistake, the new employee cleared his throat nervously.
- 6. ____ While working in my office late last night, someone suddenly knocked loudly at my door and nearly scared me to death!
- 7. ____ After hurrying to get ready for the picnic, it began to rain just as we were leaving.
- 8. ____ While walking across the street at a busy intersection, a truck nearly hit me.

Exercise 12. Warm-up. (Chart 18-5)

Which sentences have the same meaning?

- 1. When Sharon heard the news of her friend's death, she began to cry.
- 2. Upon hearing the news of her friend's death, Sharon began to cry.
- 3. On hearing the news of her friend's death, Sharon began to cry.

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18-5 Using Upon + -ing in Modifying Adverbial Phrases				
(a) (b)	Upon reaching the age of 21, I received my inheritance. When I reached the age of 21, I received my inheritance.	Modifying adverbial phrases beginning with <i>upon</i> + <i>-ing</i> usually have the same meaning as adverb clauses introduced by <i>when</i> . Examples (a) and (b) have the same meaning.		
(c)	On reaching the age of 21, I received my inheritance.	Upon can be shortened to on. Examples (a), (b), and (c) all have the same meaning.		

Exercise 13. Looking at grammar. (Chart 18-5)

Make sentences using upon + -ing.

- 1. When Carl saw his wife and child get off the airplane, he broke into a big smile.
 - → Upon seeing his wife and child get off the airplane, Carl broke into a big smile.
- 2. When Tina crossed the marathon finish line, she fell in exhaustion.
- 3. When I looked in my wallet, I saw I didn't have enough money to pay my restaurant bill.



- 4. Sam found that he had made a math error when he re-read the data.
- 5. When you finish the examination, bring your paper to the front of the room.
- 6. There must have been 300 students in the room on the first day of class. The professor slowly read through the list of names. When I heard my name, I raised my hand to identify myself.
- 7. Captain Cook had been sailing for many weeks with no land in sight. Finally, one of the sailors shouted, "Land ho!" When he heard this, Cook grabbed his telescope and searched the horizon.

\Box Exercise 14. Looking at grammar. (Charts 18-1 \rightarrow 18-5)

Change the adverb clause in each sentence to a modifying adverbial phrase if possible. Change punctuation, capitalization, and word order as necessary.

- 1. After it spends some time in a cocoon, a caterpillar will emerge as a butterfly.
 - → After spending some time in a cocoon, a caterpillar will emerge as a butterfly.
- 2. When the movie started, it suddenly convergentiate inside the theater. (no change)
- 3. When we entered the theater, we handed the usher our tickets.
 - → Upon entering the theater, we handed the usher our tickets.
- 4. Because I was unprepared for the test, I didn't do well.
 - → Being unprepared for the test, I didn't do well. OR Unprepared for the test, I didn't do well.
- 5. Before I left on my trip, I checked to see what shots I would need.
- 6. Jane's family hasn't received any news from her since she arrived in Kenya two weeks ago.
- 7. Because I hadn't understood the directions, I got lost.
- 8. My father reluctantly agreed to let me attend the game after he had talked it over with my mother.
- 9. When I discovered I had lost my key to the apartment, I called the building superintendent.
- 10. Because the forest area is so dry this summer, it is prohibited to light campfires.
- 11. After we had to wait for more than half an hour, we were finally seated at the restaurant.

☐ Exercise 15. Let's talk. (Chapter 18)

Work in small groups. Imagine your friend is traveling to a foreign country and has never been abroad before. Give advice by making several suggestions for each item.

- 1. Before leaving on your trip, ...
 - → you'll need to get a visa.
 - → you should find out if you need immunizations.
 - → give a friend or family member your itinerary.
 - → don't forget to have someone pick up your mail.
- 2. Upon arriving at the airport, ...
- 3. After getting to your destination, . . .
- 4. When talking with the local people, . . .
- 5. While visiting tourist sites, . . .
- 6. Before leaving for home, . . .
- 7. In general, when traveling to a foreign country, . . .



Exercise 16. Listening. (Chapter 18)

Example: You will hear:

Listen to each conversation. Choose the sentence (a. or b.) that has the same meaning.

A: William, don't forget to pick up some groceries after work. B: Oh yeah, thanks. That's the first thing I'll do when I leave

the office.

You will choose: (a.) After leaving work, William will stop at the grocery store.

b. Before leaving work William will pick up some groceries.

- 1. a. Fearing people will laugh at her if she plays the piano, Rose doesn't want to play at the family gathering.
 - b. Knowing she plays beautifully, Rose is happy to play the piano at the family gathering.
- 2. a. Not wanting to upset him, Jan isn't going to talk to Thomas this afternoon.
 - b. Hoping to change Thomas' work behavior, Jan is going to talk to him this afternoon.
- 3. a. Upon finding her wedding ring, Susan hid it in a box.
 - b. On finding her wedding ring, Susan felt relieved.
- 4. a. Never having voted in an election, Sam is taking it very seriously.
 - b. Having done a lot of research before choosing a candidate, Sam voted in the presidential election.

Exercise 17. Reading and grammar. (Chapter 18)

Part I. Read the passage and underline the modifying adverbial phrases.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

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

- 1. Bell was testing a machine when Watson made a discovery. F Т Watson heard words coming from the machine. T F 3. Watson tested the new device again and again. T F 4. Bell announced his phone was a toy. T F
 - fonateam.com

Exercise 18. Listening. (Chapter 18)

Track 27

Part I. Look at the picture of the keyboard while listening to the lecture.



QWERTY keyboard

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

2. Upon discovering that the keys hit one another if the letters were

- 1. While working on a typewriter design, Sholes came up up with more than one pattern for the keyboard. T F
- in alphabetical order, Sholes developed a keyboard called "QWERTY." Τ F
- 3. Needing a keyboard that allowed typists to type letters as rapidly as possible, Sholes decided his design would be the best choice. Т F
- 4. Having a long history of successful use, QWERTY is not likely to be replaced any time soon. Т F



Chapter 19



وزش زبان انگلیسی امید

Connectives That Express Cause and Effect, Contrast, and Condition

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

Which sentences express the same meaning as the given situation?

SITUATION: Monday was a holiday.
RESULT: All schools were closed.

- 1. All schools were closed on Monday because it was a holiday.
- 2. Because of the holiday, all schools were closed on Monday.
- 3. Due to the holiday, all schools were closed on Monday.
- 4. Due to the fact that it was a holiday, all schools were closed on Monday.
- 5. Because all schools were closed on Monday, it was a holiday.

19-1 Using Because Of and Due To				
(a)	Because the weather was cold, we stayed home.	Because introduces an adverb clause; it is followed by a subject and a verb, as in (a).		
(b)	Because of the cold weather, we stayed home. Due to the cold weather, we stayed home.	Because of and due to are phrasal prepositions; they are followed by a noun object, as in (b) and (c).		
(d)	Due to the fact that the weather was cold, we stayed home.	Sometimes (usually in more formal writing) <i>due to</i> is followed by a noun clause introduced by <i>the fact that</i> .		
(e)	We stayed home because of the cold weather. We stayed home due to the cold weather. We stayed home due to the fact that the weather was cold.	Like adverb clauses, these phrases can also follow the main clause, as in (e).		

Exercise 2. Looking at grammar. (Charts 17-3 and 19-1)

Identify the cause and effect in each pair of sentences. Then combine the sentences with because.

- 1. Jon is a heavy smoker. Jon has breathing problems.
- 2. Martina feels homesick. Martina moved to a new town.
- 3. Mr. Jordan's house has no heat. Mr. Jordan lost his job.
- 4. Victor has gained weight. Victor is going to eat less.

	Exercise 3. Looking at grammar. (Charts 17-3 and 19-1) Complete the sentences with <i>because</i> or <i>because</i> of.				
	1. We postponed our trip the bad driving conditions.				
	2. Sue's eyes were red she had been swimming in a chlorinated pool.				
	3. We can't visit the museum tomorrow it isn't open. fonateam.com 4. Jim had to give up jogging his sprained ankle.				
	5 heavy fog at the airport, our plane was delayed for several hours.				
	6 the elevator was broken, we had to walk up six flights of stairs.				
	7. Thousands of Irish people emigrated to the United States the potato				
	famine in Ireland in the mid-19th century.				
	Exercise 4. Looking at grammar. (Chart 19-1) Complete the sentences with the ideas in parentheses.				
	1. (The traffic was heavy.) We were late to the meeting due tothe heavy traffic				
	2. (Bill's wife is ill.) Bill has to do all of the cooking and cleaning because of				
	3. (It was noisy in the next apartment.) I couldn't get to sleep last night because of				
	4. (Our parents are generous.) Because of,				
	all of the children in our family have received the best of everything.				
	5. (Circumstances are beyond our control.) Due to				
	, our office is closed today.				
	Exercise 5. Warm-up. (Chart 19-2) Check () the sentences that logically complete the idea of the given sentence.				
	Nadia likes fresh vegetables.				
	1 Therefore, she has a vegetable garden in her yard.				
	2 As a result, she doesn't grow her own vegetables.				
	3 Therefore, she buys canned vegetables at the store.				
	4 As a result, she buys produce from local farmers.				
	5 She eats a lot of frozen vegetables, therefore.				
	6 Consequently, she eats produce from her garden.				

(a) Al failed the test because he didn't study. Examples (a), (b), and (c) have the same meaning. Therefore and consequently mean "as a result." In (b) Al didn't study. Therefore, he failed the test. grammar, they are called transitions (or conjunctive adverbs). (c) Al didn't study. Consequently, he failed the test. Transitions connect the ideas between two sentences. They are used most commonly in formal written English and rarely fonateam.com (d) Al didn't study. *Therefore*, he failed the test. A transition occurs in the second of two related sentences. (e) Al didn't study. He, therefore, failed the test. Notice the patterns and punctuation in the examples. A (f) Al didn't study. He failed the test, therefore. period (NOT a comma) is used at the end of the first sentence.* The transition has several positions in the second POSITIONS OF A TRANSITION: sentence. The transition is separated from the rest of the transition + S + V (+ rest of sentence) sentence by commas. S + transition + V (+ rest of sentence) S + V (+ rest of sentence) + transition (g) Al didn't study, so he failed the test. In (g): So is used as a conjunction between two independent clauses. It has the same meaning as therefore. So is common in both formal written and spoken English. A comma usually precedes so when it connects two sentences. as in (q). *A semicolon is also possible in this situation. See the footnote to Chart 19-3. **Exercise 6. Looking at grammar.** (Chart 19-2) Rewrite the sentence with the given words. Punctuate carefully. The children stayed home because a storm was approaching. 1. therefore 2. consequently _ 3. so **Exercise 7. Looking at grammar.** (Charts 17-3, 19-1, and 19-2) Punctuate the sentences. Add capital letters as necessary. NOTE: Two sentences need no changes. 1. adverb clause: Because it was cold she wore a coat. 2. adverb clause: She wore a coat because it was cold. 3. prepositional phrase: Because of the cold weather she wore a coat. 4. prepositional phrase: She wore a coat because of the cold weather. 5. transition: The weather was cold therefore she wore a coat. 6. transition: The weather was cold she wore a coat therefore. The weather was cold so she wore a coat. 7. conjunction:

19-2 Cause and Effect: Using *Therefore*, Consequently, and So

Exercise 8. Looking at grammar. (Charts 17-3, 19-1, and 19-2)

Punctuate the sentences. Add capital letters as necessary.

- 1. Pat always enjoyed studying sciences in high school therefore she decided to major in biology in college.
- 2. Due to recent improvements in the economy fewer people are unemployed.
- 3. Last night's storm damaged the prover lines consequently the town was without electricity.
- 4. Due to the snowstorm only five students came to class the teacher therefore canceled the class.

☐ Exercise 9. Warm-up. (Chart 19-3)

Check (\checkmark) the sentences that have the correct punctuation.

- 1. ___ Doctors sometimes recommend yoga for their patients. Because it can lower stress.
- 2. ____ Because yoga can lower stress doctors sometimes recommend it for their patients.
- 3. ____ Yoga can lower stress. Doctors, therefore, sometimes recommend it for their patients.
- 4. ____ Yoga can lower stress, so doctors sometimes recommend it for their patients.

Adverb Clauses	(a) Because it was hot, we went swimming.(b) We went swimming because it was hot.	An adverb clause may precede or follow an independent clause. PUNCTUATION: A comma is used if the adverb clause comes first.
Prepositions	(c) Because of the hot weather, we went swimming.(d) We went swimming because of the hot weather.	A <i>preposition</i> is followed by a noun object, not by a subject and verb. PUNCTUATION: A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause.
Transitions	 (e) It was hot. Therefore, we went swimming. (f) It was hot. We, therefore, went swimming. (g) It was hot. We went swimming, therefore. 	A transition is used with the second sentence of a pair. It shows the relationship of the second idea to the first idea. A transition is movable within the second sentence. PUNCTUATION: A period is used between the two independent clauses.* A comma may NOT be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.
Conjunctions	(h) It was hot, so we went swimming.	A conjunction comes between two independent clauses. PUNCTUATION: Usually a comma is used immediately in front of a conjunction.

^{*}A semicolon (;) may be used instead of a period between the two independent clauses.

It was hot; therefore, we went swimming.

It was hot; we, therefore, went swimming.

It was hot; we went swimming, therefore.

In general, a semicolon can be used instead of a period between any two sentences that are closely related in meaning: *Peanuts are not muts; they are beans.* Notice that a small letter, NOT a capital letter, immediately follows a semicolon.

Exercise 10. Looking at arammar. (Charts 17-3 and 19-3)

Combine the sentences using the given words. Discuss correct punctuation.

We postponed our trip. The weather was bad.

Example: because \rightarrow We postponed our trip because the weather was bad.

→ Because the weather was bad, we postponed our trip.

- 1. therefore
- 3. so fonateam.com consequently
- 2. since
- 4. because of
- 6. due to the fact that

Exercise 11. Looking at grammar. (Charts 17-3, 19-2, and 19-3)

Combine each pair of ideas with the words in parentheses.

- 1. My cell phone doesn't work. The battery is dead. (because)
 - → My cell phone doesn't work because the battery is dead. OR
 - → Because the battery is dead, my cell phone doesn't work.
- 2. Pat doesn't want to return to the Yukon to live. The winters are too severe. (because)
- 3. It is important to wear a hat on cold days. We lose sixty percent of our body heat through our head. (since)
- 4. Bill couldn't pick us up after the concert. His car wouldn't start. (therefore)
- 5. When I was in my teens and twenties, it was easy for me to get into an argument with my father. Both of us can be stubborn and opinionated. (because)
- 6. A camel can go completely without water for eight to ten days. It is an ideal animal for desert areas. (due to the fact that)
- 7. Robert emailed the software company for technical support. He got some new business software that didn't work. (so)
- 8. A tomato is classified as a fruit, but most people consider it a vegetable. It is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. (since)
- 9. There is consumer demand for ivory. Many African elephants are being slaughtered ruthlessly. Many people who care about saving these animals from extinction refuse to buy any item made from ivory. (due to, consequently)
- 10. Most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth. Many sailors of the time refused to venture forth with explorers into unknown waters. (because)

Exercise 12. Warm-up. (Chart 19-4)

Read about Alan and Lisa. Imagine their reactions as parents and complete the sentences with phrases in the list or your own ideas. What do you notice about so/such and the words in blue?

SITUATION: Alan and Lisa are the proud parents of triplets. Before their triplets were born, however, they were told they were going to have twins. Imagine their surprise when they found out they were the parents of three babies. Alan was incredibly happy. Lisa was utterly exhausted.

began to cry couldn't laugh or cry fell asleep called friends danced around the room went into shock

- 1. Ed was so happy that he
- 3. Ed was such a happy dad that he
- 2. Lisa was so tired that she
- 4. Lisa was such a tired mom that she

19-4 Other Ways of Expressing Cause and Effect: Such... That and So... That

 (a) Because the weather was nice, we went to the zoo. (b) It was such nice weather that we went to the zoo. (c) The weather was so nice that we went to the zoo. 	Examples (a), (b), and (c) have the same meaning.
(d) It was such good coffee that I had another or hateam.com (e) It was such a foggy day that we couldn't see the road.	Such that encloses a modified noun: such + adjective + noun + that
 (f) The coffee is so hot that I can't drink it. (g) I'm so hungry that I could eat a horse. (h) She speaks so fast that I can't understand her. (i) He walked so quickly that I couldn't keep up with him. 	So that encloses an adjective or adverb: $so + \begin{cases} adjective \\ or \\ adverb \end{cases} + that$
 (j) She made so many mistakes that she failed the exam. (k) He has so few friends that he is always lonely. (l) She has so much money that she can buy whatever she wants. (m) He had so little trouble with the test that he left twenty minutes early. 	So that is used with many, few, much, and little.
 (n) It was such a good book (that) I couldn't put it down. (o) I was so hungry (that) I didn't wait for dinner to eat something. 	Sometimes, primarily in speaking, <i>that</i> is omitted.

Exercise 13. Looking at grammar. (Chart 19-4)

Complete the sentences with **so** or **such**.

- 1. It was <u>such</u> an enjoyable party that no one wanted to leave.
- 2. The party was ______ so___ enjoyable that no one wanted to leave.
- 3. We had ______ much fun that no one wanted to leave.
- 4. Maya is ______ afraid of flying that she travels by train or bus.
- 5. You've been _____ kind that I don't know how to thank you.
- 6. The article had ______ little current information that it wasn't useful.
- 7. The teacher has repeated herself _____ many times that it's becoming a joke.
- 8. It was _____ a long trip abroad that I got very homesick.
- 9. My elderly aunt has _____ few friends that I am beginning to worry about her.

Exercise 14. Let's talk. (Chart 19-4)

Work in small groups. Take turns making sentences using *so/such* . . . *that* with the given ideas. Try to exaggerate your answers. Share your favorite sentences with the class.

Example: I'm hungry. In fact, I'm

- -> I'm so hungry. In fact, I'm so hungry (that) I could eat a horse.
- 1. I'm really tired. In fact, I'm
- 2. I didn't expect it! I was really surprised. In fact, I was

- 3. I took a very slow bus to town. In fact, it was
- 4. I saw a shark while I was swimming in the ocean. I was frightened. In fact, I was
- 5. We rented a video. It was a very exciting movie. In fact, it was
- 6. The weather was really, really hot. In fact, it was
- 7. My wallet fell out of my pocket and I lost a lot of money. In fact, I lost
- 8. I ordered an expensive meal at a restaurant. The server brought a small plate with a tiny amount of food to your table. In fact, it was . . . fonateam.com

Exercise 15. Looking at grammar. (Chart 19-4)

Make sentences using so or such by combining the ideas in Column A and Column B.

Example: The wind was strong. \(\rightarrow\) The wind was so strong that it blew my hat off my head.

Column A

- 1. The wind was strong.
- 2. The radio was too loud.
- 3. Olga did poor work.
- 4. The food was too hot.
- 5. There are many leaves on a single tree.
- 6. The tornado struck with great force.
- 7. Few students showed up for class.
- 8. Charles used too much paper when he was writing his report.

Column B

- a. It burned my tongue.
- b. She was fired from her job.
- ✓c. It blew my hat off my head.
- d. The teacher postponed the test.
- e. It is impossible to count them.
- f. It lifted cars off the ground.
- g. I couldn't hear what Michael was saying.
- h. The wastepaper basket overflowed.



Exercise 16. Warm-up. (Chart 19-5)

Check (\checkmark) the sentences that correctly complete the given sentence.

Kay got a new job so that . . .

- 1. ____ she could be closer to home.
- 2. ____ she is very excited.
- 3. ____ her husband is taking her out to dinner to celebrate.
- 4. ____ she could earn more money.

19-5 Expressing Purpose: Using So That

- (a) I turned off the TV in order to enable my roommate to study in peace and quiet.
- (b) I turned off the TV so (that) my roommate could study in peace and quiet.

In order to expresses purpose. (See Chart 15-1, p. 331.)

In (a): I turned off the TV for a purpose. The purpose was to make it possible for my roommate to study in peace and quiet.

So That + Can or Could

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- (c) I'm going to cash a check so that I can buy my textbooks.
- (d) I cashed a check so that I could buy my textbooks.

So that also expresses purpose.* It expresses the same meaning as in order to. The word "that" is often omitted, especially in speaking.

So that is often used instead of *in order to* when the idea of ability is being expressed. *Can* is used in the adverb clause for a present/future meaning.

In (c): so that I can buy = in order to be able to buy

Could is used after so that in past sentences, as in (d).**

So That + Will / Would or Simple Present

- (e) I'll take my umbrella so that I won't get wet.
- (f) Yesterday I took my umbrella so that I wouldn't get wet.
- (g) I'll take my umbrella so that I don't get wet.

In (e): so that I won't get wet = in order to make sure that I won't get wet

Would is used in past sentences, as in (f).

In (g): It is sometimes possible to use the simple present after *so that* in place of *will*; the simple present expresses a future meaning.

Example: I turned off the TV in order that my roommate could study in peace and quiet.

Both so that and in order that introduce adverb clauses. It is unusual but possible to put these adverb clauses at the beginning of a sentence: So that my roommate could study in peace and quiet, I turned off the TV.

Exercise 17. Looking at grammar. (Chart 19-5)

Combine each set of ideas by using so (that).

- 1. Please turn down the radio. I want to be able to get to sleep.
 - → Please turn down the radio so (that) I can get to sleep.
- 2. My wife turned down the radio. I wanted to be able to get to sleep.
 - → My wife turned down the radio so (that) I could get to sleep.
- 3. Put the milk in the refrigerator. We want to make sure it won't (OR doesn't) spoil.
 - Put the milk in the refrigerator so (that) it won't (OR doesn't) spoil.
- 4. I put the milk in the refrigerator. I wanted to make sure it didn't spoil.
 - → I put the milk in the refrigerator so (that) it wouldn't spoil.
- 5. Please be quiet. I want to be able to hear what Sharon is saying.
- 6. I asked the children to be quiet. I wanted to be able to hear what Sharon was saying.
- 7. I'm going to cash a check. I want to make sure that I have enough money to go to the store.
- 8. I cashed a check yesterday. I wanted to make sure that I had enough money to go to the store.

^{*}Note: In order that has the same meaning as so that but is less commonly used.

^{**}Also possible but less common: the use of may or might in place of can or could (e.g., I cashed a check so that I might buy my textbooks.).

- 9. Ann and Larry have a six-year-old child. Tonight they're going to hire a babysitter. They want to be able to go out with some friends.
- 10. Last week Ann and Larry hired a babysitter. They wanted to be able to go to a dinner party at the home of Larry's boss.
- 11. Be sure to put the meat in the oven at 5:00. You want to be sure that it will be (OR is) ready to eat by 6:30.
- 12. Yesterday I put the meat in the oven at 5:00. I wanted it to be ready to eat by 6:30.
- 13. I'm going to leave the party early natean comble to get a good night's sleep tonight.
- 14. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet.
- 15. The little boy pretended to be sick. He wanted to stay home from school.

Exercise 18. Looking at grammar. (Charts 19-2 and 19-5)

Add that to the sentence if so means in order that. If so means therefore, add a comma.

- 1. I borrowed some money so A I could pay my rent.
- 2. I didn't have enough money for a movie, so I went home and watched TV.
- 3. I need a visa so I can travel overseas.
- 4. I needed a visa so I went to the embassy to apply for one.
- 5. Marta is trying to improve her English so she can become a tour guide.
- 6. Olga wants to improve her English so she has hired a tutor.
- 7. Tarek borrowed money from his parents so he could start his own business.
- 8. I turned off the TV so I could concentrate on my paperwork.

Exercise 19. Warm-up. (Chart 19-6)

Usually when someone breaks an arm, he/she goes to a doctor. That is expected behavior. Answer the same question about expected behavior for each statement. Circle yes or no.

		EXPEC BEHAV	
1.	Ron broke his arm, but he didn't go to the doctor.	yes	no
2.	Joe went to the doctor because he broke his arm.	yes	no
3.	Sue broke her arm, so she went to the doctor.	yes	no
4.	Amy broke her arm; nevertheless, she didn't go to the doctor.	yes	no
5.	Despite having a broken arm, Rick didn't go to the doctor.	yes	no
6.	Eva was in so much pain from her broken arm that she went to		
	the doctor.	yes	no
7.	Jeff broke his arm; therefore, he went to the doctor.	yes	no

19-6 Showing Contrast (Unexpected Result)

All of these sentences have the same meaning. The idea of cold weather is contrasted with the idea of going swimming. Usually if the weather is cold, one does not go swimming, so going swimming in cold weather is an "unexpected result." It is surprising that the speaker went swimming in cold weather.

Adverb Clauses	even though although though	(a) Even though it was cold, I went swimming. (b) Ateam.coms cold, I went swimming. (c) Though it was cold, I went swimming.
Conjunctions	but anyway but still yet still	 (d) It was cold, but I went swimming anyway. (e) It was cold, but I still went swimming. (f) It was cold, yet I still went swimming.
Transitions	nevertheless nonetheless however still	 (g) It was cold. Nevertheless, I went swimming. (h) It was cold; nonetheless, I went swimming. (i) It was cold. However, I still went swimming.
Prepositions	despite in spite of despite the fact that in spite of the fact that	 (j) I went swimming despite the cold weather. (k) I went swimming in spite of the cold weather. (l) I went swimming despite the fact that the weather was cold. (m) I went swimming in spite of the fact that the weather was cold.

	Exercise	20.	Looking	at	grammar.	(Charts	19-2	and	19-6)
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Complete the sentences with *inside* or *outside* to make logical statements.

- 1. It rained, but we still had our wedding ______.
- 2. It rained, so we had our wedding ______.
- 3. It rained; nevertheless, we had our wedding ______.
- 4. Though it rained, we had our wedding ______.
- 5. Even though it rained, we had our wedding ______.
- 6. Although it rained, we had our wedding ______.
- 7. Despite the fact that it rained, we had our wedding ______
- 8. It rained; therefore, we had our wedding _____.

Exercise 21. Looking at grammar. (Chart 19-6)

Complete the sentences with am or am not to make logical statements.

- 1. The roads are icy; nevertheless, I _____ going shopping.
- 2. Though the roads are icy, I _____ staying home.
- 3. Even though the roads are icy, I ______ going shopping.
- 4. I ______ going shopping although the roads are icy.
- 5. The roads are icy, yet I ______ going shopping anyway.
- 6. Despite the fact that the roads are icy, I _____ staying home.
- 7. In spite of the icy roads, I _____ going shopping.

Con	ercise 22. Looking at grammar. (Chart 19-6) explore the sentences with the given words. Notice the use of punctuation and stalization.						
Par	t I. Complete the sentences with but, even though, or nevertheless.						
1.	Bob ate a large dinner, he is still hungry.						
2.	Bob ate a large dinner, fonateam.com he is still hungry.						
3.	Bob is still hungry he ate a large dinner.						
4.	I had a lot of studying to do, I went to a movie anyway.						
5.	I had a lot of studying to do, I went to a movie.						
6.	I had a lot of studying to do, I went to a movie.						
7.	I finished all of my work I was very sleepy.						
8.	I was very sleepy, I finished all of my work anyway.						
9.	I was very sleepy, I finished all of my work.						
12. 13. 14.	I washed my hands, they still looked dirty. I washed my hands, they still looked dirty. Diana didn't know how to swim, she jumped into the pool. Diana didn't know how to swim, she jumped into the pool. Diana didn't know how to swim, she jumped into the pool.						
Add	ercise 23. Looking at grammar. (Chart 19-6) d commas, periods, and capital letters as necessary. Do not add, omit, or change any words. Anna's father gave her some good advice nevertheless she did not follow it.						
1.	\rightarrow Anna's father gave her some good advice. Nevertheless, she did not follow it.						
2.	Anna's father gave her some good advice but she didn't follow it.						
3.	Even though Anna's father gave her some good advice she didn't follow it.						
4.	. Anna's father gave her some good advice she did not follow it however.						
5.	Thomas was thirsty I offered him some water he refused it.						
6.	Thomas refused the water although he was thirsty.						
7.	Thomas was thirsty nevertheless he refused the glass of water I brought him.						
8.	Thomas was thirsty yet he refused to drink the water that I offered him.						

☐ Exercise 24. Looking at grammar. (Chart 19-6)

Combine the sentences using the given words. Discuss correct punctuation. Use the negative if necessary to make a logical statement.

His grades were low. He was admitted to the university.

1. even though

4. nonetheless

2. but . . . anyway

5. despite

3. yet . . . still

fonateans come of

Exercise 25. Warm-up. (Chart 19-7)

Read the question and the answers that follow. Which answers express "direct contrast," i.e., the idea that "this" is the opposite of "that"?





hurricane

tornado

What is the difference between hurricanes and tornadoes?

- 1. Hurricanes develop over warm oceans while tornadoes form over land.
- 2. Hurricanes develop while they are traveling over warm ocean water.
- 3. Hurricanes develop over warm oceans, but tornadoes form over land.
- 4. Hurricanes develop over warm oceans; however, tornadoes form over land.
- 5. Hurricanes develop over warm oceans; on the other hand, tornadoes form over land.

19-7 Showing Direct Contrast

All of the sentences have the same meaning: "This" is the opposite of "that."

All of the sentences	nave the same meaning:	This is the opposite of that.
Adverb Clauses	while	(a) Mary is rich, while John is poor.*(b) John is poor, while Mary is rich.
Conjunctions	but	(c) Mary is rich, but John is poor. (d) John is poor, but Mary is rich.
Transitions	nowever	 (e) Mary is rich; however, John is poor. (f) John is poor; Mary is rich, however. (g) Mary is rich. John, on the other hand, is poor. (h) John is poor. Mary, on the other hand, is rich.

^{*}Sometimes a comma precedes a *while*-clause that shows direct contrast. A comma helps clarify that *while* is being used to express contrast rather than time. The use of a comma in this instance is a stylistic choice by the writer.

Exercise 26. Looking at grammar. (Chart 19-7)

Make two sentences with the same meaning as the given sentence. Use however or on the other hand. Punctuate carefully.

- 1. Florida has a warm climate, while Alaska has a cold climate.
- 2. While Fred is a good student, his brother is lazy.
- 3. Elderly people in my country usually live with their children, but the elderly in the United States often live by themselves fonateam.com

Exercise 27. Looking at grammar. (Chart 19-7)

Complete the sentences with your own words.

- 1. Some people really enjoy swimming, while others . . . are afraid of water.
- 2. In the United States, people drive on the right-hand side of the road. However, people in
- 3. While my desk always seems to be a mess, my
- 4. My oldest son is shy, while my youngest son

Exercise 28. Let's talk or write. (Chart 19-7)

Part I. Read the information below about extroverts and introverts. Make several sentences with the words in the list, either orally or in writing using the words but, however, on the other hand, or while.

General Characteristics of Extroverts and Introverts

Extroverts . . .

like to be the center of attention. like to talk more than listen. enjoy meeting people. prefer being active. like to work in groups. don't always think before speaking. don't mind noise. like crowds. are energized by being with others.

Introverts . . .

are uncomfortable being the center of attention. like to listen more than talk. are reserved when meeting people. like to spend time alone. don't like to work in groups. think carefully before speaking. prefer the quiet. avoid crowds. can find it tiring to spend time with others.

Examples:

- → Extroverts like to talk more than listen, while introverts like to listen more than talk.
- → Introverts like to listen more than talk. Extroverts, however, like to talk more than listen.

Part II. Are you an extrovert or introvert? Compare yourself to someone you know who is different from you. Make several sentences.

Exercise 29. Let's talk. (Chart 19-7)

Think of two different countries you are familiar with. How are they different? Use while, however, on the other hand, and but. Work in pairs, in small groups, or as a class.

1. size

- 5. economic system
- 9. educational costs

- 2. population
- 6. educational system
- 10. medical care

- 3. food
- 7. role of women
- 11. public transportation

- 4. time of meals
- 8. language

12. dating customs

Exercise 30. Warm-up. (Chart 19-8)

Choose the logical verb for each sentence: can or can't.

SITUATION: Sarah drinks coffee every morning. It wakes her up.

- 1. If Sarah drinks coffee in the morning, she can / can't wake up quickly.
- 2. Unless Sarah drinks coffee in the morning, she can / can't wake up quickly.
- 3. Sarah drinks coffee every morn**forgate/appyicons**he can / can't wake up quickly.
- 4. Sarah drinks coffee in the morning, or else she can / can't wake up quickly.

19-8 Exp	oressing Conditions: Using Oth	erwise and Or (Else)		
Adverb Clauses	 (a) If I don't eat breakfast, I get hungry. (b) You'll be late if you don't hurry. (c) You'll get wet unless you take your umbrella. 	If and unless state conditions that produce certain results. (See Charts 17-6 and 17-10, pp. 377 and 382.)		
Transitions	 (d) I always eat breakfast. <i>Otherwise</i>, I get hungry during class. (e) You'd better hurry. <i>Otherwise</i>, you'll be late. (f) Take your umbrella. <i>Otherwise</i>, you'll get wet. 	Otherwise expresses the idea "if the opposite is true, then there will be a certain result." In (d): otherwise = if I don't eat breakfast		
Conjunctions	 (g) I always eat breakfast, or (else) I get hungry during class. (h) You'd better hurry, or (else) you'll be late. (i) Take your umbrella, or (else) you'll get wet. 	Or else and otherwise have the same meaning.		

☐ Exercise 31. Looking at grammar. (Chart 19-8)

Make sentences with the same meaning as the given sentence. Use otherwise.

- 1. If I don't call my mother, she'll start worrying about me.
 - → I am going to / should / had better / have to / must call my mother. Otherwise, she'll start worrying about me.
- 2. If you don't leave now, you'll be late for class.
- 3. Unless you have a ticket, you can't get into the theater.
- 4. You can't enter that country unless you have a passport.
- 5. If Tom doesn't get a job soon, his family won't have enough money for food.
- 6. Only if you speak both Japanese and Chinese fluently will you be considered for that job.*
- 7. Mary can go to school only if she gets a scholarship.
- 8. If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.

^{*}Notice that the subject and verb in the main clause are inverted because the sentence begins with *only if.* See Chart 17-11, p. 383.

19-9 Summary of Connectives: Cause and Effect, Contrast, and Condition

	Adverb Claus	se Words	Transitions	Conjunctions	Prepositions
Cause and Effect	because since now that	so (that)	therefore consequently fonateam.com	S0	because of due to
Contrast	even though although though	while	however nevertheless nonetheless on the other hand	but (anyway) yet (still)	despite in spite of
Condition	if unless only if even if whether or not	in case	otherwise	or (else)	

Exercise	32.	Looking	at	grammar.	(Chart	19-9)
			-		Condit	1 / //

15. I did not study nonetheless _

Using the two ideas of "to study" and "to pass or fail the exam," complete the sentences. Punctuate and capitalize as necessary.

1.	Because I did not study <u> </u>
2.	I failed the exam because
3.	Although I studied
4.	I did not study therefore
5.	I did not study however
6.	I studied nevertheless
7.	Even though I did not study
8.	I did not study so
9.	Since I did not study
10.	If I study for the exam
11.	Unless I study for the exam
12.	I must study otherwise
13.	Even if I study
14.	I did not study consequently

I will probably fail the exam whether								
Only if I study	Only if I study							
I studied hard yet								
You'd better study or else								
fonateam	n.com							
	completion (a. or b.).							
•								
a. my back gets sore.	b. my back doesn't get sore.							
a. my old one works fine.	b. my old one doesn't work.							
a. I hurry.	b. I don't hurry.							
a. I hurried.	b. I didn't hurry.							
a. our offices are hot.	b. our offices aren't hot.							
a. the noise bothers me.	b. the noise doesn't bother me.							
a. I fell asleep during dinner.	b. I didn't fall asleep during dinner.							
	I will probably fail the exam whether Only if I study I studied hard yet You'd better study or else fonateam rcise 33. Listening. (Chart 19-9) en to each sentence and choose the logical emple: You will hear: I was exhausted wh You will choose: a. I didn't take a na a. my back gets sore. a. my old one works fine. a. I hurry. a. I hurried. a. our offices are hot. a. the noise bothers me. a. I fell asleep during dinner.							

Exercise 34. Game. (Charts 17-2, 19-4, and 19-9)

Work in teams. Combine these two ideas using the words below the example. The time is now, so use present and future tenses. The team that correctly combines the most sentences wins.

to go (or not to go) to the beach \ hot, cold, nice weather

Example: because

- → Because the weather is cold, we aren't going to go to the beach.
- We're going to go to the beach because the weather is hot.

1.	so that	8.	because of	15.	therefore
2.	SO	9.	consequently	16.	only if
3.	nevertheless	10.	as soon as	17.	nonetheless
4.	despite	11.	such that	18.	in spite of
5.	now that	12.	since	19.	even if
6.	once	13.	but anyway	20.	yet still
7.	although	14.	unless	21.	whether or not

Exercise 35. Reading. (Chart 19-9)

Part I. Read the passage comparing optimists and pessimists.

Optimists vs. Pessimists

Have you ever heard the expression that a glass is half full or half empty? If not, imagine that you are looking at a glass that is filled exactly halfway with liquid. Now, is the glass half full or half empty to you? People who say it is half full are called optimists, while people who say it is half empty are called pessimists. In simple terms, optimists see the best in the world, while pessimists see the worst.



One of the clearest ways to see the differences between the two is to look at the way optimists and pessimists explain events. When something bad happens, optimists tend to see the event as a single event which does not affect other areas of their lives. For example, Sarah is an optimistic person. When she gets a low grade on a test, she will say something like this to herself: "Oh well, that was one test I didn't do well on. I wasn't feeling well that day. I have another test in a few weeks. I'll do better on that one."

Pessimists, on the other hand, will feel that an event is just one of a string of bad events affecting their lives, and that they're somehow the cause of it. Let's take a look at Susan. She is a pessimist. When she gets a low grade on a test, she might say: "I failed again. I never do well on tests. I'm stupid. I should just quit trying." And when something does go well for Susan, she often attributes her success to luck. She may say, "I was just lucky that time," and she doesn't expect to do well again. While optimists don't see themselves as failures, pessimists do.

Research has shown that optimism can be a learned trait and that, despite their upbringing, people can train themselves to respond to events in more positive terms. For example, Paul has a tendency to react negatively to events. The first thing he has to do is become conscious of that behavior. Once he identifies how he is reacting, he can reframe his thoughts in more positive terms, as Sarah did when she failed the test. As Paul begins to do more of this, he forms new patterns of response, and over time these responses become more automatic. Gradually he can develop a more positive outlook on life.

What about you? How do you see life? Is the glass half full or half empty?

Part II. Complete the sentences with information from the reading.

- 1. Optimists think positively about life, while
- 2. An optimist may do poorly on a test; nevertheless,
- Things sometimes go well for a pessimist; however,
- 4. Pessimists see themselves as failures; on the other hand,
- 5. Optimists don't see a single event affecting other areas of their lives; consequently,
- 6. Optimists see the best in the world; therefore,
- 7. Optimists see the best in the world; however,
- 8. Although people may have been raised as pessimists,
- 9. If a pessimist wants to change how he reacts,

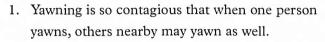
Exercise 36. Listening. (Chapters $17 \rightarrow 19$)



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

- 1. What makes you yawn?
- 2. Do you yawn when others around you yawn?

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



T F

2. According to the speaker, people are not necessarily tired even though they may yawn.

T F

3. According to the speaker, people yawn only if others around them yawn.

T F

4. It's been proven that unless people yawn, they can't stay awake.

T F

5. It's possible that at some point in history, people yawned so that they could stay awake and keep others awake in times of danger.

T F

6. According to the speaker, if you are talking to people and they begin yawning, you can be certain that they have become bored by you.

T F

☐ Exercise 37. Check your knowledge. (Chapters 1 → 19)

These sentences are taken from student writing. You are the editor for these students. Rewrite the sentences, correcting errors, combining ideas, and making whatever revisions in phrasing or vocabulary you feel will help the writers say what they intended to say.

Example: My idea of the most important thing in life. It is to be healthy. Because a person can't enjoy life without health.

- → In my opinion, the most important thing in life is good health because a person cannot enjoy life fully without it.
- 1. We went shopping after ate dinner. But the stores were closed. We had to go back home even we hadn't found what were we looking for.
- 2. I want explain that I know a lot of grammars but is my problem I haven't enough vocabularies.
- 3. When I got lost in the bus station a kind man helped me, he explained how to read the huge bus schedule on the wall. Took me to the window to buy a ticket and showed me where was my bus, I will always appreciate his kindness.

- 4. I had never understand the important of know English language. Until I worked at a large international company.
- 5. Since I was young my father found an American woman to teach me and my brothers English, but when we move to other town my father wasn't able to find other teacher for other five years. fonateam.com
- 6. I was surprised to see the room that I was given at the dormitory. Because there aren't any furniture, and dirty.
- 7. When I meet Mr. Lee for the first time, we played video games at the student center even though we can't communicate very well, but we had a good time.
- 8. Because the United States is a large and also big country. It means that they're various kinds of people live there and it has a diverse population.
- 9. My grammar class was start at 10:35. When the teacher was coming to class, she returned the last quiz to my classmates and I. After we have had another quiz.
- 10. If a wife has a work, her husband should share the houseworks with her. If both of them help, the houseworks can be finish much faster.
- 11. The first time I went skiing. I was afraid to go down the hill. But then I think to myself, "Why not? Give it a try. You'll make it!" After stand around for ten minutes without moving. Finally, I decided go down that hill.

Exercise 38. Listening and writing. (Chapter 19)

Track 30

Listen to each passage twice. Then work together in pairs or small groups to write out the passage. Summarize what you heard. Then listen again and revise your writing as necessary.

PASSAGE 1: Turtles

PASSAGE 2: Boy or Girl?

☐ Exercise 1. Warm-up. (Chart 20-1)

Each sentence talks about a "condition" and the "result" of this condition. <u>Underline</u> the result clause in each sentence. Notice the verbs in blue. In which sentence does a past verb refer to present or future time?

- 1. If I have extra money, I usually buy computer equipment with it.
- 2. I will buy a new laptop computer next month if I have some extra money.
- 3. If I had some extra money, I would buy a new laptop today or tomorrow.
- 4. I would have bought a new laptop last month if I had had some extra money.

	20-1 Overview of Basic Verb Forms Used in Conditional Sentences				
Situation	<i>If</i> -clause	Result clause	Examples		
True in the Present/Future	simple present	will + simple form	If I have enough time, I watch TV every evening. If I have enough time, I will watch TV later on tonight.		
Untrue in the Present/Future	simple past	would + simple form	If I <i>had</i> enough time, I <i>would watch</i> TV now or later on.		
Untrue in the Past	past perfect	would have + past participle	If I had had enough time, I would have watched TV yesterday.		

Exercise	2.	Looking	at	gro	ımmar.	(Chart	20-1)

Complete the sentences with the verbs in parentheses.

- I usually send my parents an email every week. That is a true fact. In other words:
 If I (have) have enough time, I (send) gend my parents an email every week.
- 2. I may have enough time to send my parents an email later tonight. I want to send them an email tonight. Both of those things are true. In other words:

If I (have) _____ enough time, I (send) ____ my parents an email later tonight.

3.	I don't have enough time right now, so I won't send my parents an email. I'll try to do it later. I want to email them, but the truth is that I just don't have enough time right now. In other words:
	If I (have) enough time right now, I (send) my parents an email.
4.	I won't have enough time tonight, so I won't send my parents an email. I'll try to do it tomorrow. I want to email the phate that I just won't have enough time. In other words:
	If I (have) enough time later tonight, I (send) my parents an email.
5.	I wanted to send my parents an email last night, but I didn't have enough time. In other words:
	If I (have) enough time, I (send) my parents an email last night.
	ercise 3. Warm-up. (Chart 20-2) cuss the differences in meaning, if any, in each pair of sentences.
1.	a. If it rains, the streets get wet.b. If it rains tomorrow, the streets will get wet.
2.	a. If you heat water, it boils.b. If you heat water, it will boil.
3.	a. If it should rain tomorrow, we'll cancel the picnic.b. If it rains tomorrow, we'll cancel the picnic.

(a) (b) (c) (d)	reaches 32°F/0°C. If I don't eat breakfast tomorrow morning, I will get hungry during class.	In conditional sentences that express true, factual ideas in the present/future, the <i>simple present</i> (not the simple future) is used in the <i>if</i> -clause. The result clause has various possible verb forms. A result clause verb can be: • the <i>simple present</i> , to express a habitual activity or situation, as in (a). • either the <i>simple present</i> or the <i>simple future</i> , to express an established, predictable fact or general truth, as in (b). • the <i>simple future</i> , to express a particular activity or situation in the future, as in (c). • <i>modals</i> and <i>phrasal modals</i> such as <i>should</i> , <i>might can</i> , <i>be going to</i> , as in (d).* • an <i>imperative</i> verb, as in (e).
(f)	If anyone should call, please take a message.	Sometimes should is used in an if -clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.

^{*}See Chart 9-1, p. 157, for a list of modals and phrasal modals.

Exercise 4. Let's talk. (Chart 20-2)

Answer the questions. Work in pairs, in small groups, or as a class.

- 1. If it's cold tomorrow, what are you going to wear to class?
- 2. If it's cold, what do you usually wear?
- 3. Fish can't live out of water. If you take a fish out of water, what will happen/what happens?
- 4. If I want to learn English faster, what should I do?
- 5. Tell me what to do, where to fon ateam who expect if I visit your hometown as a tourist.

Exercise 5. Looking at grammar. (Chart 20-2)

Choose the correct verb for the result clauses. In some cases, both answers are correct.

- 1. If I find out the answer, I will let / let you know.
- 2. If I have extra time, I tutor / am going to tutor students in math.
- 3. If it snows, the roads are / will be closed.
- 4. If you run up a hill, your heart beats / will beat fast.
- 5. If it should rain tomorrow, we *might change | will change* our plans.
- 6. If my cell phone battery goes dead, I will recharge / would recharge it.

Exercise 6. Listening. (Chart 20-2)

If + pronoun can be difficult to hear at the beginning of sentences because these words are generally unstressed. Additionally, if at the beginning of a sentence is often reduced to f. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

Exercise 7. Warm-up. (Chart 20-3)

Choose the correct completions.

- 1. If Tom were a teacher, he would teach law.
 - a. Tom is / isn't a teacher.
 - b. Tom teaches | doesn't teach law.

- 2. If it were 5:00, we could leave.
 - a. It is / isn't 5:00.
 - b. We can / can't leave now.

Lo o Chirac (Contrar,	y to ract, in the resement of ruture
(a) If I taught this class, I wouldn't give to	ests. In (a): In truth, I don't teach this class.
(b) If he were here right now, he would he	elp us. In (b): In truth, he is not here right now.
(c) If I were you, I would accept their invi	ation. In (c): In truth, I am not you.
	NOTE: Were is used for both singular and plural subjects. Was (with I, he, she, it) is sometimes used in informal speech: If I was you, The accept their invitation.
COMPARE:	In (d): The speaker wants a car but doesn't have enough money. Would expresses desired or predictable results.
(d) If I had enough money, I would buy a december (e) If I had enough money, I could buy a december (e)	
Exercise 8. Looking at gr Complete the sentences with the	ammar. (Charts 20-2 and 20-3) we verbs in parentheses.
1. If I have enough apples, I	(bake) <u>will bake</u> an apple pie this afternoon.
2. If I had enough apples, I (bake) <u>would bake / could bake</u> an apple pie.
3. I will fix your bicycle if I (have) a screwdriver of the proper size.
4. I would fix your bicycle if	I (have) a screwdriver of the proper size.
5. I (go)	_ to a movie tonight if I don't have any homework to do.
6. I (go)	to a movie tonight if I didn't have any homework to do.
7. Sally always answers the p	hone if she (be) in her office.
8. Sally would answer the ph	one if she (be) in her office right now.
Exercise 9. Let's talk. (Ch Discuss the questions. Work in	
Under what conditions, if any, wo	ıld you
1. exceed the speed limit whi	le driving? 4. steal food?
2. lie to your best friend?3. disobey an order from you	5. carry a friend on your back?r boss?6. not pay your rent?
3. disobey an order from you	1 boss: 0. Hot pay your rent:
	grammar. (Charts 20-2 and 20-3) are verbs in parentheses. Work in pairs or small groups.
1. I (be, not)	a student in this class if English (be) my
native language.	
2. Most people know that oil	floats on water. If you pour oil on water, it (float)

3.	If there (<i>be</i>)	no ox	tygen on earth, life as we know it (exist, not)
4.			ery day this week. If the paper (arrive, not) e today, I'm going to cancel my subscription.
5.	If I (be) 70		
6.	How long (human beings, live) _		
	completely eradicated?		seases in the world were
7.	If you boil water, it (<i>disappear</i>) into the atmosphere as vapor.		
8.	If people (have)	p	aws instead of hands with fingers and opposable
	be constructed very differently.	We (be,	not) or hold tools and utensils securely.
Fine		m/her a	fact. Ask your partner to make an unreal "if" e some of the statements with the class.
Exa	mple: Ocean water is salty. → If ocean water weren't salty. for everyone in the world.		le could drink it and there would be enough water
Fact			
	There is gravity on the earth. People don't have wings.		Children don't get everything they want. Guns exist.
	Cars can't fly.		There isn't enough food on the earth for everyone.
	ercise 12. Warm-up. (Charteck (1) the sentences that have a		eaning.
1.	If Ann were available, she	would	help us.
2.	If Ann had been available		
3.	If Ann is available, she wi	ill help ı	18.
4.	If Ann had been available	she co	uld have helped us.

20-4 Untrue (Contrary to Fact) i	n the Past
 (a) If you had told me about the problem, I would have helped you. (b) If they had studied, they would have passed the exam. (c) If I hadn't slipped on the stairs, I wouldn't have broken my arm. fonateam 	In (a): In truth, you did not tell me about it. In (b): In truth, they did not study. Therefore, they failed the exam. In (c): In truth, I slipped on the stairs. I broke my arm. NOTE: The auxiliary verbs are often reduced in speech. OPDOu'd told me, I would've helped you (OR I-duv helped you)."*
COMPARE: (d) If I had had enough money, I would have bought a car. (e) If I had had enough money, I could have bought a car.	In (d): would expresses a desired or predictable result. In (e): could expresses a possible option. could have bought = would have been able to buy

^{*}In casual, informal speech, some native speakers sometimes use would have in an if-clause: If you would've told me about the problem, I would've helped you. This verb form usage is generally considered to be grammatically incorrect in standard English, but it occurs fairly commonly.

Exercise 13. Looking at grammar. (Chart 20-4)

Complete the sentences with a factual or truthful statement.

- 1. If I had worn a jacket, I wouldn't have been so cold at the park, but the truth is → I didn't wear a jacket.
- 2. If Martin hadn't become a soccer player, he would have been a soccer coach, but the truth is
- 3. If I hadn't answered my cell phone while I was driving, I wouldn't have caused the accident, but the truth is
- 4. If Professor Stevens had given a fair test, more students would have passed, but the truth is

Exercise 14. Looking at grammar. (Charts $20-1 \rightarrow 20-4$)

Underline the clause that expresses a condition. Write "T" if the condition is a true condition (i.e., a condition that exists in fact). Write "U" if the condition is untrue (i.e., a condition that does not exist in fact). Then decide if the sentence refers to present/future or past time.

1.	<u></u>	If the weather is warm, we'll eat outdoors.	present/future	past
2.	U	If the weather were warm, we would eat outdoors.	present/future	past
3.		If the weather had been warm, we would have eaten outdoors.	present/future	past
4.		If I had more money, I would work less.	present/future	past
5.		If I had had more money, I would have worked less.	present/future	past
6.		If I take time off from work, I feel more relaxed.	present/future	past
7.		If I hadn't had to work, I could have seen you.	present/future	past
8.		If I didn't have to work, I could see you.	present/future	past

	ercise 15. Looking at grammar. (Charts $20-1 \rightarrow 20-4$) applete each sentence with would do, will do, or would have	done.
1.	Rita believes in hard work and wants her children to work hard	d. She always tells them,
	"If you work hard every day, you w	ell."
2.	Scott is smart, but he doesn't work very hard. As a result, he in fonateam.com his job. His co-workers often tell him, "If you worked hard even	
	well."	
3.	Mark planned to study hard for a test yesterday, but some friend	nds called, and he decided to
	go out with them. He didn't do well on his test the next day.	His teacher told him, "If you
	had worked hard yesterday, you	well on the test."
	ercise 16. Looking at grammar. (Charts 20-1 → 20-4) applete the sentences with the verbs in parentheses.	
1.	If I (have) enough money, I will go with	you.
2.	If I (have) enough money, I would go wi	th you.
3.	If I (have) enough money, I would have	gone with you.
4.	If the weather is nice tomorrow, we (go)	to the zoo.
5.	If the weather were nice today, we (go)	to the zoo.
6.	If the weather had been nice yesterday, we (go)	to the zoo.
7.	If Sally (be) at home tomorrow, I am goi	ng to visit her.
8.	Jim isn't home right now. If he (be) at home	
	right now, I (visit) him.	
9.	Linda wasn't at home yesterday. If she (be)	
	at home yesterday, I (visit)	
	her.	
10.	Last night Alex ruined his sweater when he washed it.	
	If he (read) the label, he (wash, not)	
	it in hot water.	

	wer the questions with yes or no.
1.	If the weather had been good yesterday, we would not have canceled the picnic.
	a. Was the picnic canceled? <u>yes</u>
	b. Was the weather good?no
2.	If I had an envelope and a stamp, I would mall this letter today.
	a. Do I have an envelope and a stamp right now?
	b. Do I want to mail this letter today?
	c. Am I going to mail this letter today?
3.	Ann would have made it to class on time this morning if the bus hadn't been late.
	a. Did Ann try to make it to class on time?
	b. Did Ann make it to class on time?
	c. Was the bus late?
4.	If I didn't have any friends, I would be lonely.
	a. Am I lonely?
	b. Do I have friends?
	ercise 18. Let's talk. (Chart 20-4)
	k with a partner. Speaker A gives the cue. Speaker B begins the response with <i>But if I known</i> .
Exa	mple:

SPEAKER A (book open): There was a test yesterday. You didn't know that, so you didn't study. SPEAKER B (book closed): But if I had known (that there was a test yesterday), I would have studied.

- 1. Your friend was in the hospital. You didn't know that, so you didn't visit her.
- 2. I've never met your friend. You didn't know that, so you didn't introduce me.
- 3. There was a meeting last night. You didn't know that, so you didn't go.
- 4. Your friend's parents are in town. You didn't know that, so you didn't invite them to dinner.

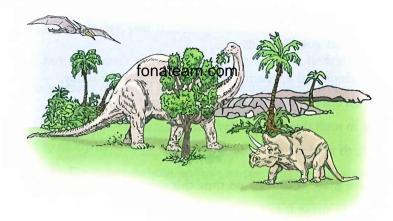
Change roles.

- 5. I wanted to go to the soccer game. You didn't know that, so you didn't buy a ticket for me.
- 6. I was at home last night. You didn't know that, so you didn't visit me.
- 7. Your sister wanted a gold necklace for her birthday. You didn't know that, so you didn't buy her one.
- 8. I had a problem. You didn't know that, so you didn't offer to help.

Exercise 19. Let's listen and talk. (Chart 20-4)



Part I. Answer this question: Why do you think dinosaurs became extinct? Then close your book and listen to the short talk on dinosaurs.



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

- 1. According to one theory, if an asteroid had collided with the earth, several disastrous changes in the earth's climate would have taken place. T
- This theory suggests that if an asteroid had not collided with the earth, dinosaurs would still exist.

 T F

Part III. Discuss these questions.

- 1. If dinosaurs still existed, what do you think the world would be like?
- 2. Would it be possible for dinosaurs and human beings to coexist on the same planet?

Exercise 20. Listening. (Charts $20-1 \rightarrow 20-4$)



In conditional sentences, /h/ is often dropped in the auxiliary verbs *have* and *had*. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

SITUATION: Jon told several good friends a lie, and they recently found out. Here are their reactions:

Example:	You will hear: If he had been truthful, he wouldn't have lost my You will write: If he had been truthful, he wouldn't have lost my	
1	the truth sooner,	differently.
2	him,	so foolish.
3	me what a great guy Jon was, _	
	him so easily.	
4	another person,	so shocked.
5		more respect for him.

1.	You should tell your father exactly what happened. If I (be) you, I (tell)
	him the truth as soon as possible.
2.	If I (have) my camera with me yesterday, I (take)
	a pi tonateamecom nding on his head.
3.	I'm almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I
	need. If I (have) more seeds than I need, I (give)
	some to my neighbor.
4.	George has only two pairs of socks. If he (have) more than two pairs of
	socks, he (have to, not) wash his socks so often.
5.	The cowboy pulled his gun to shoot at the rattlesnake, but
	he was too late. If he (be) quicker to
	pull the trigger, the snake (bite, not)
	him on the foot. It's a good
	thing he was wearing heavy leather boots.
6.	What (we, use) to look at
	ourselves when we comb our hair if we (have, not)
	mirrors?
7.	It's been a long drought. It hasn't rained for over a month. If it (rain, not)
	soon, a lot of crops (die) If the
	crops (die), many people (go) hungry this comin
	winter.
8.	A: Shhh! Your father is taking a nap. Uh-oh. You woke him up.
	B: Gee, I'm sorry, Mom. If I (realize) he was sleeping, I
	(make, not) so much noise when I came in.
9.	A: Since I broke my foot, I haven't been able to get to the basement to wash my clothes
	B: Why didn't you say something? I (come) over and
	(wash) them for you if you (tell) me
	A: I know you (come) right away if I (call)
	you. I guess I didn't want to bother you.
	B: Nonsense! What are good neighbors for?

	List	en to the statements and answer the questions.
CD 2 rack 34	Exa	wouldn't have told anybody. I know how to keep a secret.
		You will answer: a. Did I tell anybody the news?yes b. Did Bob ask me to keep it a secret?no fonateam.com
	1.	a. Am I going to go to the art museum?
		b. Do I have enough time?
	2.	a. Did Mrs. Jones receive immediate medical attention?
		b. Did she die?
	3.	a. Am I a carpenter?
		b. Do I want to build my own house? c. Am I going to build my own house?
	4	a. Was the hotel built to withstand an earthquake?
	1.	b. Did the hotel collapse?
	Con	rcise 23. Looking at grammar. (Charts 20-1 → 20-4) aplete each sentence with an appropriate auxiliary verb.
	1.	I don't have a pen, but if I, I would lend it to you.
	2.	He is busy right now, but if he <u>weren't</u> , he would help us.
	3.	I didn't vote in the election, but if I <u>had</u> , I would have voted for Senator Todd.
	4.	I don't have enough money, but if I, I would buy that book.
	5.	The weather is cold today, but if it, I'd go swimming.
	6.	She didn't come, but if she, she would have met my brother.
	7.	I'm not a good cook, but if I, I would make all of my own meals.
	8.	He didn't go to a doctor, but if he, the cut on his hand wouldn't have gotten infected.
	9.	I always pay my bills. If I, I'd get in a lot of trouble.
	10.	Helium is lighter than air. If it, a helium-filled balloon wouldn't float upward.
	11.	I called my husband to tell him I would be late. If I, he would have gotte worried about me.

Exercise 24. Let's talk: pairwork. (Charts $20-1 \rightarrow 20-4$)

Work with a partner. Speaker A asks the questions. Speaker B begins the answers with No, but.

Example:

SPEAKER A (book open): Do you have a dollar?

SPEAKER B (book closed): No, but if I did (No, but if I had a dollar), I would lend it to you.

fonateam.comange roles.

- 1. Are you rich?
- 2. Do you have a car?
- 3. Are you a bird?
- 4. Did you forget to bring a pen to class today?
- 5. Do you have your own airplane?
- 6. Are you the teacher of this class?

- 7. Are you at home right now?
- 8. Do you speak (another language)?
- 9. Did you forget to bring your grammar book to class today?
- 10. Is the weather hot/cold today?
- 11. Do you live in (a different city)?
- 12. Are you hungry?

Exercise 25. Warm-up. (Chart 20-5)

Match the true or factual sentences in Column A to the conditional sentences in Column B.

Column A

- 1. I was painting my apartment when you asked me to go to a movie.
- 2. I am painting my apartment right now.

Column B

- a. If I weren't painting my apartment, I would go to a movie with you.
- b. If I hadn't been painting my apartment, I would have gone to a movie with you.

Using Progressive Verb Forms in Conditional Sentences

Notice the use of progressive verb forms in these examples. Even in conditional sentences, progressive verb forms are used in progressive situations. (See Chart 1-2, p. 3, for a discussion of progressive verbs.)

- It is raining right now, so I will not go for a walk. (a) True:
- (b) Conditional: If it were not raining right now, I would go for a walk.
- (c) True: It was raining yesterday afternoon, so I did not go for a walk.
- (d) Conditional: If it had not been raining, I would have gone for a walk.

Exercise 26. Looking at grammar. (Chart 20-5)

Change the statements to conditional sentences.

- 1. You weren't listening, so you didn't understand the directions. But
 - → if you had been listening, you would have understood the directions.
- 2. You aren't wearing a coat, so you're cold. But
- 3. Joe got a ticket because he was driving too fast. But . . .
- 4. I'm enjoying myself, so I won't leave. But
- 5. You were sleeping, so I didn't tell you the news as soon as I heard it. But

1	Con	rcise 27. Looking at grammar. (Chart 20-5) uplete each sentence with the correct form of the verb in parentheses. Make untrue or rary-to-fact statements.
	1.	It's snowing. We can't go to the park.
		If it (snow) weren't snowing, we could go to the park.
		It wasn't snowing. We went to the park. If it (snow) had been snowing we wouldn't have gone to the park.
	3.	Elena just got out of the shower. She's drying her hair with a hair dryer, so she can't hear the phone ring.
		If Elena (dry)her hair, she could hear the phone ring.
	4.	Elena was waiting for a phone call from Tom, but as it happened, she was drying her hair when he called and couldn't hear the phone ring.
		If Elena (<i>dry</i>) her hair when Tom called, she could have heard the phone ring.
	5.	Max is at a party at his friend's apartment, but he's not having any fun. He wants to leave.
		Max wouldn't want to leave early if he (have) fun.
	6.	Mrs. Chang was talking on her cell phone while she was driving and wasn't paying enough attention to traffic. When the car in front of her stopped, she crashed into it.
		If Mrs. Chang (talk) on her cell phone, she probably wouldn't have gotten into an accident.
1		rcise 28. Warm-up. (Chart 20-6) ose the correct time words.
	1.	If I had done my homework (now / earlier), I would know the answers (now / earlier).
	2.	Anita wouldn't be sick (now / earlier) if she had followed the doctor's orders (now / earlier).
20	0-6	Using "Mixed Time" in Conditional Sentences
		the time in the <i>if</i> -clause and the time in the result clause are different: one clause may be in the present and n the past. Notice that past and present times are mixed in these sentences.
	True: Cond	I <i>did not eat</i> breakfast several hours ago, so I <i>am</i> hungry now. itional: If I <i>had eaten</i> breakfast several hours ago, I <i>would not be</i> hungry now. (past) (present)
	True: Cond	He <i>is not</i> a good student. He <i>did not study</i> for the test yesterday. If he <i>were</i> a good student, he <i>would have studied</i> for the test yesterday. (present) (past)

Exercise 29. Looking at grammar. (Chart 20-6)

Change the statements to conditional sentences. Begin each one with But.

- 1. I'm hungry now because I didn't eat dinner.
 - → But if I'd eaten dinner, I wouldn't be hungry now.
- 2. The room is full of flies because you left the door open.
- 3. You are tired this morning because you didn't go to bed at a reasonable hour last night.
- 4. I didn't finish my report yester **dan atel-can color**gin a new project today.
- 5. I'm not you, so I didn't tell him the truth.
- 6. I don't know anything about plumbing, so I didn't fix the leak in the sink myself.
- 7. Anita got sick because she didn't follow the doctor's orders.

Exercise 30. Warm-up. (Chart 20-7)

The following sentences are correct. Make sentences with the same meaning using if. Notice the order of the words in blue.

- 1. Were I the teacher, I would give fewer tests.
- 2. Had I known about your problem, I would have helped you.
- 3. Should anyone come, please tell them I'm asleep.

Omitting If

- (a) Were I you, I wouldn't do that.
- (b) Had I known, I would have told you.
- (c) Should anyone call, please take a message.

With were, had (past perfect), and should, sometimes if is omitted and the subject and verb are inverted.

- In (a): Were I you = if I were you
- In (b): Had I known = if I had known
- In (c): Should anyone call = if anyone should call

Exercise 31. Looking at grammar. (Chart 20-7)

Make sentences with the same meaning by omitting if.

- 1. If you should need more money, go to the bank before six o'clock.
 - → Should you need more money, go to the bank before six o'clock.
- 2. If I were you, I wouldn't do that.
- 3. If they had realized the danger, they would have done it differently.
- 4. If I were your teacher, I would insist you do better work.
- 5. If you should change your mind, please let me know immediately.
- 6. She would have gotten the job if she had been better prepared.
- 7. Your boss sounds like a real tyrant. If I were you, I would look for another job.
- 8. I'll be out of the office until June 12th. If you should need to reach me, I'll be at our company headquarters in Seoul.
- 9. The artists and creative thinkers throughout the history of the world have changed all of our lives. If they had not dared to be different, the history of civilization would have to be rewritten.
- 10. If there should be a global nuclear war, life on earth as we know it would end forever.

☐ Exercise 32. Listening. (Chart 20-7)

CD 2

Choose the sentence that best expresses the meaning of the sentence you hear.

Example: You will hear: Should you need help, I'll be in the room next door.

You will choose: a. I'll be helping others in the room.

- (b.) I'm available to help you.
- c. You shouldn't ask me for help.
- d. Do you need help from me?
- 1. a. I get a lot of speeding tickets.
 - b. I was driving too fast.
 - c. I like to drive fast.
 - d. I didn't get a ticket.
- 2. a. You shouldn't call me on my cell.
 - b. Did you have questions?
 - c. Call me soon.
 - d. Call me if you have questions.
- 3. a. We're glad you told us.
 - b. We were happy to help you.
 - c. We needed to know earlier.
 - d. Why did you tell us so soon?

- 4. a. I took the fastest way to the theater.
 - b. I didn't take the fastest way.
 - c. The theater was too far away.
 - d. I took several different routes.
- 5. a. We stayed home.
 - b. We didn't stay home.
 - c. Someone warned us.
 - d. Several people warned us.
- 6. a. Are we rich?
 - b. Rich people live in houses overlooking the ocean.
 - c. We aren't rich.
 - d. We live in a house overlooking the ocean.

☐ Exercise 33. Warm-up. (Chart 20-8)

Read the paragraph. Check (\checkmark) the sentences that are true.

One night a fire started in Janet's apartment. A blanket on the sofa got too close to an electric heater. Janet was in a deep sleep and wasn't aware of the fire. Fortunately, her neighbors saw smoke coming out of the window and threw rocks at her bedroom window to wake her up. Janet was very grateful that she wasn't killed or injured in the fire.

- 1. ____ Janet would have kept sleeping, but the neighbors woke her up.
- 2. ____ Janet would have awakened without her neighbors' help.
- 3. ____ Janet was awakened by her neighbors; otherwise, she wouldn't have woken up.

(a) I would have gone with you, but I had to study. (b) I never would have succeeded without your help. Often the if-clause is implied, not stated. Conditional verbs are still used in the result clause. In (a): the implied condition = if I hadn't had to study In (b): the implied condition = if you hadn't helped me (c) She ran; otherwise, she would have missed her bus. Conditional verbs are frequently used following otherwise. In (c), the implied if-clause = if she had not run

		rcise 34. Looking at grammar. (Chart 20-8) atify the implied conditions by making sentences using if-clauses.
	1.	I would have visited you, but I didn't know that you were at home. → I would have visited you if I had known you were at home.
	2	It wouldn't have been a good meeting without Rosa.
	۷.	→ It wouldn't have been a good meeting if Rosa hadn't been there.
	3.	I would have answered the phonateandigoinhear it ring.
		I couldn't have finished the work without your help.
	5.	I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
	6.	I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
	7.	Olga turned down the volume on the CD player. Otherwise, the neighbors probably would have called to complain about the noise.
	8.	Tarek would have finished his education, but he had to quit school and find a job in order to support his family.
	Eve	ercise 35. Listening. (Chart 20-8)
CD 2	Cho	ose the statement (a. or b.) that is true for each sentence you hear. In some cases both wers are correct.
rack 36	Exa	would have had two appointments in one day. You will choose: a. I thought you needed two appointments.
		(b.) I didn't think you wanted two appointments.
	1.	a. If I had had your number, I would have called.b. I didn't have your number; otherwise, I would have called.
	2.	a. If my parents hadn't helped me, I wouldn't have gone to college.b. If I hadn't gone to college, my parents wouldn't have helped me.
	3.	a. I picked up your clothes.b. I wasn't able to pick up your clothes.
	4.	a. If someone had told us about the party, we would have come.b. We came to the party even though you didn't tell us about it.
	5.	a. If I'd had your advice, I would have known what to do.b. Because of your advice, I knew what to do.
	Exe	ercise 36. Looking at grammar. (Charts 20-1 → 20-8) ercise ach sentence with the verb in parentheses. Some of the verbs are passive.
	1.	If I could speak Japanese, I (spend) next year
	1.	studying in Japan.
	2.	Had I known Mr. Jung was in the hospital, I (send) him a
		note and some flowers.
	3.	We will move into our new house next month if it (complete)

___ by then.

1.	for a drive.
5.	I was very tired. Otherwise, I (go) to the party with you last night.
6.	I'm glad I have so many friends and such a wonderful family. Life without friends or fonateam.com family (be) lonely for me.
7.	If you (sleep, not) last night when we arrived, I would have
	asked you to go with us, but I didn't want to wake you up.
8.	Bill has such a bad memory that he (forget) his head if it (be, not) attached to his body.
9.	A: What would you be doing right now if you (be, not) in class? B: I (sleep)
10.	A: Boy, is it ever hot today! B: You said it! If there (be) only a breeze, it (be, not) quite so unbearable.
11.	A: Hi. Sorry I'm late. B: That's okay. A: I (be) here sooner, but I had car trouble.
12.	A: Want to ride on the roller coaster? B: No way! I (ride, not) on the roller coaster even if you paid me a million dollars!
13.	A: Are you coming to the party? B: I don't think so, but if I change my mind, I (tell) you.
Con	rcise 37. In your own words. (Charts 20-1 \rightarrow 20-8) aplete the sentences with your own words, either orally or in writing. If written, add mas as necessary.
2.3.	If it hadn't rained If it weren't raining You would have passed the test had It's a good thing we took a map with us. Otherwise

- 5. Without electricity modern life
- 6. If you hadn't reminded me about the meeting tonight
- 7. Should you need any help
- 8. If I could choose any profession I wanted
- 9. If I were at home right now
- 10. Without your help yesterday
- 11. Were I vou fonateam.com
- 12. What would you do if
- 13. If I had the chance to live my childhood over again
- 14. Had I known
- 15. Can you imagine what life would be like if

Exercise 38. Let's talk. (Charts $20-1 \rightarrow 20-8$)

Explain what you would do in these circumstances. Work in pairs or small groups.

Example:

SPEAKER A (book open): Suppose the student sitting next to you drops her pen.

What would you do?

SPEAKER B (book closed): I would pick it up for her.

- 1. Suppose/pretend there is a fire in this building right now. What would you do?
- 2. Suppose there is a fire in your room or apartment or house. You have time to save only one thing. What would you save?
- 3. Suppose you go to the bank to cash a check for (twenty dollars). The bank teller cashes your check and you leave, but when you count the money, you find she gave you (thirty dollars) instead of (twenty). What would you do?
- 4. Same situation, but she gave you only (fifteen dollars) instead of (twenty).
- 5. John was cheating during an examination. Suppose you were the teacher and you saw him. What would you have done?
- 6. You are at a party. A man starts talking to you, but he is speaking so fast that you can't catch what he is saying. What would you do?
- 7. Late at night you're driving your car down a deserted street. You're all alone. In an attempt to avoid a dog in the road, you swerve and hit a parked car. You know that no one saw you. What would you do?
- 8. Ricardo goes to a friend's house for dinner. His friend serves a dish that he can't stand/doesn't like at all. What if you were Ricardo?
- 9. Suppose you go to another city to visit a friend. You have never been there before. Your friend said he would meet you at the airport, but he's not there. You wait a long time, but he never shows up. You try to call him, but nobody answers the phone. Now what?

Exercise 39. Warm-up. (Chart 20-9)

Which sentences are true for you? Circle yes or no. What do you notice about the words in blue?

1.	I wish I were someplace else right now.	yes	no
2.	I wish I could travel all around the world next year.	yes	no
3.	I wish I had learned English when I was a child.	yes	no

20-9 Verb Forms Following Wish

Wish is used when the speaker wants reality to be different, to be exactly the opposite.

	"True" Statement	Verb Form Following Wish	Wish is followed by a noun clause. (See Chart 12-5,
A Wish about the Future	 (a) She will not tell me. (b) He isn't going to be here. (c) She can't come tomorrow. 	I wish (that) she would tell me. fonateamecoming to be here. I wish she could come tomorrow.	p. 253.) Past verb forms, similar to those in conditional sentences, are used in the noun clause.
A Wish about the Present	(d) I don't know French.(e) It is raining right now.(f) I can't speak Japanese.	I wish I knew French. I wish it weren't raining right now. I wish I could speak Japanese.	For example, in (a): would, the past form of will, is used to make a wish about the future. In (d): the simple past (knew) is used to make a wish about
A Wish about the Past	(g) John <i>didn't come</i> . (h) Mary <i>couldn't come</i> .	I wish John had come.* I wish Mary could have come.	the present. In (g): the past perfect (had come) is used to make a wish about the past.

^{*}Sometimes in very informal speaking: I wish John would have come.

		Exercise	40.	Looking	at	grammar.	(Chart	20-
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Complete the sentences with an appropriate verb form.

1. Our classroom doesn't have any windows. I wish our classroom _____had ____ windows. 2. The sun isn't shining. I wish the sun _____ right now. 3. I didn't go shopping. I wish I ______ shopping. 4. I don't know how to dance. I wish I ______ how to dance. 5. It's cold today. I'm not wearing a coat. I wish I ______ a coat. 6. I don't have enough money to buy that book. I wish I ______ enough money. 7. I can't go with you tomorrow, but I wish I ______. 8. My friend won't ever lend me his car. I wish he _____ me his car for my date tomorrow night. 9. Mrs. Takasawa isn't coming to dinner with us tonight. I wish she ____ to dinner with us. 10. The teacher is going to give an exam tomorrow. I wish he _____ us an exam tomorrow. 11. You can't meet my parents. I wish you _____ them, but they're out of town. 12. Khalid didn't come to the meeting. I wish he ______ to the meeting. 13. I'm not lying on a sunny beach. I wish I ______ on a sunny beach.

	Exercise 41. Let's talk: interview. (Chart 20-9) Ask two classmates each question. Share some of their answers with the class.	
	 What is something you can't do but you wish you could do? What do you wish you were doing right now? What is something you don't have but wish you had? What is something that didn't happen yesterday but that you wish had happened? What is something you don't kfonateen segou knew? What is something that has never happened in your life but that you wish would happen? What is something that happened in your life but that you wish had not happened? What is something you have to do but wish you didn't have to do? What is something that will not happen tomorrow but that you wish would happen? What is something you were unable to do yesterday but you wish you could have done? 	
	Exercise 42. Looking at grammar. (Chart 20-9) Complete the sentences with an appropriate auxiliary verb.	
	1. I'm not at home, but I wish I	
	2. I don't know her, but I wish I	
	3. I can't sing well, but I wish I	
	4. I didn't go, but I wish Ihad	
	5. He won't talk about it, but I wish hewould	
	6. I didn't read that book, but I wish I	
	7. I want to go, but I can't. I wish I	
	8. I don't have a bicycle, but I wish I	
	9. He didn't buy a ticket to the game, but he wishes he	
	10. It probably won't happen, but I wish it	
	11. He isn't old enough to drive a car, but he wishes he	
	12. They didn't go to the movie, but they wish they	
	13. I don't have a driver's license, but I wish I	
	14. I'm not living in an apartment, but I wish I	
<u></u>	Exercise 43. Warm-up. (Chart 20-10) Choose the correct time word for each sentence. What do you notice about the verbs in blue	

and the tenses?

- 1. Jim's neighbors play loud music. He wishes they were quieter (now / soon).
- 2. Jim's neighbors are going to move. He wishes they would move (soon / last week).

20)-10 Using Would to Make Wis	shes about the Future
	It is raining. I wish it would stop. (I want it to stop raining.) I'm expecting a call. I wish the phone would ring. (I want the phone to ring.)	Would is usually used to indicate that the speaker wants something to happen or someone other than the speaker to do something in the future. The wish may or may not come true (be realized).
	It's going to be a good party. I wish you world care ar We're going to be late. I wish you would hurry.	h. (c) and (d): <i>I wish you would</i> is often used to make a request.
0	Exercise 44. Looking at grammar. (Use the given information to answer each particular to answer	
	Example: Tom: Why are you watching the telephone? Sue: I'm waiting to hear from Sam. I want We had an argument. I need to make	him to call me. I need to talk to him right now. sure everything's okay.
	 (a) What does Sue want to happen in → She wishes the phone would r (b) What else does Sue wish? → She wishes Sam would call he She probably wishes she and San 	ring. er. She wishes she could talk to Sam right now.
	to come. Yoko: No, I can't. I have to work. (a) What does Anna want Yoko to do?	Please change your mind. I'd really like you
	after herself. She leaves dirty dishes in	ly, her roommate, is messy. Judy never picks up the sink. She drops her clothes all over the Helen nags Judy to pick up after herself.
CD 2	Exercise 45. Listening. (Charts 20-9 of Listen to the sentences spoken in casual, relation-reduced forms of the words you hear.	and 20-10) axed English. Complete the sentences with the
Frack 37	Example: You will hear: I wish I didn't nee in a day! You will write: I wish I	d so much sleep. I could get so much more done 't need so much sleep.
	1. Alice doesn't like her job as a nurse. Sh	ne wishes
	to nursing school.	
	2. A: I wish	go to work today.
	B: So do I. I wish	_ a holiday.

3.	We had a good time in the mountains over vacation. I wis	sh
	with us. If with us,	
	a good time.	
4.	I know that something's bothering you. I wish	
	me what it is. Maybe I can help.	
5.	A: My feet are killing me! I wish	more comfortable shoes.
	B: Yeah, me too. I wish	that we were going to have
	to walk this much.	

Exercise 46. Let's talk. (Charts 20-9 and 20-10)

Answer the questions. Use wish. Work in pairs, in small groups, or as a class.

- 1. Where do you wish you were right now? What do you wish you were doing?
- 2. Are you pleased with the weather today, or do you wish it were different?
- 3. Look around this room. What do you wish were different?
- 4. Is there anything you wish were different about the place you are living?
- 5. What do you wish were different about this city/town?
- 6. What do you wish were different about this country?
- 7. What do you wish were different about a student's life? about a worker's life?
- 8. Your friend gave you his phone number, but you didn't write it down because you thought you would remember it. Now you have forgotten the number. What do you wish?
- 9. You didn't eat breakfast/lunch/dinner before you came to class. Now you are hungry. What do you wish?
- 10. (_____) stayed up very late last night. Today she is tired and sleepy. What does she probably wish?

Exercise 47. Let's talk or write. (Chapter 20)

Answer the questions, either orally or in writing. If orally, work in pairs, in small groups, or as a class.

- 1. If you could have free service for the rest of your life from a chauffeur, cook, housekeeper, or gardener, which would you choose? Why?
- 2. If you had to leave your country and build a new life, where would you go? Why?
- 3. If you had control of all medical research in the world and, by concentrating funds and efforts, could find the cure for only one disease in the next 25 years, which disease would you select? Why?
- 4. You have promised to spend an evening with your best friend. Then you discover you have the chance to spend the evening with (name of a famous person). Your friend is not invited. What would you do? Why?
- 5. Assume that you have a good job. If your boss told you to do something that you think is wrong, would you do it? Why or why not? (You understand that if you don't do it, you will lose your job.)
- 6. If you had to choose among perfect health, a loving family, and wealth (and you could have only one of the three during the rest of your life), which would you choose? Why?

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UNIT A: Basic Grammar Terminology

A-1 Subjects, Verbs, and Objects

Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O).

VERBS: Verbs that are not followed by an object, as in (a) and (b), are called "intransitive verbs."

Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk.

Verbs that are followed by an object, as in (c) and (d), are called "transitive verbs."

Common transitive verbs: build, cut, find, like, make, need, send, use, want.

Some verbs can be either intransitive or transitive.

Intransitive: A student studies.

Transitive: A student studies books.

SUBJECTS AND OBJECTS: The subjects and objects of verbs are nouns (or pronouns).

Examples of nouns: person, place, thing, John, Asia, pen, information, appearance, amusement.

A-2 Adjectives

- (a) Ann is an *intelligent student*. (adjective) (noun)
- (b) The *hungry* child ate fruit. (adjective) (noun)
- (c) I saw some *beautiful pictures*.

 **INCORRECT: beautiful s pictures

Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word *modify* means "change a little." Adjectives give a little different meaning to a noun: *intelligent student, lazy student, good student.*

Examples of adjectives: young, old, rich, beautiful, brown, French, modern.

An adjective is neither singular nor plural. A final -s is never added to an adjective.

`	uickly. dverb) the door quietly. (adverb)	In (a): How does he		kly.	99
(c) I am extrem	nely happy. rb) (adjective)	Adverbs are also us adjectives, as in (c)	sed to modify adjective	s, i.e., to give inform	nation about
(d) Ann will com	ne <i>tomorrow</i> . (adverb)		ed to express time or on, never, usually, alw		es: tomorrow,
(f) Ann <i>is alwa</i> (g) Ann <i>has alw</i>	comes on time.	have usual position:	occur in the middle of s; they of simple present and ple present and simple n a helping verb and a sentence adverb come	simple past verbs (e e past), as in (f); main verb, as in (g)	except <i>be</i>), as
Common midse	entence adverbs				
ever always	usually often frequently	generally sometimes occasionally	seldom rarely hardly ever	never not ever	already finally just probably

Common prepo	sitions				
about	at	beyond	into	since	up
above	before	by	like	through	upon
across	behind	despite	near	throughout	with
after	below	down	of	till	within
against	beneath	during	off	to	without
along	beside	for	on	toward(s)	
among	besides	from	out	under	
around	between	in	over	until	
c	V DRED O	& BRER An imp	artant alament a	English contanges is th	o propositional
s v	t studies in the lib	oun) phrase object O of PREP In (a):	. It consists of a of a preposition is	English sentences is the preposition (PREP) and its a noun or pronoun. Exprepositional phrase.	
a) The student	O PREP the party at your	oun) O of PREP house. (noun) afternoon. In (c): In (d):	. It consists of a of a preposition is in the library is in the library is a line of the library	preposition (PREP) and its a noun or pronoun.	ts object (o). The

The Verb Be

(a) John is a student.

(be) (noun)

is intelligent. (b) John (adjective) (be)

(c) John was at the library. (prep. phrase) (be)

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(d) Mary is writing a letter.

(e) They were listening to some music.

That letter was written by Alice.

Be is also used as an auxiliary verb in progressive verb tenses and in the passive.

A sentence with be as the main verb has three basic patterns:

In (d): is = auxiliary: writing = main verb

In (c): be + a prepositional phrase

In (a): be + a nounIn (b): be + an adjective

Tense Forms of Be

SIMPLE PRESENT

SIMPLE PAST

PRESENT PERFECT

Lam

you are

I was you were I have been you have been

he, she, it is he, she, it was

he, she, it has been

Plural

Singular

we, you, they are

we, you, they were

we, you, they have been

A-6 Linking Verbs

(a) The soup good. smells (linking verb) (adjective)

(b) This food tastes delicious.

(c) The children feel happy.

(d) The weather became cold.

Other verbs like be that may be followed immediately by an adjective are called "linking verbs." An adjective following a linking verb describes the subject of a sentence.*

Common verbs that may be followed by an adjective:

- · feel, look, smell, sound, taste
- appear, seem
- become (and get, turn, grow when they mean "become")

*Compare:

- (1) The man looks angry. → An adjective (angry) follows look. The adjective describes the subject (the man). Look has the meaning of "appear."
- (2) The man looked at me angrily. → An adverb (angrily) follows look at. The adverb describes the action of the verb. Look at has the meaning of "regard, watch."



Ann is at the laudromat. She looks very busy.

B-1 Forms of Yes/No and Information Questions

A yes/no question = a question that may be answered by yes or no

A: Does he live in Chicago?

B: feinateain.com, he doesn't.

An information question = a question that asks for information by using a question word

A: Where does he live?

B: In Chicago.

Question word order = (Question word) + helping verb + subject + main verb

Notice that the same subject-verb order is used in both yes/no and information questions.

Helping Verb	Subject	Main Verb	(Rest of Sentence)	
Does does Do do	she she they they	live live? live live?	there?	If the verb is in the simple present, use <i>does</i> (with <i>he, she, it</i>) or <i>do</i> (with <i>l, you, we, they</i>) in the question. If the verb is simple past, use <i>did</i> .
Did did	he he	live live?	there?	Notice: The main verb in the question is in its simple form; there is no final -s or -ed.
ls is	he he	living living?	there?	If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question.
Have have	they they	lived?	there?	There is no change in the form of the main verb.
Can can	Mary Mary	live live?	there?	If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n).
Will will	he he	be living be living?	there?	
Ø can	Ø Ø	lives come?	there?	If the question word is the subject, usual question-word order is not used; <i>does</i> , <i>do</i> , and <i>did</i> are not used. The verb is in the same form in a question as it is in a statement. Statement: <i>Tom came</i> . Question: <i>Who came</i> ?
Are are Was	they they?	Ø Ø	there?	Main verb <i>be</i> in the simple present (<i>am</i> , <i>is</i> , <i>are</i>) and simple past (<i>was</i> , <i>were</i>) precedes the subject. It has the same position as a helping verb.
	Does does Do do Did did Is is Have have Can can Will will Ø can	Verb Subject Does she she she Do they do they They Did he	Verb Subject Verb Does does she live? Do they do they live? Did he live? Is he living living? Have they lived lived? Can Mary live live? Will he be living? Will he be living? Ø Ø lives can Ø come?	Verb Subject Verb Sentence) Does does she live? Do they live live? Did he live? Is he living there? Is he living? Have they lived lived? Can Mary live live? Will he be living? Will he be living? Will he come? Are are they are they? Was Jim Ø there? Werb Sentence) Sentence) Sentence) Sentence) Ane they live there? Iive there? Ive there? Iives there? Ives there? Ives there? Ives there?

	Question	Answer	
When	(a) When did they arrive? When will you come?	Yesterday. Next Monday.	When is used to ask questions about time.
Where	(b) Where is she? Where can I find a pen?	fonate am com	Where is used to ask questions about place.
Why	(c) Why did he leave early? Why aren't you coming with us?	Because he's ill. I'm tired.	Why is used to ask questions about reason.
How	(d) How did you come to school? How does he drive?	By bus. Carefully.	How generally asks about manner.
	(e) How much money does it cost? How many people came?	Ten dollars. Fifteen.	How is used with much and many.
	(f) How old are you? How cold is it? How soon can you get here? How fast were you driving?	Twelve. Ten below zero. In ten minutes. 50 miles an hour.	How is also used with adjectives and adverbs.
	(g) How long has he been here? How often do you write home? How far is it to Miami from here	Two years. Every week. 500 miles.	How long asks about length of time. How often asks about frequency. How far asks about distance.
Who	(h) Who can answer that question? Who came to visit you?	I can. Jane and Eric.	Who is used as the subject of a question. It refers to people.
	(i) Who is coming to dinner tonight Who wants to come with me?	? Ann, Bob, and Al. We do.	Who is usually followed by a singular verb even if the speaker is asking about more than one person.
Whom	 (j) Who(m) did you see? Who(m) are you visiting? (k) Who(m) should I talk to? To whom should I talk? (formal) 	I saw George. My relatives. The secretary.	Whom is used as the object of a verb or preposition. In everyday spoken English, whom is rarely used; who is used instead. Whom is used only in formal questions. NOTE: Whom, not who, is used if preceded by a preposition.
Whose	(I) Whose book did you borrow? Whose key is this? (Whose is this?)	David's. It's mine.	Whose asks questions about possession.

(continued)

	Question	Answer		
What	(m) What made you angry? What went wrong?	His rudeness. Everything.	What is used as the subject of a question. It refers to things.	
	(n) What do you need? What did Alice buy? fonat	I need a pencil. eaglock.om	What is also used as an object.	
	(o) What did he talk about? About what did he talk? (formal)	His vacation.		
	(p) What kind of soup is that? What kind of shoes did he buy?	It's bean soup. Sandals.	What kind of asks about the particular variety or type of something.	
	(q) What did you do last night? What is Mary doing?	I studied. Reading a book.	What + a form of do is used to ask questions about activities.	
	(r) What countries did you visit? What time did she come? What color is his hair?	Italy and Spain. Seven o'clock. Dark brown.	What may accompany a noun.	
	(s) What is Ed like?	He's kind and friendly.	What + be like asks for a general description of qualities.	
	(t) What is the weather like?	Hot and humid.		
	(u) What does Ed look like?	He's tall and has dark hair.	What + look like asks for a physical description.	
	(v) What does her house look like?	It's a two-story,* red brick house.		
Which	(w) I have two pens. Which pen do you want? Which one do you want? Which do you want?	The blue one.	Which is used instead of what when a question concerns choosing from a definite, known quantity or group.	
	(x) Which book should I buy?	That one.		
	(y) Which countries did he visit? What countries did he visit?	Peru and Chile.	In some cases, there is little difference in meaning between <i>which</i> and <i>what</i> when they accompany a noun, as in (y)	
	(z) Which class are you in? What class are you in?	This class.	and (z).	

^{*}American English: a two-story house. British English: a two-storey house.

B-3 Shortened Yes/No Questions

- (a) Going to bed now? = Are you going to bed now?
- (b) Finish your work? = Did you finish your work?
- (c) Want to go to the movie with us? = Do you want to go to the movie with us?

Sometimes in spoken English, the auxiliary and the subject you are dropped from a yes/no question, as in (a), (b), and (c).

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B	-4 Negative Questions	
(a) (b)	Doesn't she live in the dormitory? Does she not live in the dormitory? (very formal)	In a yes/no question in which the verb is negative, usually a contraction (e.g., $does + not = doesn't$) is used, as in (a).
		Example (b) is very formal and is usually not used in everyday speech.
		Negative questions are used to indicate the speaker's idea (i.e., what she/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).
(c)	Bob returns to his dorm room after his nine o'clock class. Matt, his roommate, is there. Bob is surprised.	In (c): Bob believes that Matt is supposed to be in class now.
	Bob says, "What are you doing here? Aren't you supposed to be in class now?"	Expected answer: Yes.
(d)	Alice and Mary are at home. Mary is about to leave on a trip, and Alice is going to take her to the airport.	In (d): Alice believes that Mary's plane leaves at three. She is asking the negative question to make sure that her
	Alice says, "It's already two o'clock. We'd better leave for the airport. Doesn't your plane leave at three?"	information is correct. Expected answer: Yes.
(e)	The teacher is talking to Jim about a test he failed. The teacher is surprised that Jim failed the test because he usually does very well.	In (e): The teacher believes that Jim did not study. Expected answer: No.
	The teacher says: "What happened? Didn't you study?"	
(f)	Barb and Ron are riding in a car. Ron is driving. He comes to a corner where there is a stop sign, but he does not stop the car. Barb is shocked.	In (f): Barb believes that Ron did not see the stop sign. Expected answer: No.
	Barb says, "What's the matter with you? Didn't you see that stop sign?"	

B-5 Tag Questions			
(a) Jack can come, can't he? (b) Fred can't come, can he?	A tag question is a question added at the end of a sentence. Speakers use tag questions mainly to make sure their information is correct or to seek agreement.*		
Mary <i>is</i> here, You <i>like</i> tea,			
NEGATIVE SENTENCE + AI Mary isn't here, is You don't like tea, do They haven't left, ha	she? No, she isn't. o you? No, I don't.		
c) This/That is your book, isn't it? These/Those are yours, aren't they?	The tag pronoun for <i>this/that</i> = <i>it</i> . The tag pronoun for <i>these/those</i> = <i>they</i> .		
d) There is a meeting tonight, isn't there?	In sentences with there + be, there is used in the tag.		
e) Everything is okay, isn't it? f) Everyone took the test, didn't they?	Personal pronouns are used to refer to indefinite pronouns. <i>They</i> is usually used in a tag to refer to <i>everyone</i> , <i>everybody</i> , <i>someone</i> , <i>somebody</i> , <i>no one</i> , <i>nobody</i> .		
g) Nothing is wrong, is it? h) Nobody called on the phone, did they? i) You've never been there, have you?	Sentences with negative words take affirmative tags.		
(j) lam supposed to be here, am I not? (k) lam supposed to be here, aren't !?	In (j): am I not? is formal English. In (k): aren't I? is common in spoken English.		

*A tag question may be spoken:

- (1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct (e.g., Ann lives in an apartment, doesn't she?); OR
- (2) with a falling intonation if the speaker is expressing an idea with which she/he is almost certain the listener will agree (e.g., It's a nice day today, isn't it?).



Jim could use some help, couldn't he?

UNIT C: Contractions

Contractions

IN SPEAKING: In everyday spoken English, certain forms of be and auxiliary verbs are usually contracted with pronouns, nouns, and question words.

IN WRITING:

- (1) In written English, contractions for ateams agreement in informal writing, but they're not generally acceptable in formal writing.
- (2) Contractions with nouns and question words are, for the most part, rarely used in writing. A few of these contractions may be found in quoted dialogue in stories or in very informal writing, such as a chatty letter to a good friend, but most of them are rarely if ever written.

In the following, quotation marks indicate that the contraction is frequently spoken but rarely, if ever, written.

	With Pronouns	With Nouns	With Question Words
am	I'm reading a book.	Ø	"What'm" I supposed to do?
is	She's studying. It's going to rain.	My "book's" on the table. Mary's at home.	Where's Sally? Who's that man?
are	You're working hard. They're waiting for us.	My "books're" on the table. The "teachers're" at a meeting.	"What're" you doing? "Where're" they going?
has	She's been here for a year. It's been cold lately.	My "book's" been stolen! Sally's never met him.	Where's Sally been living? What's been going on?
have	I've finished my work. They've never met you.	The "books've" been sold. The "students've" finished the test.	"Where've" they been? "How've" you been?
had	He'd been waiting for us. We'd forgotten about it.	The "books'd" been sold. "Mary'd" never met him before.	"Where'd" you been before that? "Who'd" been there before you?
did	Ø	Ø	"What'd" you do last night? "How'd" you do on the test?
will	I'll come later. She'll help us.	The "weather'II" be nice tomorrow. "John'II" be coming soon.	"Who'II" be at the meeting? "Where'II" you be at ten?
would	He'd like to go there. They'd come if they could.	My "friends'd" come if they could. "Mary'd" like to go there too.	"Where'd" you like to go?

D-1 Using Not and Other Negative Words

there.

(a) AFFIRMATIVE: The earth is round.(b) NEGATIVE: The earth is *not* flat.

Not expresses a negative idea.

AUV 1 NOT 1 MAINUERD

Notinyaediately follows an auxiliary verb or be.

AUX + NOT + MAIN VERB(c) I will not go there. have not gone there. am not going there. was not there. do there. not ao He does there. not go

NOTE: If there is more than one auxiliary, *not* comes immediately after the first auxiliary: *I will not be going there*.

Do or **does** is used with **not** to make a simple present verb (except **be**) negative.

Did is used with not to make a simple past verb (except be) negative.

Contractions of auxiliary verbs with not

go

not

are not = aren't*
cannot = can't
could not = couldn't
did not = didn't
does not = doesn't

did

has not = hasn't have not = haven't had not = hadn't is not = isn't must not = mustn't should not = shouldn't was not = wasn't were not = weren't will not = won't would not = wouldn't

(d) I almost *never* go there. I have *hardly ever* gone there.

do not = don't

In addition to *not*, the following are negative adverbs: never, rarely, seldom hardly (ever), scarcely (ever), barely (ever)

(e) There's *no* chalk in the drawer.

No also expresses a negative idea.

COMPARE: NOT VS. NO

(f) I do not have any money.

Not is used to make a verb negative, as in (f).

(g) I have *no money*.

No is used as an adjective in front of a noun (e.g., money), as in (g).

NOTE: Examples (f) and (g) have the same meaning.

D-2 Avoiding Double Negatives

(a) INCORRECT: I don't have no money.(b) CORRECT: I don't have any money. CORRECT: I have no money. Sentence (a) is an example of a "double negative," i.e., a confusing and grammatically incorrect sentence that contains two negatives in the same clause. One clause should contain only one negative.*

I don't know why he isn't here.

D-3 Beginning a Sentence with a Negative Word

(a) Never will I do that again!

(b) Rarely have I eaten better food.

(c) Hardly ever does he come to class on time.

When a negative word begins a sentence, the subject and verb are inverted (i.e., question word order is used).*

^{*}Sometimes in spoken English you will hear "ain't." It means "am not," "isn't," or "aren't." Ain't is not considered proper English, but many people use ain't regularly, and it is also frequently used for humor.

^{*}Negatives in two different clauses in the same sentence cause no problems; for example:

A person who doesn't have love can't be truly happy.

^{*}Beginning a sentence with a negative word is relatively uncommon in everyday usage; it is used when the speaker/writer wishes to emphasize the negative element of the sentence and be expressive.

UNIT E: Preposition Combinations

E Preposition Combinations with Adjectives and Verbs

Α	be absent from be accused of		dream of, about be dressed in	0	object to be opposed to
	be accustomed to				be opposed to
	be acquainted with	E	fonateam, com	Р	participate in
		_	be envious of	•	be patient with
	be addicted to		be equipped with		be pleased with
	be afraid of		escape from		be polite to
	agree with				
	be angry at, with		excel in, at		pray for
	<i>be</i> annoyed with, by		be excited about		be prepared for
	apologize for		excuse for		prevent from
	apply to, for		be exhausted from		prohibit from
	approve of		be exposed to		be protected from
	argue with, about	_			be proud of
	arrive in, at	F	be faithful to		provide with
	be associated with		<i>be</i> familiar with		
	be aware of		feel like	Q	<i>be</i> qualified for
	be aware or		fight for		
В	believe in		be filled with	R	recover from
_	blame for		be finished with		be related to
	be blessed with		be fond of		be relevant to
	be bread with, by		forget about		rely (up)on
	be bored with, by		forgive for		be remembered for
С	be capable of		be friendly to, with		rescue from
0	care about, for		be frightened of, by		respond to
			be furnished with		be responsible for
	be cluttered with		be furnished with		be responsible for
	be committed to	G	be gone from	S	be satisfied with
	compare to, with	G	0	_	be scared of, by
	complain about, of		be grateful to, for		stare at
	be composed of		be guilty of		stop from
	be concerned about		hide from		
	be connected to	Н	hide from		subscribe to
	consist of		hope for		substitute for
	be content with		to to a sout of		succeed in
	contribute to	1	be innocent of	_	
	be convinced of		insist (up)on	Т	take advantage of
	be coordinated with		be interested in		take care of
	count (up)on		introduce to		talk about, of
	be covered with		<i>be</i> involved in		<i>be</i> terrified of, by
					thank for
	be crowded with	J	<i>be</i> jealous of		think about, of
D	dacida (un)an	-			be tired of, from
ט	decide (up)on	K	keep from		
	be dedicated to		<i>be</i> known for	U	be upset with
	depend (up)on				<i>be</i> used to
	be devoted to	L	be limited to		
	be disappointed in, with		be located in	V	vote for
	be discriminated against		look forward to		
	distinguish from			W	be worried about
	be divorced from	M	<i>be</i> made of, from		
	be done with		be married to		

UNIT F: The Subjunctive in Noun Clauses

F Using the Subjunctive in Noun	Clauses		
 (a) The teacher demands that we be on time. (b) I insisted that he pay me the money. (c) I recommended that she not go to the concert. (d) It is important that they be told the truth. 	A subjunctive verb uses the simple form of a verb. It does not have present, past, or future forms; it is neither n.i.g. ar nor plural. Sentences with subjunctive verbs generally stress importance or urgency. A subjunctive verb is used in that-clauses that follow the verbs and expressions listed below. In (a): be is a subjunctive verb; its subject is we. In (b): pay (not pays, not paid) is a subjunctive verb; it is in its simple form, even though its subject (he) is singular. Negative: not + simple form, as in (c). Passive: simple form of be + past participle, as in (d).		
(e) I suggested that she see a doctor. (f) I suggested that she should see a doctor.	Should is also possible after suggest and recommend.*		
Common verbs and expressions followed by the subjunt advise (that) propose (that) it is critical ask (that) recommend (that) it is essent demand (that) request (that) it is imperations insist (that) suggest (that)	(that) it is important (that) tial (that) it is necessary (that)		

^{*}The subjunctive is more common in American English than British English. In British English, **should** + simple form is more usual than the subjunctive: The teacher **insists** that we **should be** on time.

UNIT G: Troublesome Verbs

	Transitive		Intransitive	Raise, set, and lay are transitive verbs they are followed by an object.	
(a)	raise, raised, raised Tom raised his hand.	(b)	rise, rose, risen The sun rises in the east.	Rise, sit, and lie are intransitive; they are NOT followed by an object.*	
(c)	set, set, set I will set the book on the desk.	(d)	sit, sat, sat	In (a): raised is followed by the object hand. In (b): rises is not followed by an	
(e)	lay, laid, laid I am laying the book on the desk.	(f)	<i>lie,** lay, lain</i> He <i>is lying</i> on his bed.	In (b): <i>rises</i> is not followed by an object. NOTE: <i>Lay</i> and <i>lie</i> are troublesome for native speakers too and are frequent misused. <i>lay</i> = put <i>lie</i> = recline	

^{*}See Appendix Chart A-1 for information about transitive and intransitive verbs.

^{**}Lie is a regular verb (lie, lied) when it means "not tell the truth": He lied to me about his age.



Listening Script

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Please note: You may want to pause the audio after each item or in longer passages so that there is enough time to complete each task.

Chapter 1: Overview of Verb Tenses

Exercise 4, p. 2.

- 1. I cooked my own dinner last night.
- 2. I bought a textbook yesterday.
- 3. I get on the internet every day.
- 4. I will be home tonight.
- 5. I am going to watch a movie this weekend.

Exercise 6, p. 3.

- 1. At midnight last night, I was sleeping.
- 2. Right now I am thinking about grammar.
- 3. Tomorrow I will be sitting in class at this time.
- 4. Tonight at 9:00, I will be watching TV.
- 5. Last night at 9:00, I was watching TV.

Exercise 8, p. 4.

- 1. I have done my homework already.
- 2. Before I went to bed last night, I had done all my homework.
- 3. By the time I finish this chapter, I will have done several verb exercises.
- 4. I have studied all the English verb tenses.
- 5. Before I began this class, I had studied all the English verb tenses.

Exercise 15, p. 9.

- 1. Hoped. We hoped to see you last week. Hoped.
- 2. Stopped. The rain finally stopped. Stopped.
- 3. Waiting. The taxi is waiting. Waiting.
- 4. Sitting. He's sitting in a taxi. Sitting.
- 5. Started. The movie started late. Started.
- 6. Happened. What happened yesterday? Happened.
- 7. Planning. We're planning a birthday party. Planning.
- 8. Enjoyed. We enjoyed our vacation. Enjoyed.
- 9. Worried. We worried about you. Worried.
- 10. Studying. I'm studying English. Studying.

Exercise 18, p. 12.

- 1. We are renting an apartment in the city.
- 2. We preferred to rent and see how we liked city life.
- 3. The earthquake destroyed the town.
- 4. Our children visited their grandparents.
- 5. We gained a little weight on our vacation.
- 6. I'm planning a short trip this summer.
- 7. I'm taking a few weeks off from work. 8. Right now I am replying to several emails.
- 9. I'm done. I replied to all of them.

Chapter 2: Present and Past; Simple and Progressive

Exercise 5, p. 15.

- 1. Hey, look out the window! It's raining . . .
- 2. We get a lot of rain here . . .
- 3. Besides the rain, it also snows here a little . . .
- 4. Did you hear? We can go skiing this weekend. It's snowing in the mountains . . .
- 5. We go hiking a lot. We especially like to hike in the mountains . . .
- 6. Our son is spending some time in the mountains . . .

Exercise 12, p. 22.

- 1. Did she lose her notebook?
- 2. Did she forget her homework?
- 3. Did she make a lot of mistakes on the writing test?
- 4. Did she write several words incorrectly?
- 5. Did she take another student's homework to copy?
- 6. Did he do his homework?
- 7. Did he understand the homework?
- 8. Did he bring his homework to class?
- 9. Did he get a good grade on the test?
- 10. Did he know all the answers on the test?
- 11. Did she begin class on time?
- 12. Did she speak clearly?
- 13. Did she give a fair test?
- 14. Did she spend extra time helping her students?
- 15. Did she tell her students jokes?
- 16. Did she teach her students a song?
- 17. Did she sing with her students?

Exercise 14, p. 23.

- 1. Did they swim in the water?
- 2. Did they stand in the waves?
- 3. Did they fall down in the waves?
- 4. Did they run barefoot on the sand?
- 5. Did they lie in the sun?
- 6. Did they wear sunscreen?
- 7. Did they dig in the sand?
- 8. Did they build giant sandcastles?
- 9. Did they write their names in the sand?
- 10. Did they draw pictures in the sand?
- 11. Did they hide their feet in the sand?
- 12. Did they sing songs?
- 13. Did some bees sting them?
- 14. Did they see the sunset?

Exercise 16, p. 24.

- 1. Did she wake up sick?
- 2. Did she catch a cold?
- 3. Did her head hurt?
- 4. Did she take her temperature?
- 5. Did she have a fever?
- 6. Did she feel bad?
- 7. Did she keep her pajamas on?
- 8. Did she lie on the couch?
- 9. Did she sleep for several hours?
- 10. Did she dream about scary things?
- 11. Did she eat some chicken soup?
- 12. Did she speak to the doctor?
- 13. Did she take some medicine?
- 14. Did she read the instructions on the label?

Exercise 18, p. 25.

- 1. Yesterday I felt . . .
- 2. Yesterday Mr. Jones taught . . .
- 3. Did you fill . . .
- 4. The children drew . . .
- 5. The man hid . . .
- 6. One student withdrew . . .
- 7. When I was cooking dinner, I burnt . . .
- 8. Did you shrink . . .
- 9. The audience wept . . .
- 10. The plants grew . . .

Exercise 19, p. 25.

Part I.

A Scary Night

I had a terrible experience last night. You won't believe what happened! A thief burst into my apartment while I was asleep. There I was, just sleeping peacefully when someone broke the glass in the sliding door!

The sound woke me up. I heard the sliding door open, so I reached for the phone by the bed and called the police. My voice shook as I told the operator there was an intruder in my home.

I hid in my bedroom closet while the thief was creeping around my office. Soon I heard sirens as the police sped to my building. From the crack in the closet door, I saw the thief as he ran outside with my computer. The police jumped out of their cars and followed the thief, but he managed to get away in a car that was waiting for him. The police got back in their cars and drove after him. Later I learned that they caught the thief a few miles from my building.

I felt really frightened by all this. It really upset me, as you can imagine. I think I'll stay at my sister's house tonight.

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- 1. The thief entered quietly.
- 2. He opened a window.
- 3. The woman spoke with the intruder.
- 4. The woman went into her closet.
- The police caught the thief in the woman's apartment.
- 6. The woman felt relaxed at the end of the story.

Exercise 20, p. 26.

- 1. lasted, tried
- 6. missed, reached
- 2. helped, stopped
- 7. saved, smelled 8. watched, asked
- described, wanted
 invited, wanted
- 9. finished, robbed
- 5. believed, kissed

Exercise 21, p. 27.

- typed
 closed
 succeeded
- 7. canceled 8. finished

- 3. rented
- 6. looked
- 9. counted

Exercise 22, p. 27.

- Olga blinked (blink/t/), yawned (yawn/d/), and stretched (stretch/t/).
- Mrs. Olsen mopped (mop/t/) the kitchen floor, vacuumed (vacuum/d/) the carpet, and dusted (dust/əd/) the furniture.
- The meeting started (start/əd/) late and ended (end/əd/) early.
- My friend jumped (jump/t/) up and down and yelled (yell/d/) when she got the news.
- 5. The airplane departed (depart/əd/) at six and landed (land/əd/) at eight.
- 6. When I asked (ask/t/) the doctor about some medication, he suggested (suggest/əd/) a new one.

Exercise 29, p. 32.

First Day of Class

It was my first day of class. I finally found the right room. The room was already full of students.

On one side of the room, students were talking to each other in Japanese or Arabic. On the other side, students were speaking in Spanish or Portuguese. It sounded like the United Nations. Some of the students, however, were sitting quietly by themselves, not talking to anyone.

I looked for an empty seat in the last row and sat down. In a few minutes, the teacher walked into the room, and all the multilingual conversation suddenly stopped.

Chapter 3: Perfect and Perfect **Progressive Tenses**

Exercise 2, p. 37.

- 1. I wrote a book. Have you ever . . .
- 2. I lost my wallet. Have you ever . . .
- I climbed a mountain last year. Have you ever thou long have they been retired?
 I gave a speech to a large audience. Have you not be good. B. Gosh, I don't know. It's been a couple of years now. ever . . .
- 5. I told a lie. Have you ever . . .
- 6. I once sang in public. Have you ever . . .
- 7. I rode on a motorcycle once. Have you ever . . .
- 8. I drank Turkish coffee. Have you ever . . .
- 9. I took a cooking class. Have you ever . . .
- 10. I shook hands with a famous person. Have you
- 11. I helped another person with English. Have you ever . . .
- 12. I slept in a tent. Have you ever . . .
- 13. I drove a truck. Have you ever . . .
- 14. I had a car accident. Have you ever . . .
- 15. I studied biology. Have you ever . . .
- 16. I once played a violin. Have you ever . . .

Exercise 10, p. 41.

- 1. The Browns have decided to grow their own vegetables.
- 2. It's past midnight. Where have you been?
- 3. Laura has offered to help us move into our new
- 4. Is Nick in trouble again? What's he done this time?
- 5. Janet has traveled all over the world.
- 6. Her parents have traveled a lot too.

Exercise 11, p. 42.

- 1. My teacher's in the classroom.
- 2. Your teacher has already left.
- 3. All of the other teachers have already left too.
- 4. You're late! Where have you been?
- 5. Susan has a guilty look on her face. What's she done?
- 6. Finally! The mail's come.
- 7. My neighbors have lived in the same apartment for over thirty years.
- 8. Vicky's planning a trip to Brazil.
- 9. It's great to see you. How have you been?
- 10. India's been an independent country since 1947.
- 11. The weather's very nice.
- 12. The weather's been warm lately.
- 13. The children have finished their drawings.
- 14. Ruth has read four novels so far this month.

Exercise 18, p. 48.

A: Good to see you! So, what have you been up to lately?

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- B: Not too much. I've been taking it easy.
- A: How nice! Glad to hear you haven't been working too hard. By the way, how are your parents? I haven't seen them for a while.
- B: They're doing great. They're traveling now that they're retired.

- A: So, they've been traveling a lot?
- B: Yeah. They've been staying in warm, sunny places in the winter and spending summers here.
- A: What a great way to spend retirement! I'm glad to hear they're enjoying themselves.

Exercise 20, p. 49.

- 1. Susan got to the doctor's office at 9:00 A.M. It is now 9:30, and she's still in the waiting room.
- 2. Alexi arrived in this country last month. He bought a motorcycle right away and uses it to get around
- 3. Joe will soon make his decision about which job to take.
- 4. Mika is stuck in rush-hour traffic. She's going to be late for her first day of work at a new job. She left home at 7:00 and now it's 8:30.
- 5. Andrew and Donna are in the middle of a chess match. They're getting tired and would like some lunch. Their chess match started three hours ago.

Exercise 25, p. 52.

- 1. I'm sorry we missed the meeting. We had forgotten
- 2. The movie had already begun by the time we got
- 3. I couldn't change my schedule. I had already planned my day.
- 4. I got home late. My roommate had already gone to bed.

Exercise 26, p. 53.

- 1. We had never seen it. He had never seen it. They had never seen it.
- 2. We got home late. The children had already fallen asleep.
- 3. My roommates had finished dinner by the time I got home.
- 4. My roommates had dinner early.
- 5. We couldn't drive across the river. The flood had washed away the bridge.
- 6. You were at Jim's at 8:00. Where had you been before that?
- 7. I had never visited there before. I'd like to go again. I had a good time.

Exercise 27, p. 53.

- 1. You're a new student, aren't you? How long've you been in this country?
- 2. You must miss your old neighbor. How long had you known Mr. Kim before he moved away?
- 3. You're looking for Jack? Jack has left. He isn't here.
- 4. We were late, and Natasha had left by the time we got there.
- 5. Unfortunately, I didn't have my cell phone with me for the final exam on Monday.
- 6. Since we're teachers, we have the summers off and do a lot of traveling. We'd like to travel to Africa next.
- 7. Talk about long marriages! Can you believe that Mr. and Mrs. Cho have been married for 65 years?
- 8. Serena's an amazing chef. She's created so many new and popular dishes that it's almost impossible to get a reservation at her restaurant.

Exercise 28, p. 54.

A Pleasant Surprise

Last night Amy got home from work two hours late. Usually she's home by 7:30, but last night she didn't get there until almost 9:30.

When she got home, her husband, Jamal, had already eaten dinner and was washing the dishes. With a worried tone in his voice, he asked her where she'd been. She told him she'd had to work late, and then, on her way home, there'd been a big accident that had slowed traffic to a crawl. He asked her why she hadn't called. She said she'd forgotten to recharge her cell phone, so she couldn't call him.

Jamal smiled warmly and said that he was just glad that she was safely home. Then he offered to make her dinner — which she gratefully accepted. A home-cooked meal sounded wonderful. It'd been a long day!

Exercise 33, p. 58.

- 1. Yoko has recently learned to ski.
- 2. Yoko has been learning how to ski.
- 3. Mia has worked as an auto mechanic, but she prefers other types of work.
- 4. Jon has been traveling since he received his job promotion a month ago.
- 5. Jon had been working in sales when he became vice-president for human resources.

Chapter 4: Future Time

Exercise 3, p. 61.

- 1. Let's go to the beach. The children enjoy going there.
- 2. Yes, I'm sure they'll enjoy it.
- 3. The children'll enjoy going to the beach.
- 4. We meet at the library every Wednesday night for our book club.
- 5. We'll meet you in the reference section of the library.

- 6. Where'll I find information on organic gardening?
- 7. You'll find the information you're looking for in the gardening section of our bookstore.
- 8. These books have the information you're looking

Exercise 5, p. 62.

- 1. You'll need to turn in all your assignments by
- 3. The test'll have 50 questions.
- 4. There'll be 50 questions on the exam.
- 5. You'll have the whole hour to complete the test.
- 6. It's a long exam. Sorry, but nobody'll finish early.
- 7. It'll be a lot of work. Study hard!
- 8. The results'll be available in my office the next day.

Exercise 6, p. 62.

- 1. Next in the news: The United Nations is going to vote on the new trade resolution tomorrow afternoon.
- 2. The election's almost here. I think I'm going to (gonna) vote for Carol Johnson, I like her.
- 3. Good evening, ladies and gentleman. It is clear that our town has a number of problems. What are we going to do to make our town a better place to live? I'd like to offer a few suggestions this evening.
- 4. Oh, no! We're out of gas. We're in the middle of nowhere. It's past midnight. Yikes! What're we going to (gonna) do?

Exercise 12, p. 66.

- 1. So, you were talking about your plans for the summer. What are you going to do?
- 2. Can you help me out? I've got to get this letter in the mail by noon.
- 3. Tell me again. Why are you leaving work early?
- 4. Darn, this flashlight doesn't work.
- 5. Here's the broom. What did you want it for?

Chapter 5: Review of Verb Tenses

Exercise 4, p. 78.

A Silly Mistake

When I got home to my apartment last night, I took out my key to open the door as usual. As always, I put it in the lock, but the door didn't open. I tried my key again and again with no luck. So I knocked on the door for my wife to let me in. Finally the door opened, but I didn't see my wife on the other side. I saw a stranger. I had been trying to get into the wrong apartment! I quickly apologized and went to my own. I felt very stupid about what I had done.

Exercise 8, p. 80.

- 1. Flight 907 landed at 8:06 P.M.
- 2. It was evening, and Greg was home alone. He was lying on his couch in the living room. He had been listening to classical music for almost an hour.

- 3. This wet weather is getting very tiresome. It's been raining for days.
- 4. On the way to the theater, we got stuck in traffic, so we were late. The concert was just starting as we walked in.
- 5. Janice is interested in learning to fly a small plane. She's had two lessons so far.
- 6. There was a robbery at the bank ten minutes ago, and the police still haven't come. By the time they imaliagers.

 [Onateam.goManagers of big offices have a lot of responsibilities.]

Chapter 6: Subject-Verb Agreement

Exercise 3, p. 85.

- 1. ride/z/ 4. rug/z/
 - 5. sleep/s/
- 7. wish/əz/

- 2. write/s/ 3. rob/z/
- 6. lock/s/
- 8. page/əz/ 9. month/s/

Exercise 5, p. 86.

- 1. Cats sleep eighteen hours a day.
- 2. People come in many shapes and sizes.
- 3. Maria practices pronunciation by reading sentences
- 4. The cafeteria serves good sandwiches.
- 5. Our teacher encourages us to speak English outside
- 6. When Jack has a cold, he coughs and sneezes.

Exercise 9, p. 88.

- 1. The students . . .
- 2. The students in this classroom . . .
- 3. Each student . . .
- 4. Every student . . .
- 5. Every student in Mrs. Walker's classes . . .
- 6. The students and teachers . . .
- 7. Every student and teacher . . .
- 8. Each student and teacher . . .

Exercise 15, p. 91.

- 1. Still hungry? There're some leftovers in the fridge.
- 2. If you want more to eat, there's an apple left over from lunch.
- 3. Don't leave yet. There're email messages waiting for your response.
- 4. Excuse me. There's someone on the phone for you.
- 5. I need your help. Is there a place we could go to
- 6. It's very crowded. Are there chairs for us to sit
- 7. I think there're extra chairs in the hallway.
- 8. Moving is a lot of work. Is there anything I can do to help?

Chapter 7: Nouns

Exercise 14, p. 108.

- 1. Joseph and Rob are taxi drivers.
- 2. They're drivers. They drive taxis for a living.
- 3. Maria and her sister have good jobs. They're office
- 5. I don't enjoy traveling in airplanes anymore. The
- seats are getting smaller and smaller. 6. Airplane seats are getting more and more
- uncomfortable, don't you think?
- 7. Schools often offer a lot of after-school activities for students.
- 8. Anna enjoys school activities such as playing on the soccer team and being in the debate club.

Exercise 23, p. 117.

- 1. My boss has unreasonable expectations.
- 2. This is not an easy situation to deal with.
- 3. I feel uneasy about this situation.
- 4. This is a difficult situation.
- 5. My boss has made an unreasonable request.
- 6. The speaker presented a complicated problem.
- 7. The speaker presented complicated problems.
- 8. The presentation was uncomplicated.

Exercise 30, p. 121.

Computer Bugs

When there is a problem with a computer, we often say we have a "computer bug." Of course, it's not a real insect. It refers to a technical difficulty we are having. The expression actually goes back to Thomas Edison, who was a famous inventor. When he was working on his first phonograph, he had a lot of problems. He attributed the problems to an imaginary insect that had hidden inside the machine. He is quoted in a newspaper as saying there was "a bug" in his phonograph. This was in 1889, and it is the first recorded use of the word bug in such a context.

Exercise 39, p. 128.

- 1. I don't really like much salt on my food.
- 2. I have a long plane ride ahead of me.
- 3. Mr. Hong arrived in Canada only a few days ago. He's never studied English. I think he knows how to say "hello," but I haven't heard him say any other English words.
- 4. Talk to Mr. Hong's daughter. She studied English in school before they emigrated. If you speak slowly, she'll understand you, and you can have a conversation with her.
- 5. Linda is in Mexico, but she can't speak Spanish. She can't find a job. She's almost out of money.

- 6. Billy has loving parents and grandparents. He's healthy and happy. He has cousins and friends to play with. He's a lucky little boy.
- 7. Mr. Perez doesn't know how to be a good boss. He has a bad temper and yells at people all the time about nothing.

beautiful day.

Exercise 34, p. 154.

1. The teacher asked the students the same question. One after another they gave the wrong answer.

5. Bob is a nickname for Robert. Others are Rob and

6. The sky is clearing. It's going to be another

- 2. Mr. and Mrs. Clark lead such busy lives that they fonateam.come each other only on weekends.
 - 3. Mr. Perez is doing fine. Susan spoke with him just the other day.
 - 4. A: I have a secret about Danny and me.
 - B: Let me guess. You're engaged!
 - A: Yes! But it's a secret. We haven't told anyone other than you.
 - 5. A: Have you sent party invitations yet?
 - B: Everyone except Ian knows about the surprise party.

Chapter 8: Pronouns

Exercise 10, p. 139.

- 1. Where's Kim?
 - A: I don't know. I haven't seen him this morning.
 - B: I think he's in the restroom.
 - C: I'm looking for him too.
 - D: Ask his assistant. He'll know.
 - E: Have you tried looking in his office? I know he's not there much, but maybe he'll surprise you.
- 2. The Nelsons are giving their daughter a motorcycle for graduation.
 - A: Hmmm. Does she like motorcycles that much?
 - B: Really? Is she a motorcycle rider?
 - C: That's an odd gift. I wonder what they were thinking.
 - D: That's what the Smiths gave their son. I think he's already had an accident.
 - E: I'm not a fan of motorcycles. Cars just don't see them in traffic.
 - F: I think it's a wonderful gift! I've had mine for years, and it's been great.

Exercise 20, p. 146.

- 1. Hey Jon, I see you finally cleaned your apartment. How did you find the time to do it . . .
- 2. Do you like my dress? I made it . . .
- 3. We were going to take a trip with our cousins, but the plans got so complicated that we finally decided to go by . . .
- 4. My brother has an antique car. He restored it . . .
- 5. Mr. and Mrs. Peterson are planning to sell their house. They are going to put an ad in the paper and sell it . . .
- 6. My sister-in-law is an architect. She designed her office . . .

- Exercise 30, p. 151. 1. This coffee is delicious. Could I please have another cup?
- 2. The coffee isn't in this grocery bag, so I'll look in the other one.
- 3. There are supposed to be ten chairs in the room, but I count only five. Where are the others?
- 4. No, let's not use this printer. Let's use the other one.

Chapter 9: Modals, Part 1

Exercise 7, p. 161.

- 1. This is a non-smoking restaurant. Would you mind putting out your cigarette?
- 2. The music's awfully loud. Would you mind if I turned it down?
- 3. It's getting cool in here. Would you mind closing the window?
- 4. I can't reach the salt and pepper. Would you mind passing it to me?
- 5. I can't talk now. Mind if I called you back?

Exercise 17, p. 166.

Situation 1: Class registration

Here is some important information you need for class registration next Monday. If you are a new student, you will need to register in person. Bring some form of photo ID, such as a passport or driver's license, or you cannot register. If you are a returning student, you can register online or in person.

Situation 2: Class changes and tuition

If you want to change classes next week, you need to do so in person. You cannot do this online. Also, it is very important that you pay your tuition in full by the second week of classes, which is the deadline for payment, or you will have to drop your classes.

Exercise 24, p. 169.

- 1. The key's in the desk drawer, but it's not necessary to lock the front door when you leave.
- 2. When you apply for a visa, it's very important that you show proof of citizenship.
- 3. It's a good idea to arrive at the airport early tomorrow. The security lines will be long.
- 4. Only airline passengers with boarding passes will be allowed into the boarding area.

Exercise 26, p. 170.

- Your sister is broke now because she spent all her money carelessly.
- Your friends went to Hawaii over vacation. They had a good time. You didn't go with them, and now you are sorry.
- 3. Jack had too much coffee, and now he can't sleep.
- 4. The little girl told a lie. She got into a lot of trouble.

Exercise 33, p. 200.

9. I can't drive a stick-shift car.

10. Our son can count to ten.

8. I can't cook.

An Experiment in Human Behavior

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f trouble. A researcher in human behavior conducted an fonateam. First she talked to a group of four-year-olds. "How many of you can dance?" All of the children raised their hands.

"How many of you can sing?" All of the hands shot up. "And finally, how many of you can draw?" Every child's hand was raised.

Next the researcher went to a college class of twentyfive students in their late teens and early twenties.

"How many of you can dance?" she asked. About a third of the students raised their hands.

"How many of you can sing?" Some hands were raised, but fewer than were raised for the first question.

"How many of you can draw?" Only two hands went up.

Chapter 10: Modals, Part 2

Exercise 9, p. 184.

Situation: Tom and his young son, Billy, hear a noise on the roof.

Tom: I wonder what that noise is.

Billy: It may be a bird.

Tom: It can't be a bird. It's running across the roof. Birds don't run across roofs.

Billy: Well, some birds do. It could be a big bird that's running fast.

Tom: No, I think it must be some kind of animal. It might be a mouse.

Billy: It sounds much bigger than a mouse. It may be a dragon!

Tom: Son, it couldn't be a dragon. We don't have any dragons around here. They exist only in storybooks.

Billy: It could be a little dragon that you don't know about.

Tom: Well, I suppose it might be some kind of lizard.

Billy: I'll go look.

Tom: That's a good idea.

Billy: Guess what, Dad. It's a rat!

Exercise 21, p. 192.

What's wrong? Your parents look upset.

- 1. We should ask them.
- 2. We shouldn't ask them.
- 3. You may have upset them.
- 4. You should try to find out.
- 5. Maybe you shouldn't have stayed out so late.
- 6. You'd better have a good excuse for being late.
- 7. You could have told them what you planned to do.
- 8. You must have known your behavior would cause problems.

Exercise 31, p. 199.

- 1. The secretary can help you.
- 2. My mother can't speak English.
- 3. My friend can meet you at the airport.
- 4. Mr. Smith can answer your question.
- 5. We can't come to the meeting.
- 6. Can't you come?
- 7. You can take that course.

Exercise 44, p. 208.

- Carlos was planning to come to the party, but he didn't show up. It was a great party. There was delicious food, and we danced until midnight.
- 2. I have a whole lot of material I need to review before the exam, but I just don't feel like studying this afternoon.
- 3. Tony's over an hour late for our meeting. That's not like him. I hope nothing bad has happened.
- 4. Rick was supposed to be at work early today to train his new assistant, but he woke up with a high fever. He can't even get out of bed.
- The teacher called on Sonya in class yesterday, but she kept looking out the window and didn't respond.

Chapter 11: The Passive

Exercise 10, p. 216.

- A famous architect has been asked to design the new library.
- 2. There was a group of noisy kids at the movie theater. They had been told several times to leave.
- 3. I was ignored by the salesclerk while she spent five minutes talking on the phone.
- After the speech, the audience will ask the speaker follow-up questions.
- The staff is planning a retirement party for Dr. Wilson.
- Since the beginning of the modern industrial age, many of the natural habitats of plants and animals have been altered or destroyed by human development.

Exercise 15, p. 219.

How Chocolate Is Made

Chocolate is made from the seeds of roasted cocoa beans. After the seeds have been roasted, the inside of the seed is pressed into a liquid. This liquid is called chocolate liquor. The liquor contains fat, which is separated from the liquor. After this has been done, a solid is left. This solid, which is known as cocoa cake, is ground up and becomes unsweetened cocoa. Thionateam.com hen I ride on a roller coaster, my heart pounds very bitter chocolate. To make it taste better, other substances such as cocoa butter and sugar will be added later.

Exercise 22, p. 224.

The 2004 Indian Ocean Tsunami

In 2004, several countries that border the Indian Ocean, including Indonesia, Thailand, India, Malaysia, and Somalia, were hit by an earthquake and subsequent tsunami. (As you may already know, a tsunami is a giant ocean wave.) In just a few short hours, millions of lives were changed forever. The earthquake was measured at 9.3 on the Richter scale. It was the fourth largest earthquake since 1900 and the second largest that has ever been recorded on the Richter scale.

The quake was followed by four giant waves as high as 100 feet (or 30 meters). Whole villages were destroyed. Thousands of people were swept out to sea, and many others died due to lack of medical care. In total, almost 300,000 people were killed, and 1.3 million people were left homeless. Aftershocks from the earthquake continued for several days.

Tragically, the damage could have been lessened if there had been a tsunami early-warning system. Such a system already exists for the Pacific Ocean, but it doesn't reach to the Indian Ocean. Since the tsunami disaster, governments have been working together to develop an early-warning system so that Southeast Asia will not experience such destruction again from a tsunami.

Exercise 30, p. 230.

- 1. Water is composed of hydrogen and oxygen.
- 2. I am not acquainted with Dr. William's books.
- 3. I'm finally accustomed to living here.
- 4. You're so busy. I think you're involved in too many activities.
- 5. Are you prepared for the next test?
- Mr. and Mrs. Miller are devoted to each other.
- 7. I'm concerned about my grandfather's health.
- 8. Are you satisfied with your progress?

Exercise 43, p. 237.

- 1. Excuse me. Your application form has some missing information.
- 2. As the owner of her own design business, Carol works hard to have satisfied customers.
- 3. After the earthquake, frightened residents were afraid to sleep indoors for several days.

- 4. I think James will be single forever. He's just not the marrying type.
- 5. The airplane pilot had a few scary moments when lightning hit his plane.
- 6. The finished product was exactly what the client had asked for.

Exercise 44, p. 238.

- with excitement. The ride is . . .
- 2. During the ride, I feel . . .
- 3. The art museum has an exhibit that people are upset about. People who visit the museum are . . .
- 4. People say that the exhibit is . . .
- 5. My parents enjoy talking with my friend, Maria. They find her . . .
- 6. Maria gets along well with my parents. She thinks they are . . .
- 7. Not one of the students could understand Professor Steven's explanations. Whenever he explains a math problem, the students become more . . .
- 8. His explanations are terribly . . .

Exercise 47, p. 239.

The Olympic Games

The Olympic Games began more than 2,000 years ago in Olympia, a small town in Greece. The games were established for two purposes. One was to showcase the physical qualities and athletic performances of its young men. At that time, only Greek males were allowed to compete. In fact, women were not even permitted to watch the games, and the only spectators were men. The other goal was to encourage good relationships among Greek cities. People of other nationalities were not invited to participate.

The winner of each event was crowned with a wreath made of olive leaves. Additionally, his statue could be placed in Olympia for all to see. Winning athletes were treated as heroes when they returned to their cities because with their victory, they brought fame and honor to their hometowns.

Chapter 12: Noun Clauses

Exercise 11, p. 248.

- 1. A: It's a beautiful day. Let's walk over to Lakeside Park. It's not far from here, is it?
 - B: Gosh, I don't know how far it is.
- 2. A: Do you want to walk to the farmers' market with me tomorrow morning? They have lots of fresh fruits and vegetables.
 - B: Gee, I don't know. Maybe. How far is it?
- 3. A: That was a terrible movie!
 - B: I agree. I don't know why we watched the whole thing.

- 4. A: I watched an awful movie on TV last night.
 - B: Well, if it was awful, why did you watch it?
- 5. A: Is Jeannie going to be 49 or 50 this year?
 - B: I don't know. I can never remember how old she is.
- 6. A: Excuse me. I'm still unsure about the pronunciation of that word.
 - B: Which one?
 - A: This one right here. How is this word pronounced?
- 7. A: You look upset.
 - B: I am. I'm very upset.
 - A: So, what is the problem?

Exercise 41, p. 264.

- 1. I'm not going to the personnel meeting because I have to finish a report.
- 2. I can't lend Marta any money because my wallet is in my coat pocket back at home.
- 3. Someone in this room is wearing very strong perfume. It's giving me a headache.
- 4. Hi, Emma. I'll meet you at the coffee shop at 9:00. I promise not to be late.
- 5. I'm considering looking for a new job. What do you think I should do?
- 6. We are going to be late for the concert. My wife has to attend a business function after work.

Chapter 13: Adjective Clauses

Exercise 5, p. 271.

Part I.

- 1. He has a friend who'll help him.
- 2. He has a friend who's helping him.
- 3. He has a friend who's helped him.
- 4. He has friends who're helping him.
- 5. He has friends who've helped him.
- 6. He has a friend who'd helped him.
- 7. He has a friend who'd like to help him.

- 8. We know a person who'll be great for the job.
- 9. We know a person who'd like to apply for the job.
- 10. That's the man who's giving the speech at our graduation.
- 11. I know a nurse who's traveled around the world helping people.
- 12. Let's talk to the people who're planning the protest
- 13. There are people at the factory who've worked there all their adult lives.
- 14. The doctor who'd been taking care of my mother retired.

Exercise 19, p. 278.

- 1. I met the man who's going to become the new manager of our department.
- 2. I know someone who's never flown in an airplane.

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- 3. I talked to the man whose wife was in the car accident on Fifth Street yesterday. She's in the hospital, but she's going to be okay.
- 4. I forget the name of the woman who's going to call fonateam.comulater — Mrs. Green or Mrs. White or something like that.
 - 5. I need to hurry. The neighbor whose bike I borrowed is waiting for me to return it.
 - 6. I got an email from a friend who's studying in Malaysia. It was really good to hear from her.
 - 7. I recently heard from a friend who's been out of the country for over two months. He finally sent me an email.
 - 8. I'm thinking about getting a pet. There's a woman at work whose dog just had puppies. I might adopt one.

Exercise 21, 279.

- 1. That's the person who's going to help us.
- 2. That's the person whose help we need.
- 3. I'd like to introduce you to a teacher who's spent time in Africa.
- 4. I'd like to introduce you to the teacher whose husband is from Africa.
- 5. The company is looking for a person who's bilingual.
- 6. The company is looking for a person whose native language is Arabic.
- 7. The company is looking for a person who's had a lot of experience in sales.
- 8. They want to hire a person who's familiar with their sales territory.

Exercise 29, p. 281.

- 1. The man who organized the community dinner is a friend of mine.
- 2. Two people died in the accident that blocked all lanes of the highway for two hours.
- 3. The small town where I was born is now a large city.
- 4. The music teacher who directs the school band plays in a rock band on weekends.
- 5. The camera that Jack gave me for my birthday takes excellent digital pictures.
- 6. My neighbor often drops in for a visit about the time when we would like to sit down to dinner.

Exercise 33, p. 284.

- A: Do you see that guy who's wearing the baseball cap?
- B: I see two guys that're wearing baseball caps. Do you mean the one whose T-shirt says "Be Happy"?
- A: Yeah, him. Do you remember him from high school? He looks a little different now, doesn't he? Isn't he the one whose wife joined the circus?

- B: Nah, I heard that story too. That was just a rumor. When the circus was in town last summer, his wife spent a lot of time there, so people started wondering why. Some people started saying she was working there as a performer. But the truth is that she was only visiting a cousin who's a manager for the circus. She just wanted to spend time with him while he was in town.
- The last thing that I heard was that she'd learned how to eat fire and swallow swords!
- B: Rumors really take on a life of their own, don't they?!

Exercise 36, p. 286.

- 1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
- 2. My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
- 3. Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
- 4. Tea which is made from herbs is called herbal tea.
- 5. Toys which contain lead paint are unsafe for children.
- 6. Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 39, p. 288.

- 1. My mother looked in the fruit basket and threw away the apples that were rotten.
- 2. My mother looked in the fruit basket and threw away the apples, which were rotten.
- 3. The students who had done well on the test were excused from class early.
- 4. The students, who had done well on the test, were excused from class early.

Exercise 52, p. 295.

- 1. The fence surrounding our house is made of wood.
- 2. The children attending that school receive a good education.
- 3. Dr. Stanton, the president of the university, will give a speech at the commencement ceremonies.
- 4. Our solar system is in a galaxy called the Milky Way.

Exercise 56, p. 297.

Animals and Earthquakes

Whether or not animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C. villagers reported that hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena that scientists have noted. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals that were accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard something which made them run to the top of a hill before the tsunami was anywhere in sight. The villagers who followed them were saved.

What causes this strange behavior in animals? One A: Well, you know, it was a story that sounded pretty fishy to me. But people sure enjoyed talking about it. theory is that they can sense the earth move before people can. There are vibrations deep in the earth that begin before an earthquake can be detected. Another idea is that the energy in the air changes and that animals are disturbed by these changes.

> Some scientists dismiss these ideas, while others believe that they are worth researching further. Those scientists who have witnessed this strange animal behavior are certain that animals are far more sensitive to subtle changes in the earth than people are and that studying their behavior can be useful in the prediction of earthquakes.

Chapter 14: Gerunds and Infinitives,

Exercise 6, p. 305.

- 1. A: I'm sorry I'm late.
 - B: No problem. We have lots of time.
- 2. A: I finished the project early.
 - B: That's great you got it done so quickly.
- 3. A: I hate to do housework.
 - B: I know. I do too. It's a lot of work.
- 4. A: You were a big help. Thanks.
 - B: Sure. I was happy to help out.
- 5. A: Your report isn't finished. What's your excuse?
 - B: Uh, well, sorry. I don't really have one.
- 6. A: How do you like the food here?
 - B: It's too spicy. I can't eat much of it.
- 7. A: How was your weekend? Did you go away for the holiday?
 - B: No. I got the flu and spent the whole weekend in bed.

Exercise 13, p. 308.

- 1. A: What should we do tomorrow night?
 - B: Let's just stay home and watch a movie. There's nothing I like to do better on a weekend.
 - A: Sounds good to me.
- 2. A: I was really looking forward to the hike up to Skyline Ridge to see the mountains, but I guess we're not going to get there this month.
 - B: It doesn't look like it. I don't think there's any hope. It's supposed to rain the rest of this week and into next week.
- 3. A: Do you want to take a break?
 - B: No, we have to finish this report by 5:00. We don't have time for a break.
- 4. A: Let's go into the city this weekend. There's a great concert at the park. And it's free!
 - B: Great idea! Who's playing?

- 5. A: Gosh, I'd really like to go out this evening, but I have all this work to do. I have three papers due, and I haven't begun to write any of them.
 - B: I know how you feel. I'm way behind in my homework too.
- 6. A: I just heard that there's an accident on the freeway and nothing's moving. I don't want our drive home to take hours.
 - B: Me neither. Let's not leave the office for another couple of hours. We can get caught up on our work.
 - A: Good idea. I have so much to do.

Exercise 17, p. 309.

Ron's Busy Saturday

Ron is an active individual. On his days off, he likes to do several activities in one day. His friends can't keep up with him.

Last Saturday, for example, he began by going canoeing early in the morning. He finds early mornings on the lake very calm and relaxing. He brought a fishing rod with him so he could go fishing and perhaps catch something for dinner. He saw some friends getting their sailboat ready and thought about going sailing with them, but decided instead to go swimming. By that time, it was only noon!

After lunch, he went biking in the hills behind his town. He cooked a fish that he had caught for dinner, and it was delicious. Later, some friends called to invite him out, so he finished the day by going dancing with them.

Exercise 22, p. 312.

- 1. I have a terrible memory. I can't even remember my children's birthdays.
- 2. My teenage son tried to hide his report card, but I caught him.
- 3. I'm in a hurry in the mornings. I always stand at the kitchen counter and eat my breakfast.
- 4. Foreign languages are hard for me to learn.
- 5. I sat in traffic for two hours. It was a waste of time.
- 6. We sang songs on the bus trip. It was fun.
- 7. I looked all over for Tom. He was studying in the
- 8. There was a line to buy movie tickets. I had to wait for an hour.

Exercise 31, p. 318.

- 1. Joan remembered to call her husband before she left work yesterday.
- 2. Rita remembered going to the farmers' market with her grandmother.
- 3. Roger stopped smoking when the doctor told him he had heart disease.
- 4. Mr. and Mrs. Olson stopped to eat before the movie.
- 5. I regret leaving school before I graduated.

Chapter 15: Gerunds and Infinitives,

Exercise 14, p. 336.

1. That dinner was delicious, Nancy.

2. Do you leave your daughter home alone when you go out?

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- 3. I think our English is getting a lot better, but learning a second language isn't easy.
- 4. I used a new laundry detergent on these shirts. How did it work?
- 5. Mr. Jones is 99 years old. He's too old to drive.
- 6. We need 20 big envelopes, but we only have 10.

An Issue in Health Care: Illiteracy

According to some estimates, well over half of the people in the world are functionally illiterate. This means that they are unable to perform everyday tasks because they can't read, understand, and respond appropriately to information. One of the problems this creates in health care is that millions of people are not able to read directions on medicine bottles or packages. Imagine being a parent with a sick child and being unable to read the directions on a medicine bottle. We all know that it is important for medical directions to be understood clearly. One solution is pictures. Many medical professionals are working today to solve this problem by using pictures to convey health-care information.

Exercise 39, p. 350.

Protecting Yourself in a Lightning Storm

Lightning storms can occur suddenly and without warning. It's important to know how to stay safe if you're outside when a storm begins. Some people stand under trees or in open shelters like picnic areas in order to protect themselves. They are surprised to hear that this can be a fatal mistake. Tall objects are likely to attract lightning, so when you are out in the open, you should try to make yourself as small as possible. Crouching down or curling up into a ball lessens the chance that a lightning bolt will strike you. Finding a depression in the ground to hide in, like a hole or a ditch, is even better.

Being inside a building is safer than being outside, but it's not without dangers. Be careful to stay away from doors and windows. If you're talking on a phone with a cord, hang up. Lightning has been known to travel along a phone cord and strike the person holding the phone. Even TVs can conduct lightning through the cable or antenna, so it's a good idea to stay away from the television. It's also inadvisable to take a shower or bath since plumbing can conduct electricity from lightning. How safe are cars? Surprisingly, the inside of a car is safe as long as it has a metal roof, but avoid touching any part of the car that leads to the outside.

There's a 30/30 rule regarding lightning. As soon as you see lightning, begin counting the seconds until you hear thunder. If you hear thunder before you reach 30, this means you need to seek shelter immediately. Additionally, even if the storm has passed, you want to stay in a protected place for 30 minutes after you hear the last sounds of thunder or have seen the last flashes of lightning. Many lightning deaths, in fact more than half in the United States, occur after a storm has passed.

Chapter 16: Coordinating Conjunctions

Exercise 5, p. 354.

- 1. My bedroom has a bed, a desk, and a lamp.
- 2. The price of the meal includes a salad, a main dish, and dessert.
- 4. Elias waited for his son, wife, and daughter.
- 5. Elias waited for his son's wife and daughter.
- 6. Susan raised her hand, snapped her fingers, and asked a question.
- 7. Red, yellow, gold, and olive green are the main colors in the fabric.
- 8. I love films full of action, adventure, and suspense.
- 9. I love action and adventure films.
- 10. Travel is fatal to prejudice, bigotry, and narrowmindedness.

Exercise 14, p. 359.

- 1. Ben will call either Mary or Bob.
- 2. Both my mother and father talked to my teacher.
- 3. Simon saw not only a whale but also a dolphin.
- 4. Our neighborhood had neither electricity nor water after the storm.
- 5. Either Mr. Anderson or Ms. Wiggins is going to teach our class today.

Exercise 16, p. 360.

Bats

- (1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and luck?
- (2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only harmless but also beneficial mammals. "When I was a child, I believed that a bat would attack me and tangle itself in my hair. Now I know better," said Dr. Horowitz.
- (3) Contrary to popular Western myths, bats do not attack humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and eating insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and destroy the fruit industry.
- (4) According to Dr. Horowitz, bats are both gentle and trainable pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

Exercise 19, p. 362.

- 1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
- 2. Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.

- 3. When Alex got home, he took off his coat and tie, threw his briefcase on the kitchen table, and opened the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got
- 4. When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy 3. The price of the meal includes a salad and a **fornation**. con day, but she felt fine because it ended on a relaxing 4. Elias waited for his son, wife, and daughter.
 - 5. It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 21, p. 363.

Butterflies

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Chapter 17: Adverb Clauses

Exercise 11, p. 372.

Cultural Misunderstandings

Since Marco and Anya came to this country, they've had some memorable misunderstandings due to language and culture. The first time Marco met someone at a party, he was asked "How's it going?" Marco thought that the person was asking him about leaving, and that seemed very strange.

Once, Anya walked into class, and a native speaker said, "Hi. How are you?" When Anya started to give a long answer, the native speaker looked at her rather oddly. This happened several times until Anya learned she was just supposed to say something like "Okay" or "Fine, thanks. And you?"

Another time, Marco was at a restaurant and wanted to get the server's attention. He snapped his fingers. The server was not pleased.

Since coming here, Marco and Anya have learned that cultural misunderstandings are a normal part of learning another language. They can be valuable and even entertaining learning experiences. Marco and Anya just smile at these misunderstandings now.

Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases

Exercise 16, p. 395.

- 1. A: I don't want to play the piano at the family gathering. I don't play well enough. People will laugh at me. fonateam
 - B: Oh, Rose, don't be silly. You play beautifully. Everyone will love hearing you.
- 2. A: Jan, are you going to tell Thomas that he needs to do more work on the project? He hasn't done his share. He's being really lazy.
 - B: Well, he'll probably get upset, but I'm going to talk with him about it this afternoon.
- 3. A: I'm so relieved that I found my wedding ring. It'd been missing for a month. The next time I take it off, I'm going to put it in a box on top of my dresser drawer.
 - B: That sounds like a wise thing to do, Susan. It'd be terrible to lose your wedding ring again.
- A: This is the first year I'm eligible to vote in the presidential election. I'm going to research all the candidates extensively.
 - B: They have very different positions, Sam. It's good to get as much information as you can.

Exercise 18, p. 396

The QWERTY Keyboard

Do you know why the letters on an English language keyboard are placed where they are? Take a minute and look at the second row on the keyboard in the picture. Notice that Q-W-E-R-T-Y are the first six letters beginning on the left. In fact, the keyboard is called "QWERTY." As you look at all the letters on the keyboard, does it seem to make any sense to you? Many people have wondered about this rather strange placement of keys, but as it turns out, there is a logical reason for the design.

A man named Christopher Sholes, the inventor of the typewriter, came up with this keyboard in the 1860s. Wanting to create a logical design, Sholes first placed the letters in alphabetical order on his typewriter. He put two rows from A to Z on the keyboard.

But Sholes found there was a problem. The letters were on typebars — typebars, by the way, are also called keys — and some of these keys crashed into one another. This happened when letters that often occur together in words, like "s" and "l," were near each other on the keyboard. The keys tended to hit each other and get stuck, and the typist would have to stop and pull them apart.

Trying to figure out a way to keep the keys from hitting one another, Sholes made a list of letters commonly used together in English, like the pair I already mentioned, "s" and "l," or, for example, "q" and "u." He then rearranged these letters so they would be on

opposite sides of the keyboard. If you look at a keyboard, "q" is on the left side and "u" is on the right side. He put the keys that were most likely to be hit one after the other on opposite sides of the keyboard. This keyboard became known as QWERTY.

Nowadays, with computers, we don't have to worry about keys crashing into one another, so QWERTY is not necessarily the fastest and most efficient keyboard. Other people have come up with alternative keyboard patterns, but so far, none has gained much popularity. Having survived since the 1860s, QWERTY has demonstrated its longevity. It does not appear that it is going to be replaced any time soon by a faster, more efficient keyboard.

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 33, p. 412.

- 1. Because I lift heavy boxes at work, . . .
- 2. I bought a new TV even though . . .
- 3. Even if I'm late for work, ...
- 4. I was late for work this morning; nevertheless, . . .
- 5. The air-conditioning has been broken; therefore, . . .
- 6. Although I live in a noisy city, . . .
- 7. I was so tired last night that . . .

Exercise 36, p. 414.

Why We Yawn

Have you ever noticed that when a person near you yawns, you may start yawning too? This is called contagious yawning. *Contagious* in this sense means that the behavior spreads: when one person does something like yawn, it can cause others to do the same thing.

There are various theories about why people yawn. One popular idea is that yawning brings more oxygen into the brain to wake people up. Is that what you have thought? But in 2007, researchers at a university in New York came up with a new idea: yawning helps cool the brain.

Scientists found that people yawned more frequently in situations where their brains were warmer. The idea is that yawning cools the brain by increasing blood flow and bringing cooler air into the body. Cooler brains work better than warmer ones.

This may also help explain why yawning is contagious. People are more awake when their brains are cooler. As people evolved over time, contagious yawning helped people stay awake. This was important in times of danger. It's very possible that the person yawning could have been signaling to others to stay awake.

The next time you are talking to someone and that person yawns, you can tell yourself that he or she actually wants to stay awake, not go to sleep.

Exercise 38, p. 415.

Passage 1: Turtles

Turtles have survived on earth for more than 200 million years, but now many species face extinction. People in many parts of the world use them for food and for traditional medicine, so the demand for them is high. In spite of international trade laws that protect them, illegal traffic in turtles is increasing.

Passage 2: Boy or Girl?

Research shows that many parents prefer to have a boy rather than a girl because boys are expected to become better economic providers for their parents in their old age. In developed countries, however, more women than men go to a university. It's possible that in some places more women than men will be prepared for the high-paying jobs of the 21st century.

Chapter 20: Conditional Sentences and Wishes

Exercise 6, p. 418.

- 1. If I'm talking too fast, please tell me.
- 2. If we get married, everyone will be shocked.
- 3. If it's okay, I'll ask for some advice.
- 4. If he's planning to quit, I hope he lets us know soon.
- 5. If it's not working, we'll need to try something else.
- 6. If she works harder, I'm sure she'll succeed.
- 7. If I should get the job, I'll call you right away.

Exercise 19, p. 424.

The Extinction of Dinosaurs

There are several scientific theories as to why dinosaurs became extinct. One theory has to do with asteroids. Asteroids, as you may know, are rocky objects that orbit the sun. According to this theory, an asteroid collided with the earth millions of years ago, causing disastrous changes in the earth's climate, such as tsunamis, high winds, and dust in the atmosphere that blocked the sun. As a result, dinosaurs could no longer survive. Some scientists believe that if this asteroid had not collided with the earth, dinosaurs would not have become extinct.

Exercise 20, p. 424.

- If I had known the truth sooner, I would have acted differently.
- 2. If we hadn't believed him, we wouldn't have felt so foolish.
- 3. If you hadn't told me what a great guy Jon was, I wouldn't have believed him so easily.

- 4. If it had been another person, I wouldn't have been so shocked.
- 5. If he hadn't lied, I would have had more respect for him

Exercise 22, p. 426.

- 1. If I had enough time, I'd go to the art museum this afternoon. I love going to art museums.
- fonateam.com^{Mrs.} Jones is really lucky. If she hadn't received have a boy
 - 3. If I were a carpenter, I'd build my own house. I'd really enjoy that.
 - 4. So many people died unnecessarily in the earthquake. If the hotel had been built to withstand an earthquake, it wouldn't have collapsed.

Exercise 32, p. 430.

- 1. If I hadn't been driving so fast, I wouldn't have gotten a speeding ticket.
- Should you have questions, give me a call on my cell.
- 3. Had you told us sooner, we could have helped you.
- 4. If there had been a faster way to get to the theater, I would have taken it.
- Had anyone warned us about the situation, we would have stayed home.
- Were we rich, we would live in a house overlooking the ocean.

Exercise 35, p. 431.

- 1. I would have called, but I left your number at home.
- 2. I couldn't have gone to college without my parents' financial help.
- I ran out of time. Otherwise, I would have picked up your clothes from the cleaners.
- 4. We would have come to the party, but no one told us about it.
- Without your advice, I wouldn't have known what to do.

Exercise 45, p. 436.

- Alice doesn't like her job as a nurse. She wishes she hadn't gone to nursing school.
- A: I wish we didn't have to go to work today.
 B: So do I. I wish it were a holiday.
- 3. We had a good time in the mountains over vacation. I wish you had come with us. If you had come with us, you would have had a good time.
- 4. I know that something's bothering you. I wish you would tell me what it is. Maybe I can help.
- A: My feet are killing me! I wish I had worn more comfortable shoes.
 - B: Yeah, me too. I wish I had known that we were going to have to walk this much.



Answer Key

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Chapter 1: Overview of Verb Tenses

Exercise 1, p. 1.

Sample questions:

- 1. What is your name?
- 2. How do you spell your (last/first) name? / How do you spell that?
- 3. Where are you from?
- 4. Where were you born?
- 5. Where do you live? / Where are you living?
- 6. Why did you come here?
- 7. How long have you been living here? How long are you going to be living here? / How long do you plan to be here?
- 8. What is your major? / What is your field of study? / What do you do?
- 9. What do you like to do in your free time? What hobbies do you have?
- 10. How do you like living here? How do you feel about living here? What do you think about living here?

Exercise 2, p. 1.

Questions to ask:

Partner A:

- 1. What do you do every day before you leave home?
- 2. What have you done / have you been doing since you got up this morning?
- 3. What are you doing right now?
- 4. What were you doing at (this exact time) yesterday?
- 5. What had you done by the time you got here today? (also possible: What did you do)

Partner B:

- 1. What did you do last night?
- 2. What are you going to do / will you do tomorrow?
- 3. What have you been doing for the past five minutes?
- 4. What will you be doing at (this exact time) tomorrow?
- 5. What will you have done by the time you go to bed tonight?

Exercise 4, p. 2.

- 1. cooked
- 4. will be
- 2. bought
- 5. am going to watch
- 3. get

Exercise 6, p. 3.

- 1. was sleeping
- 4. will be watching5. was watching
- 2. am thinking
- 3. will be sitting

Exercise 8, p. 4.

- 1. have done
- 2. had done
- 3. will have done
- 4. have studied
- 5. had studied

Exercise 11, p. 6.

- 1. studies
- 2. is studying
- 3. studied
- 4. was studying
- 5. will study / is going to study
- 6. will be studying / is going to be studying
- 7. has already studied
- 8. had already studied
- 9. will already have studied
- 10. has been studying
- 11. had been studying
- 12. will have been studying

Exercise 12, p. 8.

- 2. The speakers are discussing an activity that began and ended in the past. Tense: simple past.
- 3. The speakers are discussing an acitivity that is happening (is in progress) at the moment of speaking. Tense: present progressive.
- 4. The speakers are discussing an activity in progress at a particular time in the past. Tense: past progressive.
- The speakers are discussing activities that have occurred (or not occurred) "before now," at unspecific times in the past. Tense: present perfect
- The speakers are discussing what will happen at a specific time in the future. Tense: simple future.
- 7. The speakers are discussing the duration of an activity that has already started and will end at a specific time in the future. Tense: future perfect progressive.
- 8. This question concerns the duration of an activity that started in the past and is still in progress.

 Tense: present perfect progressive.
- 9. This question concerns an activity that started and ended before another time in the past. Tense: past perfect.

Exercise 14, p. 9.

- 1. Does Pedro walk to work every morning?
- 2. What are you talking about?
- 3. Did you finish your work?
- 4. My friend doesn't like her apartment.
- 5. Are you working for this company? / Do you work for this company?
- 6. What time did your plane arrive?
- 7. How long have you been living in this city? How fonateam.com when I turned the key, the car started. long have you lived in this city?
- 8. Ali won't be in class tomorrow.

Exercise 15, p. 9.

- 1. hoped
- 6. happened
- 2. stopped
- 7. planning
- 3. waiting
- 8. enjoyed
- 4. sitting
- 9. worried
- 5. started
- 10. studying

Exercise 16, p. 10.

Part I.

dating	putting
dining	stopping
grading	winning

enjoying happening

staying

Part II.

answered	controlled
listened	permitted
offered	planned
opened	preferred

Exercise 17, p. 11.

Part I.

- 2. hiding
- 8. patting
- 3. running
- 9. lying
- 4. ruining
- 10. beginning 11. earning
- 5. coming 6. writing
- 12. flying
- 7. eating

Part II.

- 2. planning, planned
- 3. raining, rained
- 4. taping, taped
- 5. tapping, tapped
- 6. entering, entered 7. preferring, preferred 8. translating, translated
- 9. dying, died
- 10. employing, employed
- 11. burying, buried
- 12. admitting, admitted
- 13. visiting, visited
- 14. waiting, waited

Exercise 18, p. 12.

- 1. are renting
- 6. 'm planning
- 2. preferred
- 7. 'm taking
- 3. destroyed 4. visited
- 8. am replying 9. replied
- 5. gained

Chapter 2: Present and Past: Simple and Progressive

Exercise 1, p. 13.

- 2. I don't know Sam's wife.
- 3. My roommate usually watches television, listens to music, or goes out in the evening.
- - 5. Air **consists** of oxygen, nitrogen, and other gases. 6. The children drew some pictures in school this
 - morning.
 - 7. Right now Sally is in the kitchen eating breakfast.
 - 8. While I was driving home last night, I heard a strange noise in the engine.
 - 9. A: What are you talking about?
 - B: I am talking about the political situation in my country.

Exercise 2, p. 13.

- 1. (Answers will vary.)
- 2. (Auswers will vary.)
- 3. No. (The earth revolves around the sun.)
- 4. Sentence 3 is a general truth.
- 5. Sentence 1 is a daily habit.
- 6. Sentence 2 is something that is happening right now.

Exercise 3, p. 14.

Sample sentences:

The earth revolves around the sun.

Air contains nitrogen and oxygen.

The human heart beats 72 times per minute (on average). Snowflakes have six sides.

The average person sleeps eight hours a night.

Hybrid cars use less gas.

Exercise 4, p. 15.

- 2. washes
- 5. Do you always lock
- 6. am still waiting 3. usually sits . . .
 - is sitting 7. is shining 8. shines . . . wakes
- 4. am trying

Exercise 5, p. 15.

- 1. right now
- 4. right now, today
- 2. in the winter, every April
- 5. every summer, in the spring 6. this week
- 3. every year

Exercise 7, p. 16. 3. a

- 1. b 2. b
- 4. a

Exercise 8, p. 17.

- 1. a. smell describes a state that exists, i.e., the flowers have a smell and that smell is good.
 - b. is smelling describes the action of using one's nose.

- 2. a. think means "believe" in this sentence and describes a state.
 - b. am thinking is an action; thoughts are going through the speaker's mind.
- 3. a. see describes a perception that exists right now as a result of the speaker using his/her eyes.
 - b. is seeing a doctor means "is going to a doctor for help," a general activity in progress at present.
 - c. are seeing means they are dating each other ateam. Comought general activity in progress at present.
- 4. a. looks means "appears or seems to be" and describes an apparent state that exists: Astrid is apparently cold.
 - b. is looking describes the action of using one's eyes.
- 5. a. is feeling describes the action of using one's sense of touch. Sue is using her hands to touch the cat's fur. The activity is in progress at the present moment.
 - b. feels describes a state that exists, the state of the cat's fur; i.e., it is soft.
 - c. am not feeling describes the speaker's physical feelings of illness, in progress at the present. [Note: The simple present is also possible here with little difference in meaning (I don't feel well today) to describe a state that exists.
 - d. feel means "think or believe" in this sentence and describes a state.
- 6. a. remember describes a state that exists.
 - b. is remembering describes an activity in progress: memories are going through Aunt Sara's mind.
- 7. a. be describes a state that exists.
 - b. being describes a temporary behavior: the children are acting awfully quiet.
- 8. a. is appearing describes the action of performing on stage in a theater, general activity in progress at
 - b. appears means "seems" and describes an apparent state that exists.

Exercise 9, p. 18.

- 2. a 5. a
- 3. b 6. a
- 4. b

Exercise 10, p. 18.

- 1. is beginning . . . don't have . . . don't own . . . is wearing . . . wear
- 2. is doing . . . is being . . . doesn't want . . . is always
- 3. am looking . . . looks . . . has . . . isn't having
- 4. A: do you like . . . Does it need B: tastes . . . reminds
- 5. A: are you looking
 - B: look
 - A: Do you think . . . resemble
 - B: see
- 6. am looking . . . is writing . . . is biting . . . is scratching . . . is staring . . . seems . . . is thinking . . . do you think . . . is doing

Exercise 12, p. 22.

Linex exce xa, p.		
1. lost	10.	knew
2. forgot	11.	began
3. made	12.	spoke
4. wrote	13.	gave
5. took	14.	spent
6. did	15.	told
7. understood	16.	taught
0 1 1	177	

9. got

Exercise 13, p. 23.

- 1. Yes, I found a pet store.
- 2. Yes, I bought a parrot.
- 3. Yes, I took it out of its cage.
- 4. Yes, I had some trouble with it.
- 5. Yes, it bit me.
- 6. Yes, I left the pet store.
- 7. Yes, I went to the doctor.
- 8. Yes, I drove to the doctor's office.
- 9. Yes, she put a bandage on my finger.
- 10. Yes, I paid her.

Exercise 14, p. 23.

1.	swam	8.	built
2.	stood	9.	wrote
3.	fell	10.	drew
4.	ran	11.	hid
5.	lay	12.	sang
6.	wore	13.	stung
7	dua	1.4	COUL

Exercise 15, p. 24.

- 1. Yes, I had a great trip.
- 2. Yes, I came back feeling rested.
- 3. Yes, I met many people.
- 4. Yes, I hung out with local people.
- 5. Yes, I did a lot of tourist activities.
- 6. Yes, I stood on the Acropolis.
- 7. Yes, I spent time in museums.
- 8. Yes, I bought some Greek sandals.
- 9. Yes, I spoke a little Greek.
- 10. Yes, I ate in typical Greek restaurants.
- 11. Yes, I got your emails.
- 12. Yes, I brought you a present.
- 13. Yes, I sent you a postcard.
- 14. Yes, I was sad to leave Greece.

Exercise 16, n. 24

122	CI CISC	10, p. 27	•
1.	woke	8.	lay
2.	caught	9.	slept
3.	hurt	10.	dreamt
4.	took	11.	ate
5.	had	12.	spoke
6.	felt	13.	took
7.	kept	14.	read

Exercise 17, p. 25.

Note: The pronoun he is being used for these answers.

- 1. Yes, he woke me up a lot.
- 2. Yes, I heard a lot of noise.
- 3. Yes, his cell phone rang many times.
- 4. Yes, he fought with someone.
- 5. Yes, he put on a CD.
- 6. Yes, he sang loudly.
- 7. Yes, he made breakfast at midnight.
- 8. Yes, he ground some coffee beans first.
- 9. Yes, he fed the neighbor's cats.
- 10. Yes, he swept the floor afterwards.
- 11. Yes, he knew I was awake.
- 12. Yes, he meant to wake me up.
- 13. Yes, he upset me.
- 14. Yes, I was upset.

Exercise 18, p. 25.

- 1. happy, good about my decision
- 2. two classes, at night
- 3. the car with gas
- 4. with colored pencils, several faces, for several hours
- 5. in the woods, some money
- 6. from the math class, some money from the bank
- 7. my hand, some rice
- 8. these jeans, my shirt
- 9. at the sad ending, when the play finished
- 10. over the fence, very quickly, in a sunny spot

Exercise 19, p. 25.

Part I.

- 1. F 4. T
- 2. F 5. F
- 3. F 6. F

Part II.

- 1. had 9. sped
- 2. burst 10. saw
- 3. broke 11. ran
- 4. woke 12. got
- 5. heard 13. caught
- 6. shook 14. felt 7. hid 15. upset
- 8. heard

Exercise 20, p. 26.

- 1. different 6. same
- 2. same 7. same
- 3. different 8. same
- 4. same 9. different
- 5. different

Exercise 21, p. 27.

- 1. /t/ 4. /d/
- 2. /d/ 5. /əd/
- 3. /əd/ 6. /t/
- 7. /d/ 8. /t/ 9. /əd/

- Exercise 22, p. 27.
- 1. blinked/t/ . . . yawned/d/ . . . stretched/t/
- 2. mopped/t/...vacuumed/d/...dusted/əd/
- 3. started/əd/...ended/əd/
- 4. jumped/t/ . . . yelled/d/
- 5. departed/əd/...landed/əd/
- 6. asked/t/...suggested/əd/

fonateam. Comcise 23, p. 28.

worked

I.COMICISC	23, p. 20.	
/t/	/d/	/bd/
chased	believed	accepted
fixed	complained	needed
missed	died	requested
pushed	played	
thanked	rained	

worried

Exercise 24, p. 28.

	, , , , , , , , , , , , , , , , , , , ,
combed/d/	exercised/d/
brushed/t/	talked/t/
cooked/t/	surfed/t/
waited/əd/	translated/əd/
walked/t/	added/əd/
washed/t/	cleaned/d/
typed/t/	listened/d/
worked/t/	

Exercise 25, p. 28.

- 1. Rita stood under a tree when it began to rain.
- 2. Rita was standing under a tree when it began to rain.

Exercise 26, p. 29.

- 1. a 3. a
- 2. b 4. a

Exercise 27, p. 30.

- 2. called . . . wasn't . . . was studying
- 3. didn't hear . . . was sleeping
- 4. was shining . . . was blowing . . . were singing
- 5. were arguing . . . walked
- 6. opened . . . found
- 7. was reading . . . fell . . . closed . . . sneaked/snuck
- 8. A: Did you hear
 - B: wasn't listening . . . was thinking
- was snowing . . . was shining . . . were shoveling . . . was lying

Exercise 28, p. 31.

- 1. A: was waiting
 - B: Did they call
- 2. A: did you break
 - B: slipped . . . was crossing
- 3. B: was looking
 - A: Did you find
 - B: parked
- 4. A: Did you ask . . . saw
 - B: was working . . . looked . . . decided

5. B: happened

A: got . . . was driving . . . wasn't paying . . . didn't see . . . kept

Exercise 29, p. 32.

1. found

5. looked

2. was 3. were speaking 6. walked 7. stopped

4. were sitting

fonateam.Compter 3: Perfect and Perfect **Progressive Tenses**

8. Yesterday, while I was working at my computer,

Shelley suddenly came into the room. I didn't know she was there. I was concentrating hard on

my work. When she suddenly spoke, I jumped.

Exercise 33, p. 33.

All the sentences are correct. Always can also be used with the present progressive.

Exercise 34, p. 33.

Sample sentences:

- 2. He's always leaving his dirty dishes on the table.
- 3. He's constantly borrowing my clothes without asking me.
- 4. He's always trying to show me he's smarter than me.
- 5. He's forever bragging about himself.
- 6. He's constantly cracking his knuckles while I'm trying to study.
- 7. He's always forgetting to give me my phone messages.

Exercise 35, p. 33.

Sample sentences:

- 1. playing the music too loud.
- 2. talking on the phone.
- 3. leaving her clothes on the floor.
- 4. inviting friends over for parties.

Exercise 36, p. 34.

In A, the focus is on the activity. In B, the focus is on the place.

Exercise 37, p. 34.

- 3. in his bedroom watching TV.
- 4. watching TV in his bedroom.
- 5. taking a nap on the couch in the living room.
- 6. on the couch in the living room taking a nap.
- 7. attending a conference in Singapore.

Exercise 38, p. 35.

- 1. Breakfast is an important meal. I always eat breakfast.
- 2. While I was working in my office yesterday, my cousin stopped by to visit me.
- 3. Yuki stayed home because she caught a bad cold.
- 4. My brother looks like our father, but I resemble
- 5. Jun, are you listening to me? I am talking to you!
- 6. While I was surfing the internet yesterday, I found a really interesting Web site.
- 7. Did you speak English before you came here?

Exercise 1, p. 36.

Questions: Have you ever . . .

She startled me.

- 1. bought a boat?
- 2. broken a window?
- 3. hidden from the police?
- 4. taught English?
- 5. made ice cream?
- 6. won a contest?
- 7. ridden an elephant?
- 8. flown an airplane?
- 9. caught a butterfly?
- 10. left your umbrella at a restaurant?
- 11. dug a hole to plant a tree?
- 12. driven a school bus?
- 13. drawn a picture of yourself?
- 14. built a house?
- 15. forgotten your own name?
- 16. fallen off a ladder?
- 17. held a poisonous snake?
- 18. stolen anything?
- 19. eaten a duck egg?
- 20. swung a baseball bat?
- 21. fed a lion?
- 22. split wood with an axe?
- 23. hit a baseball?
- 24. read a play by Shakespeare?
- 25. grown tomatoes from a seed?
- 26. torn a page out of a library book?

Exercise 2, p. 37.

- 1. written
- 9. taken
- 2. lost
- 10. shaken
- 3. climbed
- 11. helped
- 4. given
- 12. slept
- 5. told
- 13. driven
- 6. sung
- 7. ridden
- 14. had
- 15. studied
- 8. drunk
- 16. played

Exercise 4, p. 39.

- 1. since 5. for
- 2. for 3. for
- 6. since
- 7. for
- 4. since
- 8. since

Exercise 7, p. 40.

Present perfect verbs:

- 1. 've had
- 5. have met ... haven't
- 2. 've missed
- 6. I've eaten 3. haven't eaten
- 4. hasn't finished
- 7. haven't read ... haven't

Time frame:

1. from the beginning of the week to now (Wed.)

had

- 2. from the beginning of the term to now
- 3. from the time speaker got up to now
- 4. from right after dinner to now
- 5. unspecified time
- 6. unspecified time
- 7. from the time she/he got the book up to now

Exercise 11, p. 42.

1. is

- 8. is planning
- 2. has already left
- 9. have you been
- 3. have already left
- 10. has been
- 4. have you been 5. has she done
- 11. is 12. has been

6. has come

13. have finished

7. have lived

14. has read

Exercise 13, p. 44.

- 1. has never seen
- 2. saw
- 3. had ... went
- 4. haven't had
- 5. has been
- 6. was
- 7. has just occurred . . . occurred
- 8. have gotten . . . saw . . . am also getting
- 9. have already taken . . . took
- 10. have known
- 11. knew

Exercise 14, p. 45.

- 1. Have you ever broken something valuable? What did you break?
- 2. Have you ever lost something important? What did you lose?
- 3. Have you ever stayed up all night? Why did you stay up all night?
- 4. Have you ever traveled to an interesting place? Where did you travel to?
- 5. Have you ever been in a car accident? When were you in a car accident?
- 6. Have you ever played a team sport? Which sport did you play?

Exercise 15, p. 45.

- 1. a, c
- 2. a, c

Exercise 16, p. 47.

- 2. is reviewing . . . has been reviewing
- 3. is standing . . . has been standing
- 4. has been playing
- 5. have been practicing
- 6. have been sleeping

Exercise 17, p. 47.

Possible sentences using the present perfect progressive:

- fonateam.dorHe has been cooking some food.

 - 2. He has been fixing the table.
 - 3. He has been memorizing vocabulary. 4. He has been planting flowers.

 - 5. He has been vacuuming.
 - 6. He has been washing the windows.

Using yesterday plus the simple past:

- 1. He cooked some food yesterday.
- 2. He fixed the table yesterday.
- 3. He memorized vocabulary yesterday.
- 4. He planted flowers yesterday.
- 5. He vacuumed yesterday.
- 6. He washed the windows yesterday.

Using just plus the present perfect:

- 1. He has just cooked some food.
- 2. He has just fixed the table.
- 3. He has just memorized vocabulary.
- 4. He has just planted flowers.
- 5. He has just vacuumed.
- 6. He has just washed the windows.

Exercise 18, p. 48.

- 1. have you been
- 2. I've been taking
- 3. haven't been working
- 4. how are
- 5. haven't seen
- 6. They're doing
- 7. They're traveling
- 8. have they been
- 9. It's been
- 10. they've been traveling
- 11. They've been staying
- 12. spending
- 13. they're enjoying

Exercise 19, p. 48.

- 4. has been waiting
- 5. have liked
- 6. has been watching
- 7. has been teaching / has taught
- 8. have been playing . . . has been playing / has played

Exercise 20, p. 49.

- 1. has been waiting . . . 9:00 A.M.
- 2. has owned . . . one month
- 3. has not decided
- 4. has been sitting . . . 7:00
- 5. have been playing . . . three hours

Exercise 22, p. 49.

First events:

- 1. Someone had knocked
- 2. The teacher had written

Exercise 23, p. 51.

- 2. felt . . . took
- 3. had already given . . . got
- 4. was . . . had stopped
- 5. roamed . . . became / had become . . . appeared
- 6. had never seen . . . visited
- 7. had left/left
- 8. looked . . . had left . . . had forgotten. . . offered
- 9. saw . . . had not seen . . . didn't recognize . . . had lost
- 10. emigrated . . . had never traveled . . . settled . . . grew ... went ... had always wanted

Exercise 24, p. 52.

Past perfect verbs:

- 1. had forgotten . . . had called . . . had rushed (Fiction writing uses more past perfect.)
- 2. no past perfect verbs (Spoken English uses more past tense.)
- 3. had had . . . had passed away . . . had grown (Fiction writing uses more past perfect.) [Note: moved could be either had moved or moved. If past perfect, the second had does not need to be repeated.]

Exercise 25, p. 52.

- 1. we-əd
- 3. I-ad
- 2. movie-əd
- 4. roommate-ad

Exercise 26, p. 53.

- 1. We had . . . He had . . . They had
- 4. (no reduction)
- 5. flood had
- 6. Where had
- 7. I had (1st sentence)

8. is ... has

2. children had 3. roommates had

Exercise 27, p. 53.

- 4. had 2. had
- 6. would
- 5. had 7. have

Exercise 28, p. 54.

- 1. had already eaten
- 2. she'd been
- 6. she'd forgotten
- 3. she'd had

3. has

7. It'd been

5. hadn't called

4. there'd been

Exercise 29, p. 55.

- 1. a
- 3. b
- 2. b
- 4. a

Exercise 30, p. 55.

- 3. have been studying
- 5. had been daydreaming
- 4. had been studying
- 6. have been sleeping

Exercise 31, p. 56.

Sample answers:

- 2. had been talking
- 3. had been playing
- 4. had been dancing
- 5. had been looking 6. had been drawing
- 7. had been studying

Exercise 32, p. 57.

- 2. Mr. Sanchez
- fonateam.comlice
 - 4. Carlos
 - 5. Jane

- 6. Mr. Fox
- 7. Dan
- 8. Ken
- 9. Robert

Exercise 33, p. 58.

- 1. a
- 4. a 5. b
- 2. b
- 3. b

Exercise 34, p. 58.

- 1. Since I came to this country, I have learned / have been learning a lot about the way of life here.
- 2. I arrived here only a short time ago. I have been here since last Friday.
- 3. How long have you been living here? I have been here for almost two years.
- 4. Why haven't you been in class for the last couple of days?
- 5. I have been coaching a soccer team for the last two months.
- 6. My grandfather lived in a small village in Italy when he was a child. At nineteen, he moved to Rome, where he met and married my grandmother in 1957. My father was born in Rome in 1960. I was born in Rome in 1989.
- 7. I have been living in my cousin's apartment since I arrived here. It is very small, and we are sharing the bedroom. I need my own place, but I haven't found one so far.
- 8. When I was a child, I lived with my grandmother instead of my parents. Grandpa had died / died before I was born, so I never knew him. Grandma raised me alone.

Chapter 4: Future Time

Exercise 1, p. 60.

- 1. future
- 6. present
- 2. future
- 7. present
- 3. present 4. future
- 8. future 9. future
- 5. future
- 10. present

Exercise 2, p. 60.

- 1. Marie will cook some chicken and rice for dinner tonight.
- 2. Where will you be tomorrow morning?
- 3. I won't / will not ride the bus to work tomorrow.
- 4. Marco will **probably call** us this evening.
- 5. I am going to look for a new apartment.

Exercise 3, p. 61.

- 5. yes 1. no
- 2. yes 6. yes
- 7. yes 3. ves
- 8. no 4. no
- Exercise 5, p. 62.
- 1. You will need
 - 5. You will have
- 2. We will review 3. test will have
- 4. There will be

- 8. results will be

Exercise 6, p. 62.

- 1. going to
- going to
- 2. gonna
- 4. gonna

Exercise 8, p. 63.

- 2. a . . . d
- 3. c

Exercise 9, p. 64.

- 4. a
- 2. a
- 5. b 6. c
- 3. A: c
 - B: b

Exercise 10, p. 64.

- 1. willingness
- 5. willingness
- 2. plan
- 6. prediction

7. won't tell

- 3. prediction
- 7. willingness
- 4. plan
- 8. plan

Exercise 11, p. 65.

- 3. B: 'll do
- 6. 'm going to meet
- C: 'll do
- 4. 's going to erase 8. won't open
- B: 'll meet
 - A: 'll see

Exercise 12, p. 66.

- 4. b 5. a
- 2. b
- 3. a

Exercise 14, p. 67.

- 2. [After the rain stops,] I'm going to sweep the front porch.
- 3. I'm going to start making dinner [before my wife gets home from work today.]
- 4. I'm going to wait right here [until Sonya comes.]
- 5. [As soon as the war is over,] there will be new elections.
- 6. Right now the tide is low, but [when the tide comes in,] the ship will leave the harbor.
- 7. [While I'm driving to work tomorrow,] I'm going to listen to my Greek language CD.

Exercise 15, p. 67.

- 2. eat . . . will probably take / am probably going to take
- 3. get . . . will give / am going to give
- 4. watch . . . will call / am going to call
- 5. will wait / am going to wait . . . comes
- 6. stops . . . will walk / am going to walk
- 7. graduate . . . intend . . . will go / am going to go

6. nobody will finishonateam.com. get
7. It will be 8. will listen / am going to listen . . . am sleeping

Exercise 16, p. 68.

- 1. What are you going to do after you wake up tomorrow?
- 2. What are you going to do as soon as class ends
- 3. Before you go to bed tonight, what are you going
- 4. What are you going to do when you have free time this weekend?
- 5. When you finish school, what are you going to do?

Exercise 17, p. 68.

All the sentences have a future meaning.

Exercise 18, p. 69.

- 4. in the future
 - 11. habitually 12. A: now
- 5. in the future 6. now
- B: now
- 7. in the future
- A: in the future
- 8. habitually
- 13. A: in the future
- 9. in the future
- B: in the future
- 10. in the future
- A: in the future

Exercise 19, p. 70.

Sample answers:

- 2. am taking / am catching
- 3. am stopping / am quitting
- 4. am seeing
- 5. are driving

Exercise 21, p. 71.

All the verbs take a progressive form (present, past, future).

Exercise 22, p. 72.

- 1. is going to be studying / will be studying . . . am going to be finishing / will be finishing
- 2. is going to be seeing / will be seeing . . . is going to be doing / will be doing . . . is going to be talking / will be talking

Exercise 23, p. 72.

- 1. arrive . . . is going to be waiting / will be waiting
- 2. get . . . is going to be shining / will be shining . . . are going to be singing / will be singing . . . is still going to be lying / will still be lying

- 3. B: am going to be enjoying / will be enjoying A: am going to be thinking / will be thinking
- 4. will be / am going to be in Chicago visiting
- 5. will be / am going to be working

Exercise 24, p. 73.

All the verbs are in a form of the perfect.

Exercise 25, p. 73.

- 1. have been . . . had been . . . will have been
- get . . . will have already arrived . . . will already have arrived
- 3. got . . . had already arrived
- 4. have been sitting . . . had been sitting . . . will have been sitting
- 5. will have begun . . . will have been teaching
- 6. will have been driving
- 7. get / will have taken
- 8. will have been running
- 9. will have been

Exercise 26, p. 74.

- He will shave, shower, and then make a light breakfast.
- After he eats breakfast tomorrow, he will get ready to go to work.
- 4. By the time he gets to work tomorrow, he will have drunk three cups of coffee.
- 5. Between 8:00 and 9:00, Bill will answer his email and (will) plan his day.
- By 10:00 tomorrow, he will have called his new clients.
- At 11:00 tomorrow, he will be attending a staff meeting.
- 8. He will go to lunch at noon and have a sandwich and a bowl of soup.
- 9. After he finishes eating, he will take a short walk in the park before he returns to the office.
- 10. He will work at his desk until he goes to another meeting in the middle of the afternoon.
- 11. By the time he leaves the office, he will have attended three meetings.
- 12. When Bill gets home, his children will be playing in the yard.
- 13. They will have been playing since 3:00 in the afternoon.
- 14. As soon as he finishes dinner, he will take the children for a walk to a nearby playground.
- 15. Afterward, the whole family will sit in the living room and discuss their day.
- They will watch television for a while, and then he and his wife will put the kids to bed.
- 17. By the time Bill goes to bed tomorrow, he will have had a full day and will be ready for sleep.

Chapter 5: Review of Verb Tenses

Exercise 1, p. 76.

- 1. I have been studying here since last January.
- 2. By the time Hassan returned to his country, he had been away from home for more than three years.
- 3. After I graduate, I am going to return to my
- fonateam.co.hometown.

 By the end of the 21st century, man will have discovered the cure for the common cold.
 - 5. I want to get married, but I haven't met the right person yet.
 - 6. I have seen that movie three times, and now I want to see it again.
 - I don't like my job. My brother wants me to quit. I think he is right.
 - 8. While I'm studying tonight, I'm going to listen to classical music.
 - 9. We washed the dishes and **cleaned** up the kitchen after our dinner guests **left**.
 - My neighbors are Mr. and Mrs. Sanchez. I have known them ever since I was a child.
 - 11. Many scientists believe there **will be** a major earthquake in California in the near future.

Exercise 2, p. 76.

- 1. is studying . . . is also taking . . . begin
- 2. had already eaten . . . left
- 3. always eats ... goes ... goes ... will eat / is going to eat
- 4. called . . . was attending
- 5. will be attending
- 6. got . . . was sleeping . . . had been sleeping
- 7. is taking . . fell . . . has been sleeping
- 8. eats . . . is going to go / will go . . . will have eaten . . . goes
- 9. started . . . hasn't finished . . . has been reading
- 10. has finished . . . is reading . . . has been reading . . . intends . . . has read . . . has ever read

Exercise 4, p. 78.

Part I.

- 1. F 3. F
- 2. T 4. T

Part II.

- 1. got 8. didn't see
- took
 saw
 put
 had been trying
- 4. didn't open 11. apologized
- 5. tried 12. went 6. knocked 13. felt
- 7. opened 14. had done

Exercise 6, p. 79.

- 1. got
- 2. have been trying
- 3. have been

Chapter 5 ANSWER KEY 473

- 4. have had / 've had
- 5. has been staying
- 6. have been spending / have spent / are spending
- 7. have been
- 8. went
- 9. watched
- 10. have barely had
- 11. is
- 12. am sitting
- 13. have been sitting
- 14. leaves / is going to leave / will leave
- 15. decided / have decided
- 16. am writing
- 17. am getting
- 18. am going to take / will take
- 19. get
- 20. are you getting
- 21. are your classes going

Exercise 8, p. 80.

- 1. a
- 3. b
- 5. b

- 2. a
- 4. a
- 6. b

Exercise 9, p. 80.

- 1. has experienced
- 2. will experience / is going to experience
- 3. began
- 4. have occurred
- 5. causes
- 6. have developed
- 7. hold / are holding
- 8. moves
- 9. waves
- 10. know
- 11. happened
- 12. struck
- 13. were sitting
- 14. suddenly found
- 15. died
- 16. collapsed
- 17. sent
- 18. will the next earthquake occur / is the next earthquake going to occur
- 19. have often helped
- 20. are studying
- 21. also appear
- 22. seem
- 23. have developed
- 24. will be / are going to be
- 25. strikes

Exercise 13, p. 82.

- 1. I haven't been in this town very long. I came here just two weeks ago.
- 2. Dormitory life is not quiet. Everyone shouts and makes a lot of noise in the halls.
- My friends will meet me when I arrive at the airport.

- 4. Hasn't anyone ever **told** you to knock on the door before you enter someone else's room? Didn't your parents **teach** you that?
- The phone rang while I was doing the dishes. I dried my hands and answered it. When I heard my husband's voice, I was very happy.
- I have been in the United States for the last four months. During this time, I have done many things and seen many places.
- fonateam.comwhen the old man started to walk back to his hut, the sun had already hid / hidden itself behind the mountain.
 - While I was writing my composition last night, someone knocked on the door.
 - 9. Why did you write a children's book?
 - 10. I'm really glad you are going to / will visit my hometown next year.
 - 11. While I was visiting my cousin in Los Angeles, we went to a restaurant and ate Thai food.
 - 12. When I was a child, I viewed things from a much lower height. Many physical objects around me appeared very large. When I wanted to move something such as a chair, I needed help.
 - 13. When I was in my country, I was afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I have a different opinion. I have lived in this small town for three months and (have) learned that there is very little crime here.

Chapter 6: Subject-Verb Agreement

Exercise 1, p. 84.

- My parents visit many countries when they travel in Europe.
- 3. Robert sings when he takes a shower.
- 4. Chickens, ducks, and turkeys lay eggs.
- Anna wears gloves on her hands when she works in her garden.
- 6. She scratches her chin when it itches.

Exercise 2, p. 84.

- 2. plural, noun
- 5. singular, verb
- 3. singular, verb
- 6. plural, noun
- 4. plural, noun

Exercise 3, p. 85.

- 2. writes/s/
- 6. locks/s/
- 3. robs/z/
- 7. wishes/əz/
- 4. rugs/z/
- 8. pages/əz/
- 5. sleeps/s/
- 9. months/s/

Exercise 4, p. 86.

- 4. bushes/əz/
- 9. touches/əz/
- 5. hats/s/
- 10. coughs/s/
- 6. rises/əz/
- 11. methods/z/
- 7. seasons/z/
- 12. languages/əz/
- 8. develops/s/

474 ANSWER KEY

Exercise 5, p. 86.

- 1. Cats sleep . . . hours
- 2. shapes ... sizes
- 3. practices . . . sentences
- 4. cafeteria . . . serves . . . sandwiches
- 5. teacher . . . encourages
- 6. coughs . . . sneezes

Exercise 6, p. 86.

- 1. Opera singers sing. An opera singer sings.
- 2. Teachers teach. A teacher teaches.
- 3. Butterflies fly. A butterfly flies.
- 4. Balls bounce. A ball bounces.
- 5. Doors open and close. A door opens and closes.
- 6. Mosquito bites itch. A mosquito bite itches.
- 7. Hungry babies cry. A hungry baby cries.
- 8. Students ask questions. A student asks questions.
- 9. Snakes hiss. A snake hisses.
- Dogs say "arf-arf" in English. A dog says "arf-arf" in English.

Exercise 7, p. 87.

- 1. The verb agrees with the subject: In sentence a., the subject is singular, so the verb is singular. In b., there is a plural subject, so the verb is plural.
- 2. In a., there is a plural subject, so the verb is plural. In b., *every* is followed by a singular noun, so the verb is singular.
- 3. In a. and b., the subjects *fruit* and *apples*, not the prepositional phrases that follow, determine agreement.
- 4. In a., *vegetables* is the plural subject, so the verb is plural. In b., the gerund *eating* is the subject, not *vegetables*. Gerunds require a singular verb.

Exercise 8, p. 87.

1.	is	6.	agree	11.	do
2.	are	7.	approves	12.	was
3.	astounds	8.	has	13.	were
4.	are	9.	are is	14.	Is
5.	is	10.	is	15.	is

Exercise 9, p. 88.

1.	know	5.	knows
2.	know	6.	know
3.	knows	7.	knows
4	knows	8	knows

Exercise 10, p. 88.

In most expressions of quantity, the verb is determined by the noun that follows of (items 1, 2, 3, 4). Exceptions: one of and each of take a plural noun but a singular verb (items 5, 6).

Exercise 11, p. 89.

- 2. apples . . . are
- 3. movie . . . is

- 4. movies . . . are
- 5. students . . . are
- 6. money . . . is
- 7. students . . . are
- 8. clothing . . . is
- 9. one . . . is
- 10. Each . . . has
- 11. Each ... has
- 12. Every one . . . is
- fonateam Gominals . . . are . . . All . . . are
 - 14. A number . . . are
 - 15. The number . . . is
 - 16. One . . . is
 - 17. Do . . . students
 - 18. Does . . . homework
 - 19. were . . . students
 - 20. was . . . one

Exercise 12, p. 90.

2.	are	9.	are	15.	is
3.	is	10.	are	16.	is
4.	are	11.	is	17.	are
5.	is	12.	is	18.	is
6.	is	13.	are	19.	is
7.	is	14.	is	20.	are
8.	is				

Exercise 14, p. 91.

1.	aren't	7.	was
2.	isn't	8.	is

- 3. are 9. are
- 4. is 10. has been
- 5. are 11. have been
- 6. isn't

Exercise 15, p. 91.

1	There are	
1.	There are	5. Is there
2.	there is	
		6. Are there
٥.	There are	7. there are
4.	There is	7. there are
	111010 10	8. Is there

Exercise 17, p. 92.

1.	is		
2.	is	4.	are
3.	are	5.	are

Exercise 19, p. 94.

10. are

44	ci cisc i) P.	7 1.
2.	is	11.	is
3.	is	12.	are
4.	seeks	13.	is
5.	is	14.	commute
6.	are	15.	is isn't it
7.	is	16.	are
8.	is	17.	want
9.	do	18.	depends

are . . . have

Exercise 20, p. 94.

2. Linguistics is

3. Diabetes is

4. English is

5. are . . . Canadians

1. are

2. is 6. are 7. is 3. are

4. are 8. are

70 percent . . . is . . . one percent . . . is

7. is 256

8. The Netherlands is

9. Fish are

Exercise 22, p. 95.

5. is 9. are 10. is

11. is 12. is

Exercise 23, p. 96.

1. His ideas are interesting.

2. Some of the people are friendly.

3. One of the girls is absent.

4. Italian is a Romance language.

5. Two-thirds of the food is gone.

6. The clothes in that store are expensive.

7. The clothing in those stores is inexpensive.

8. Most of the stores in tourist towns are overpriced.

Exercise 24, p. 96.

1. has 5. is

2. is 6. is 7. is 3. need

4. needs 8. are

Exercise 25, p. 96.

3. I, are 9. I, work

4. C 10. C

5. C 11. I, are 6. I, are 12. C

13. C 7. C

8. I, has 14. I, contain

Exercise 26, p. 97.

2. are 11. are

12. Are 3. keeps

4. makes 13. is 5. is 14. is

6. is

15. appears 7. Does 16. are

8. Do 17. is

9. is 18. provides

10. are

Exercise 27, p. 98.

3. A lot of the people in my class work during the day and attend class in the evening.

4. Many of the satellites orbiting the earth are used for communications.

5. (no errors)

6. Studying a foreign language often leads students to learn about the culture of the countries where it is

7. One of the most common names for dogs in the United States is "Rover."

8. (no errors)

9. Most of the mountain peaks in the Himalayan Range are covered with snow the year round.

10. (no errors)

11. Seventy-five percent of the people in New York City live in upstairs apartments, not on the ground floor.

12. (no errors)

13. Unless there is a profound and extensive reform of government policies in the near future, the economic fonateam.comonditions in that country will continue to

deteriorate.

14. While I was in Paris, some of the best food I found was not at the well-known eating places but in small out-of-the-way cafés.

Chapter 7: Nouns

Exercise 1, p. 100.

2. branches 9. echoes 3. mice 10. photos

4. enemies 11. zeros/zeroes

5. vallevs 12. crises 6. shelves 13. curricula

7. beliefs 14. offspring

Exercise 2, p. 100.

2. potatoes 8. geese 3. fish 9. donkevs 4. sandwiches 10. deer

5. carrots 11. wolves 12. sheep 6. vegetables

7. kangaroos

8. women

Exercise 4, p. 102.

-5

beliefs memos chiefs photos clouds videos kilos zoos

-es

heroes potatoes boxes tomatoes

classes fishes (possible, but rare)

matches

-ves

knives scarves leaves shelves lives wolves

loaves

no change

deer fish sheep

Exercise 5, p. 103.

- 3. men
- 4. attorneys
- 5. discoveries . . . laboratories
- 6. boxes . . . oxen
- 7. beaches . . . cliffs
- 8. pianos
- 9. phenomena
- 10. media

Exercise 6, p. 104.

- (1) Bacteria are the smallest living things. They are simple organisms that consist of one cell.
- (2) Bacteria exist almost everywhere. They are in the air, water, and soil, as well as in the bodies of all living
- (3) There are thousands of kinds of bacteria. Most of them are harmless to human beings, but some cause diseases such as tuberculosis and pneumonia.
- (4) Viruses are also microscopic organisms, but viruses live in the cells of other living things. By themselves, they are lifeless particles that cannot reproduce, but inside a living cell they become active and can multiply hundreds of times.
- (5) Viruses cause many diseases. They infect human beings with such illnesses as influenza, the common cold, measles, and AIDS (Acquired Immune Deficiency
- (6) Viruses are tiny. The virus that causes AIDS is 230 million times smaller than the period at the end of this sentence. Some viral infections are difficult or impossible to treat.

Exercise 7, p. 104.

- 1. 2
- 4. 2
- 2. 1 5. 2
- 6. 1

Exercise 8, p. 105.

- 2. boy's
- 7. Bess's/Bess'
- 3. boys'
- 8. today's
- 4. children's
- 9. month's 10. Jack and Larry's
- 5. child's 6. Sally's

Exercise 9, p. 105.

- 3. My uncle is my father's brother.
- 4. I have four aunts. All of my aunts' homes are within walking distance of my mother's apartment.
- 5. Esteban's aunt's oldest son is a violinist.
- 6. Bill's wife is a factory worker.
- 7. I walked into my boss's/boss' office.
- 8. I borrowed the secretary's pen to fill out the application form.
- 9. Five astronauts were aboard the space shuttle. The astronauts' safe return to earth was a welcome sight to millions of television viewers.
- 10. It is the **people's** right to know what the city is going to do about the housing problem.

- 11. Quite a few diplomats are assigned to our city. Almost all of the diplomats' children attend a special school.
- 12. A diplomat's work invariably involves numerous meetings.

Exercise 10, p. 106.

- 2. Psychologists have developed many different kinds fonateam.comests. A "personality test" is used to evaluate an individual's personal characteristics, such as friendliness or trustworthiness.
 - 3. Many mythological stories tell of heroes' encounters with giants or dangerous animals. In one story, the hero's encounter with a dragon saves a village from destruction.
 - 4. Children's play is an important part of their lives. It teaches them about their environment while they are having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults' toys are usually much more expensive than children's toys.

Exercise 11, p. 106.

- 1. computer error computer screen computer skills
- 2. airplane passenger airplane pilot airplane ticket

Exercise 12, p. 107.

- 2. flowers . . . flower
- 3. beans ... bean
- 4. babies . . . baby
- 5. children . . . child
- 6. salads . . . salad
- 7. mosquitoes/mosquitos . . . mosquito
- 8. two-hour . . . two hours
- 9. ten years old ... ten-year-old
- 10. three-letter . . . three letters

Exercise 14, p. 108.

- 1. taxi, drivers
- 2. drivers, taxis
- 3. office, managers 4. managers, offices
- 5. airplanes, seats
- 6. airplane, seats
- 7. schools, activities
- 8. school, activities

Exercise 15, p. 108.

- 1. a, b, c
- 2. a, c, d

Exercise 16, p. 109.

- 2. jewelry (NC) rings (C)
 - bracelets (C)
- 3. mountains (C) fields (C) lakes (C)
- necklace (C) scenery (NC)

4. Gold (NC) 6. car (C) engine (C) iron (NC) furniture (NC) metals (C) refrigerator (C) 5. iron (C) junk (NC)

Exercise 17, p. 111.

3. trees, bushes, grass, dirt, flowers

4. advice, suggestions

5. words, vocabulary

6. glasses, water

7. Windows, glass

8. glasses, eyesight

9. time, homework, assignments

10. times, time

11. smoke, dust, monoxide, substances, pollution

12. literature, novels, poetry, essays, poets, poems

13. seasons, weather

14. happiness, patience, rewards

15. stars, grains, sand

16. (no change)

Exercise 19, p. 112.

2. rivers

3. symphonies, music

4. trucks, traffic

5. computers, equipment

6. problems, homework

7. vocabulary, definitions

8. this information

9. advice

10. progress

Exercise 20, p. 113.

1. Tom uses the because he and Anna are talking about the same specific cat.

2. Tom uses a because Anna doesn't know the cat he's talking about. The speaker and listener are not thinking of the same specific cat.

3. Tom and Anna are talking about any and all cats in general.

Exercise 21, p. 115.

4. Ø Tennis 15. Ø Grammar

5. A 16. A

17. Ø English 6. An 18. Ø Air 7. Ø Gold

19. Ø Fruit 8. A

9. Ø Health 20. An

10. An 21. Ø Iron

11. A 22. An 12. Ø Water 23. A

13. Ø Knowledge 24. Ø Basketball

14. Ø Homework

Exercise 22, p. 116.

17. a 5. an 6. some 12. some 18. some 13. an 19. Some 7. a 8. some 14. some 20. some 15. a 21. an 9. some 16. some 22. some 10. some

fonateam. Comcise 23, p. 117.

4. a 7. Ø 1. Ø 5. an 2. an 8. Ø

6. a 3. Ø

Exercise 25, p. 117.

1. Oh, look at the moon! It's beautiful tonight.

2. I saw a cat and a bird outside my window. The cat was trying to catch the bird, but it didn't succeed. The bird flew away.

3. Birds have wings. Many insects have wings too.

4. We all look for happiness.

5. I have a book.

Exercise 26, p. 118.

3. a

4. the

5. B: the A: a

6. a

7. the . . . the

8. A: The . . . a . . . the

B: the

9. A: The

B: a . . . a A: the

B: a . . . the . . . the

A: the

B: an

Exercise 27, p. 119.

4. Ø 9. the 10. an 5. A . . . an

6. Ø Hats ... Ø 11. the . . . the . . . an . . . the

7. The 8. Ø . . . Ø

Exercise 28, p. 120.

1. a

2. a

3. Ø Cell . . . Ø

4. a

5. the

6. Ø Jewelry . . . Ø . . . Ø

7. an

8. Ø Beings . . . the

9. Ø

10. The

11. The

Exercise 29, p. 120.

- 1. a
- 2. the
- 3. Ø (People) ... Ø ... Ø ... Ø ... Ø ... Ø
- 4. Ø ... Ø ... Ø ... a
- 5. a . . . an . . . a . . . the . . . the . . . the
- 6. Ø . . . Ø . . . Ø . . . an . . . Ø
- 7. a . . . the . . . the

Exercise 30, p. 121.

- 6. The 1. a 11. a 7. a 2. a
- 12. a 8. the 3. a 13. the
- 4. a 9 an 14. the 5. a 10. the 15. a

Exercise 31, p. 121.

Deleted words/expressions:

- 9. too much 11. a little
- 18. both 19. several
- 13. a great deal
- 23. too many 25. a few
- 16. two 17. a couple of
- 27. a number of

Exercise 32, p. 123.

Deleted words/expressions:

- 6. too many
- 17. too much
- 7. a few
- 20. a little
- 9. a number of
- 22. a great deal of

Exercise 33, p. 123.

- 3. much
- 10. much
- 4. many letters
- 11. is ... much 12. much
- 5. is . . . much 6. much
- 13. many patients
- 7. many sides
- 14. many teeth
- 8. much 9. many
- 15. isn't much

Exercise 34, p. 124.

- 2. stamps, rice, stuff, things
- 3. Ø, salt, equipment, Ø 4. Ø, loaves of bread, Ø, jars of honey
- 5. novels, Ø, poems, Ø
- 6. orange juice, light bulbs, hardware, computer software
- 7. sleep, information, facts, help
- 8. women, movies, scenes, Ø
- 9. shirts, Ø, pens, Ø
- 10. patience, wealth, Ø, Ø
- 11. money, advice, time, Ø
- 12. ideas, theories, hypotheses, Ø

Exercise 36, p. 125.

- 1. a
- 2. b

Exercise 37, p. 126.

Exercise 38, p. 127.

- 3. A little 4. (very) little
- 7. a few 8. a little
 - 5. a few
- 6. (very) few
- 9. (very) little

3. (very) few

fonateam.comfew . . . a few

- 5. a few
- 6. (very) few . . . (very) little
- 7. a little
- 8. a little . . . a little

Exercise 39, p. 128.

- 1. b 5. a
- 2. a 6. b
- 3. b 7. b
- 4. a

Exercise 41, p. 128.

- 1. country 3. country . . . country
- 2. countries

4. countries

Exercise 42, p. 129.

- 2. girls
- 7. student 8. students
- 3. children
- 9. student
- 4. child 5. member
- 10. students
- 6. members

Exercise 43, p. 129.

- 3. The teacher gave each student / each of the students a test paper.
- 4. (no change)
- 5. Spain is one of the **countries** I want to visit.
- 6. Every piece of furniture / All the furniture / All of the furniture in that room is made of wood.
- 7. One of the machines / One of the pieces of equipment / One piece of equipment / Some of the equipment in our office is broken.
- 8. I gave a present to each woman / each of the women / all of the women in the room.
- 9. One of my favorite places in the world is an island in the Caribbean Sea.
- 10. (no change)
- 11. It's impossible for one human being to know every language in the world.
- 12. I found each of the errors / each error in this exercise.

Exercise 44, p. 130.

- 3. Ø 7. of
- 11. of 12. of 13. of

14. of

- 4. of 8. Ø 5. of 9. of
- 6. of 10. of

Exercise 45, p. 131.

3. Ø Ø	6. of	9. Ø	12. of
4. of	7. Ø	10. of	13. of
5. of	8. of	11. Ø	

Exercise 50, p. 134.

- That book contains many different kinds of stories and articles.
- 2. In my country, there are a lot of schools. fonateam.conffer
- She is always willing to help her friends in every possible way.
- 4. In the past, horses were the principal means of transportation.
- He succeeded in creating one of the best armies in the world.
- 6. There is a lot of equipment in the research laboratory, but undergraduates are not allowed to use it.
- I have a five-year-old daughter and a three-yearold son.
- 8. Most of **the** people in my **apartment** building **are** friendly.
- 9. Everyone seeks happiness in life.
- 10. Writing compositions is very hard for me.
- Almost all of the students / Almost all students / Most (of the) students in my class are from Asia.
- 12. It's difficult for me to understand English when people use a lot of slang.

Chapter 8: Pronouns

Exercise 1, p. 135.

- 1. My friends and I ordered Indian food at the restaurant. I wasn't very hungry, but I ate most of it.
- 2. When we were in school, my sister and I used to play tennis after school every day.
- 3. If you want to pass **your** exams, you had better study very hard for **them**.
- 4. A hippopotamus spends most of its time in the water of rivers and lakes.
- 5. After work, Mr. Gray asked to speak to Mona and me about the company's new policies. He explained them to us and asked for our opinions.
- My friends asked to borrow my car because theirs was in the garage for repairs.

Exercise 3, p. 137.

Die 15/1	
pronouns	antecedents
2. they they	monkeys
3. she	teacher
them	papers
4. her She	Nancy
it	apple
5. it	dog
6. She She	cat
His (poss. adj.) him	Yuri
They	dogs
him	Yuri

Exercise 4, p. 137.

- 1. me 4. her 2. me 5. me
- 3. him

Exercise 5, p. 137.

- 2. She 8. I 3. her...her 9. me 1. Conher 10. me 5. She...her...her 11. my
 - 6. her 12. mine . . . me
 - 7. She . . . her

Exercise 6, p. 138.

- 2. mine ... yours
- 3. their . . . hers . . . his
- 4. Our ... our ... ours ... theirs

Exercise 8, p. 138.

2. its 4. its 3. Its...It's 5. it's

Exercise 9, p. 139.

It ... dives ... spears ... its ... its ... it ... tosses ... catches ... it ... swallows ... it ... It's ... them

Exercise 10, p. 139.

- 1. A: him
 - B: he's
 - C: him
 - D: his
 - E: his . . . he's . . . he'll
- 2. A: Does she
 - B: Is she
 - C: they
 - D: their . . . he's
 - E: them
 - F: it's (it is) . . . mine . . . it's (it has)

Exercise 12, p. 140.

- 3. (All) students in Biology 101 have to spend three hours per week in the laboratory where they do various experiments by following the directions in their lab manuals.
- 4. Citizens **have** two primary responsibilities. **They** should vote in **all elections** and **they** should serve willingly on juries.
- 5. (no change)

Exercise 13, p. 141.

Most common answers:

- they (informal) . . . want
 their (informal)
 his or her
 his or her
- 4. them (informal)

7. his or her

Exercise 14, p. 141.

- 1. Team refers to individual players.
- 2. Team refers to a single, impersonal unit.

Exercise 15, p. 142. 2. it...consists 6. It was 3. It 7. They are . . . their . . . them 8. It is 4. they 5. They Exercise 17, p. 144. 2. herself 6. yourself 3. himself 7. yourselves fonate 8. himself/herself/oneself 4. themselves 5. ourselves Exercise 18, p. 144. 2. herself 7. vourselves 3. themselves 8. myself 4. myself 9. yourself . . . himself . . . 5. themselves myself . . . ourselves . . . 6. yourself themselves Exercise 19, p. 145. 2. enjoy himself 3. proud of yourselves 4. pat yourself 5. killed himself 6. entertained themselves 7. introduced myself 8. feeling sorry for yourself 9. talking to yourself

10. laugh	at ourselves sised herself at himself			
1. yours 2. myse 3. ourse	lf	4. 5.	himself themselves herself	
Exercis	e 21, p. 14	6.		

	angry at himself		
	ercise 20, p. 14		
	yourself	-	himself
2.	myself		themselves
3.	ourselves	6.	herself
Ex	ercise 21, p. 14	6.	
	Penguins creati		birds they
			wings These their
			fish wings flippers
4.	spend water	. eg	gs land
	habits		
6.	lays egg ice		returns
7.	takes He covers	· .	. his it hatches
8.	This takes v	veel	ks this doesn't
9.	hatches goes	. hi	mself offspring
10.	Penguins enviro	onn	nent They need
Ex	ercise 22, p. 14	7.	
	s.: $you = Mr$. Cook		
MR	I = Mr. Cook	. Н	$Ie = Jack Woods \dots it = car$
	s.: it = car		

MR.: they = people in general . . . you = people in

MRS.: One = people in general . . . one = people in

general...you = people in general

general

Exercise 25, p. 147.	
3. people in general	8. people in general
4. Alex	9. the orchestra
5. people in general	10. They = airline company;
6. Sonya	you = people in general
7. people in general	you people in general
7. people in general	
Exercise 25, p. 148.	
eam.comre B	
2. Picture A	
2. Picture A	
Exercise 26, p. 149.	
2. Another Another .	5. Others
Another the other	6. Other
3. The other	7. The other
4. another	8. The others
E 1 28 110	
Exercise 27, p. 149.	
1. Helen 3. Sus	ie's
2. Mai 4. Thu	ırsday
Exercise 28, p. 150.	
2. Another The other	
3. others	
4. other	
5. other	
6. others	
7. another	
8. Another Others	
9. others	
10. Another Others	. other
11. the other	
12. the others	
13. another	
14. another	
Exercise 30, p. 151.	
	the other
	Others
3. the others 6.	another
Exercise 31, p. 151.	
1. T 3. F	
2. F 4. T	
2. F 4. I	
Exercise 32, p. 152.	
2. Another other	
3. each other	
4. the other	
5. other other	
6. other	
7. others others o	thers
9 and other and oth	

8. each other . . . each other . . . other

Exercise 23, p. 147.

9. other

11. another

10. other

Exercise 34, p. 154.

4. a

2. b 5. b

3. b

Exercise 35, p. 154.

My cousin and her husband moved to another city because they don't like cold weather.

3. I like to travel because I like to learn about other

countries and customs.

4. Collecting stamps is one of my hobbies.

5. I came here three and a half months ago. I think I have made good progress in English.

6. When I lost my passport, I had to apply for another

7. When I got to class, all of the other students were already in their seats.

8. English has borrowed quite a few words from other

9. There are many students from different countries in this class.

10. Thousands of athletes take part in the Olympics.

11. Education is one of the most important aspects of life. Knowledge about many different things allows us to live fuller lives.

12. All of the students' names were on the list.

13. I live in a two-room apartment. It's too small for my family.

14. Many people prefer to live in small towns. Their attachment to their communities prevents them from moving from place to place in search of work.

15. Today's news is just as bad as yesterday's news.

16. Almost all of the students in our class speak English well.

17. The teacher gave us several homework assignments / some homework to hand in next Tuesday.

18. In today's world, women work as doctors, pilots, archeologists, and many other things. Both my mother and father are teachers.

19. Every employee in our company respects Mr. Ward.

20. A child needs to learn how to get along with other people, how to spend his or her time wisely, and how to depend on himself or herself. OR

Children need to learn how to get along with other people, how to spend their time wisely, and how to depend on themselves.

Chapter 9: Modals, Part 1

Exercise 1, p. 157.

2.-4. She can see it.

5. Can you pass the rice, please?

6. Can you see it?

7. They can't go there.

8. They aren't able to pay their rent.

Exercise 2, p. 158.

6. you 2. you 5. I 7. you

3. I

Exercise 4, p. 160.

1. B 2. A

Exercise 5, p.160.

2. a. Would you mind speaking with John?

b. Would you mind if I spoke with John?

3. a. Would you mind if I turned on the air conditioner?

b. Would you mind turning on the air conditioner?

Exercise 6, p. 161.

2. if I stayed

5. if I smoked

3. if I opened / opening

6. speaking

4. if I asked

7. if I changed / changing

Exercise 7, p. 161.

4. a

2. b 5. b

3. b

Exercise 9, p. 162.

Sample answers:

2. you give us a little more time

3. I get a ride

4. rescheduling / if I reschedule / if we reschedule

5. you take a look

6. if we moved

Exercise 12, p. 163.

2. b

3. a

Exercise 14, p. 165.

Sentences 2 and 3.

Exercise 15, p. 165.

2. must not 6. don't have to

7. don't have to 3. don't have to

4. doesn't have to 8. doesn't have to

5. must not

Exercise 17, p. 166.

1. must 4. must

2. don't have to 5. don't have to 6. must not 3. must not

Exercise 18, p. 166.

Advice possibilities: 1, 2, 4, 5

[Note: Item 6 is not advisable unless his cousin is a dentist.]

Exercise 22, p. 168.

5. b 3. a 2. b 4. a 6. a

Exercise 23, p. 169.

3. must/have to

4. have to/must (have to is preferred because the situation is not urgent or formal)

6. should (also possible: have to/must)

7. should OR must/have to (if it's a requirement of the

8. must/has to

9. should

10. must

Exercise 24, p. 169.

1. a

3. a, b

2. a, b

4. b

Exercise 25, p. 170.

Exercise 26, p. 170.

1. b

2. a, b

4. a, b

Exercise 27, p. 171.

Sample answers:

1. He shouldn't have left the door (to his house) open.

2. You should have gone (to the meeting).

3. She should have seen a doctor.

4. He should have read the contract (more) thoroughly.

Exercise 28, p. 171.

Possible answers:

1. I should have worn a coat.

2. I should have returned his call.

3. I shouldn't have opened the window.

4. I should have gone to the grocery store.

5. I shouldn't have bought her candy.

6. He should have married her.

7. He shouldn't have married her.

8. I should have gone out.

9. I shouldn't have lent her my car.

10. I should have set my alarm clock.

Exercise 29, p. 172.

Sample answers:

1. Kazu should have talked with Julie first. He shouldn't have accepted the job immediately. He should have thought about the offer before accepting. He should have known Julie would be upset.

2. Donna shouldn't have lent Hugo nearly all of her savings.

Hugo shouldn't have spent her money so carelessly. Donna shouldn't have trusted Hugo.

Exercise 30, p. 172.

2. We're not supposed to open that door.

3. I have a meeting at seven tonight. I am supposed to be there a little early to discuss the agenda.

4. I'm supposed to be at the meeting. I suppose I'd better go.

5. Where have you been? You were supposed to be here an hour ago!

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Exercise 31, p. 173.

Sample answers:

1. You're supposed to contact the police / fill out an accident report / call your insurance company.

2. You're supposed to put on your seat belt.

3. They are supposed to exercise.

They are not supposed to eat unhealthy foods.

4. You're supposed to pull over (onto the shoulder).

5.-8. (Auswers will vary.)

Exercise 32, p. 174.

3. a 4. b 5. b

6. a

Exercise 35, p. 175.

2. yes (plan not completed)

4. yes (plan not completed)

6. yes (plan not completed)

Exercise 36, p. 176.

1. I had planned to stay home I was intending to stay home

2. I had planned to surprise you

I was intending to surprise you

3. I had planned to reply

I was intending to reply

Exercise 37, p. 176.

Sample answers:

1. I overslept

2. I got lost

3. I had to work

4. I couldn't get time off

5. we decided they wouldn't know anyone

6. I had the wrong date

7. we missed it

Exercise 40, p. 178.

Roberto's

Chapter 10: Modals, Part 2

Exercise 1, p. 180.

- 1. b
- 2. c
- 3. a

Exercise 2, p. 182.

Possible answers:

- 2. must have the wrong number.
- 3. may/might/could be at a meeting.
- 4. may/might/could fit Jimmy.
- 5. must miss them very much.

Exercise 5, p. 182.

- 1. 50% sure
- 3. 99% sure
- 2. 95% sure
- 4. 100% sure

Exercise 6, p. 183.

- 1. Rob
- 2. Linda and Hamid
- 3. Lucy

Exercise 7, p. 183.

Sample answers:

- 2. be home
- 4. like nuts
- 3. be thirsty
- 5. have many friends

Exercise 9, p. 184.

- 1. may be
- 7. may be
- 2. can't be
- 8. couldn't be
- 3. don't run
- 9. could be
- 4. could be
- 10. might be
- 5. must be
- 11. I'll go
- 6. might be
- 12. 's

Exercise 11, p. 185.

- 1. might have left
- 2. couldn't have left
- 3. must have left

Exercise 12, p. 186.

- 2. couldn't have been
- 3. must have been
- 4. must not have gotten
- 5. may/might/could have gotten

Exercise 13, p. 187.

Sample answers:

- 2. It may have been David because he met with his girlfriend's parents two nights ago.
- It must have been Dylan because he took a diamond ring with him.
- 4. It couldn't have been Dick because he is going to wait to get married until he has a better job.
- 5. It must not have been Doug because he isn't sure if he's ready for marriage.

Exercise 14, p. 187.

Sample answers:

- She (Laika) must have felt scared. He (Yuri) may have felt excited.
- 2. It must have been caused by the fireworks.
- It might have been a mouse. It couldn't have been a burglar.

fonateam.comcise 16, p. 188.

- 2. must not like
- 3. must have been
- 4. must have been
- 5. must not speak6. must be
- 7. must have hurt
- 8. must mean
- 9. must have been

Exercise 17, p. 188.

- 1. 50%
- 4. 90%
- 2. 100%
- 5. 50%
- 3. 50%

Exercise 18, p. 189.

- 1. Ned
- 2. Marco
- 3. Linda

Exercise 19, p. 189.

- 3 mus
- 4. should/ought to/will
- 5. should/ought to
- 6. will
- 7. must
- 8. should/ought to/will
- 9. should/ought to/will
- 10. must be
- 11. should have/ought to have
- 12. must have

Exercise 20, p. 190.

- 4. Beth
- 11. Mark
- 5. Ron
- 12. my neighbor
- 6. Stacy
- 13. Carol
- 7. Barb
- 14. Janet
- 8. a rat
- 15. Stephanie
- 9. a cat
- 16. Bob
- 10. a mouse
- 17. Andre

10. a mouse

- Exercise 21, p. 192.
 1. should ask
 - 2. shouldn't ask
 - 3. may have upset
- 4. should try
- 5. shouldn't have stayed
- 6. 'd better have
- 7. could have told
- 8. must have known

Exercise 23, p. 193.

1. no

3. yes

2. no

4. yes

Exercise 24, p. 193.

3. must be burning

4. may/might/could be talking . . . may/might/could be talking

5. must be playing

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6. may/might/could be staying . . . may/might/could be staying

7. should be studying/ought to be studying

8. must be joking

9. may/might/could have been joking

10. must have been joking

Exercise 26, p. 195.

2. must be waiting

3. shouldn't have left

4. might have borrowed

5. must have been watching . . . must have forgotten

6. may have been attending (also possible: may have attended)

7. must have left

8. might be traveling

9. must not have been expecting

10. must have been daydreaming . . . should have been paying . . . shouldn't have been staring

Exercise 29, p. 197.

2. b 3. a 6. a 7. b

10. b

4. c

8. c 12. b

5. b 9. a

Exercise 30, p. 198.

1. b 2. d 3. a 4. c

Exercise 31, p. 199.

1. can

6. Can't

2. Can

o. Car

2. can't

7. can

3. can

8. can't

4. can

9. can't

5. can't

9. can

Exercise 33, p. 200.

1. a group of four-year-olds

2. a college class of (twenty-five) students in their late teens and early twenties

3. How many of you can dance? How many of you can sing? How many of you can draw?

4. all

5. Fewer hands were raised in the second group (about 1/3 for the first question; fewer for the next question; two for the last question).

feeling that they can do anything. As they grow older, they become more cautious because they don't want to look foolish, especially around their peers.

6. When children are young, they generally have the

Exercise 34, p. 200.

The sentences have the same meaning.

Exercise 35, p. 200.

2. would give

3. used to be

4. used to be . . . would start

5. would take

6. used to live . . . would go . . . would wake . . . would hike . . . would see

7. used to be . . . would get . . . would spend . . . would find . . . would gather

[Note: The directions ask you to use would for repeated actions in the past, but in general, used to is also correct for repeated actions in the past.]

Exercise 39, p. 202.

Correct sentences: 3, 4, 5, 6

Exercise 40, p. 203.

1. will you be able to get

2. are going to have to take

3. am not going to be able to attend

Exercise 41, p. 203.

2. have to be able to

3. must not have been able

4. would rather not have to

5. should not have to

Exercise 43, p. 207.

2. could / would you hand (can / will you hand)

3. don't / won't have to go

4. can already say / is already able to say

5. must / have to attend

6. had to wait

7. could / might go

8. must not have seen

9. can't / couldn't / must not be . . . may / might / could belong (must belong)

10. can't / must not / may not go

11. shouldn't have laughed

12. could / might / may be

Exercise 44, p. 208.

1. a

4. a

2. b

5. a, b

3. a, b

Exercise 45, p. 208.

- 1. If you have a car, you can travel around the United States.
- 2. During class the students must sit quietly.
- 3. When you send for the brochure, you should include a self-addressed, stamped envelope.
- 4. A film director must have control over every aspect of a movie.
- 6. We need to reschedule. I won't be able to see you at the time we scheduled for tomorrow.
- 7. I broke my leg in a soccer game three months ago.
- 8. Would / Could / Will you please help me with this?
- 9. Many students would rather study on their own than go to classes.
- 10. We are supposed to bring our books to class every
- 11. You can have a very good time as a tourist in my country. My country has many different climates, so you had better plan ahead before you come.
- 12. When you visit a big city in my country, you must pay attention to your wallet when you are in a crowded place because a thief may / might / could try to steal it.

Chapter 11: The Passive

Exercise 1, p. 211.

- 1. A
- 2. A 5. A
- 3. B 6. (grammatically incorrect)

Exercise 2, p. 212.

- 7. A 3. A
- 4. A 8. P
- 5. P 9. A
- 6. P 10. A

Exercise 3, p. 212.

- 2. is being opened
- 3. has been opened
- 4. was opened
- 5. was being opened
- 6. had been opened
- 7. will be opened
- 8. is going to be opened
- 9. will have been opened
- 10. Was...opened
- 11. Will . . . be opened
- 12. Has...been opened

Exercise 4, p. 213.

- 2. Customers are served by waitresses and waiters.
- 3. The lesson is going to be explained by the teacher.
- 4. The farmer's wagon was being pulled by two horses.
- Yoko will be invited to the party by Toshi.
- 6. That report is being prepared by Alex.

- 7. The book had been returned to the library by Kathy.
- 8. Several public buildings have been designed by Miriam.
- 9. I won't be fooled by his tricks.
- 10. That note wasn't written by me. Was it written by
- 11. Is that course taught by Prof. Shapiro? No, it isn't taught by him.
- 5. When I was a child, I **could** climb to the roof of my house and **see** all the other houses and streets.

 12. Those papers haven't been signed by Mrs. Andrews yet?

 When I was a child, I **could** climb to the roof of my house papers haven't been signed by Mrs. Andrews yet? Those papers haven't been signed by Mrs. Andrews
 - 13. Anwar gave the speech.
 - 14. The teaching assistant is going to correct our assignments.
 - 15. Did Thomas Edison invent the electric light bulb?
 - 16. Most drivers don't obey the speed limit on Highway 5.
 - 17. Has the building manager informed you of the rent increase?

Exercise 5, p. 213.

- 3. (no change)
- 4. That theory was developed by Dr. Ikeda.
- 5. The small fishing village was destroyed by a hurricane.
- 6. (no change)
- 7. (no change)
- 8. After class, the board is always erased by one of the students.
- 9. (no change)
- 10. (no change)
- 11. (no change)
- 12. The dispute is going to be settled by a special committee.
- 13. Was the thief caught by the police?
- 14. (no change)

Exercise 8, p. 215.

Early Writing Materials

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances, such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

- 1. Papyrus and parchment were used for writing.
- 2. Parchment was made from the skins of animals such as sheep and goats.
- 3. The hair was removed, and the skins were stretched and rubbed smooth.

4. The Chinese first used paper.

5. No one knows when ink was first used.

6. Natural substances, such as berries, soot, and tree bark, were used for ink.

7. Synthetic chemicals are in ink today.

Exercise 9, p. 215.

2. A package was delivered to our apartment storate am. comas ordered

3. Maria taught her son to read when he was three.

4. When I was in elementary school, we were required to wear uniforms.

5. As we watched, the airplane disappeared into the

6. I agreed with your decision yesterday.

7. Timmy dropped a plate after dinner last night.

8. The plate fell to the floor with a crash.

9. What happened yesterday?

10. Something very sad happened yesterday.

11. My cat was hit by a speeding truck.

12. She was killed instantly.

13. She died instantly.

Exercise 10, p. 216.

1. a 3. b 5. b

2. b 6. b 4. a

Exercise 11, p. 216.

1. were killed by tornadoes

2. will be announced / is going to be announced

3. are consumed

4. have been recalled

5. will be delayed / are going to be delayed

Exercise 12, p. 216.

1. I was invited to a party.

2. Rice is grown in many countries.

3. The tennis match is being televised.

4. I was told to be here at ten.

5. Dinner is going to be served at six.

6. A mistake has been made.

7. (no change)

8. That picture was drawn by Ivan's daughter. This picture was drawn by my son.

9. The applicants will be judged on their creativity.

10. (no change)

11. Is that course being taught by Professor Rivers this semester?

12. The mail had already been delivered by the time I left for school this morning.

13. When are the results of the contest going to be announced?

14. After the concert was over, the rock star was surrounded by hundreds of fans outside the theater. Exercise 14, p. 218.

2. is surrounded 9. was . . . killed

3. is spelled 10. was reported

4. is going to be / 11. was surprised will be built 12. was offered

13. were frightened 5. was divided 6. is worn 14. was confused

was caused 15. is expected

Exercise 15, p. 219.

1. is made 7. has been done

2. have been roasted 8. is left

9. is known 3. is pressed 4. is called 10. is ground

11. will be added 5. contains

6. is separated

Exercise 16, p. 219.

2. is produced

3. is being treated

4. are controlled . . . are determined

5. was informed . . . was told

6. is exposed . . . affects

7. have been destroyed

8. was recognized . . . was asked . . . took

9. knew . . . multiplied . . . came

Exercise 18, p. 221.

4. must be kept

5. must keep

6. couldn't be opened

7. couldn't open

8. may be offered

9. may offer

10. may have already been offered / may already have been offered

11. may have already offered / may already have offered

12. ought to be divided

13. ought to have been divided

14. have to be returned

15. has to return . . . will have to pay

16. had better be finished

17. had better finish

18. is supposed to be sent

19. should have been sent

20. must have been surprised

Exercise 19, p. 222.

1. a. Many lives will be saved with the new medical procedure.

b. The procedure will save many lives.

2. a. Shoppers can look for product information on the internet every day.

b. Product information can be found on the internet.

- 3. a. People should check smoke alarm batteries once
 - b. Smoke alarm batteries should be tested once a month.
- 4. a. The typhoon may have killed hundreds of villagers yesterday.
 - b. Hundreds of villagers may have been killed in the typhoon yesterday.
 - typhoon yesterday.
- 5. a. Medical supplies had better be delivered soon.
 - b. Villagers had better receive medical supplies

Exercise 20, p. 223.

Sample answers:

- 1. Cell phones must be turned off. Cell phones have to be turned off.
- 2. Computers must be used for schoolwork only. Only schoolwork may be done on computers.
- 3. Computer games may not be played. Computer games cannot be played.
- 4. Music cannot be downloaded from the internet. Music must not be downloaded from the internet.
- 5. The printer must be used for schoolwork only. The printer cannot be used for any work except schoolwork.

Exercise 21, p. 223.

Sample answers:

- 2. must be married
- 3. must / have to be written
- 4. must have been left
- 5. should / ought to / must be encouraged
- 6. cannot be explained
- 7. may / might / could / will be misunderstood
- 8. must have been embarrassed
- 9. should / ought to have been built
- 10. must / should be saved

Exercise 22, p. 224.

Part I.

2. a 6. a, b 4. b, c 5. a, c 7. a 3. b.d

Part II.

- 1. were hit
- 2. were changed
- 3. was measured
- 4. has ever been recorded
- 5. was followed
- 6. were destroyed
- 7. were swept
- 8. died
- 9. were killed
- 10. were left
- 11. continued
- 12. could have been lessened
- 13. exists
- 14. doesn't reach

- 15. have been working
- 16. will not experience

Exercise 23, p. 225.

- (1) Throughout history, paper has been made from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, paper was made by hand, but now most of the work is done by c. Hundreds of villagers may have died in the fonateam. Today paper is made from wood pulp by using either a mechanical or a chemical process.
 - (2) In the mechanical process, wood is ground into small chips. During the grinding, it is sprayed with water to keep it from burning from the friction of the grinder. Then the chips are soaked in water.
 - (3) In the chemical process, first the wood is washed, and then it is cut into small pieces in a chipping machine. Then the chips are cooked in certain chemicals. After the wood is cooked, it is washed to get rid of the chemicals.
 - (4) The next steps in making paper are the same for both the mechanical and the chemical processes. The pulp is drained to form a thick mass, (is) bleached with chlorine, and then (is) thoroughly washed again. Next the pulp is put through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, they are wound onto rolls. These rolls of paper are then ready for use.
 - (5) The next time you use paper, you should think about its origin and how it is made. And you should

Exercise 26, p. 227.

- 2. is shut 8. is set . . .
- 3. are turned are done . . .
- 4. is not crowded are lit 5. is finished 9. is gone
- 6. is closed 10. is torn
- 7. was closed

Exercise 27, p. 228.

- 2. is ... crowded 9. are ... qualified
- 3. is scheduled 10. am married
- 4. am exhausted 11. is spoiled
- 5. am confused 12. is blocked
- 6. is stuck 13. is located
- 7. are turned off 14. was born

7. about

8. are divorced 15. Is ... plugged in

Exercise 29, p. 229.

- 2. for 6. to
- 3. in 7. in/with
- 4. with 8. about
- 5. of

3. to

Exercise 30, p. 230.

- 1. of 5. for
- 2. with 6. to
- 4. in 8. with

Exercise 31, p. 230.

1. to

7. with

2. with 3. with 8. A: to

4. to

B: of/by 9. A: with

5. of 6. to B: in A: to

Exercise 32, p. 231.

2. is finished with

3. is addicted to 4. am satisfied with

5. is engaged to

6. is divorced from

7. Are . . . related to

8. is dedicated to

9. is dressed in

10. is committed to 11. prepared for

12. done with

7. exposed to

8. gone from

10. located in

9. qualified for

Exercise 33, p. 231.

1. about

4. with/by

2. about

5. to 6. to

3. to

Exercise 34, p. 232. 2. filled with

3. protected from

4. connected to

5. addicted to

6. dressed in

Exercise 35, p. 232.

1. dirty

4. dressed

2. lost

5. hungry

3. wet

6. hurt

Exercise 36, p. 233.

2. b 3. a, b 5. a, b, d 6. b

4. c, d

7. c

Exercise 37, p. 234.

2. got wet

3. get nervous

4. is getting dark

5. is getting better

6. Get well

7. get accustomed

8. get done

9. got depressed

10. Did . . . get invited

11. get paid

12. got hired

13. got fired

14. got engaged . . . got married . . . got divorced . . . got remarried

Exercise 39, p. 235.

1. boring

2. bored

Exercise 40, p. 236.

4. neither 1. B

2. A

5. neither

3. A

6. B

Exercise 41, p. 236.

3. exciting 4. excited

7. frightened 8. frightening

fonateam.com rprising

9. exhausting

6. surprised

10. exhausted

Exercise 43, p. 237.

1. missing

4. marrying

2. satisfied

5. scary

3. frightened

6. finished

Exercise 44, p. 238.

1. thrilling

5. delightful 6. delightful

2. thrilled 3. shocked

7. confused

4. shocking

8. confusing

Exercise 45, p. 238.

2. embarrassing

10. sleeping

3. injured 4. challenging 11. thrilling 12. abandoned

5. expected 6. printing

13. Polluted 14. furnished

7. Experienced 8. growing . . .

15. dividing 16. elected 17. amazing

balanced 9. spoiled

Exercise 46, p. 239.

Ouestions:

2. What are you tired of?

3. What (or who) are you pleased with?

4. What do you get really nervous about?

5. What do you want to be remembered for?

6. What is exciting to you?

7. What do you get excited about?

8. What is confusing to students?

9. What are you confused by? 10. What is confusing to children?

Exercise 47, p. 239.

Part I.

1. F

2. F

3. T

Part II.

1. began 2. were established

5. was

7. was crowned

3. were allowed

4. were not even permitted

8. could be placed 9. Winning

10. were treated 11. brought

6. were not invited

Exercise 50, p. 241.

- 2. Two people got hurt in the accident and were taken to the hospital by an ambulance.
- 3. The movie was so boring that we fell asleep after an
- 4. The students were helped by the clear explanation that the teacher gave.
- 5. The winner of the race hasn't been announced yet.
- 6. When and where was the automobile invented? To whose pen this is 7. My brother and I have always been interested in learning more about our family tree.
- 8. I do not/don't agree with you, and I don't think you'll ever convince me.
- 9. It was late, and I was getting very worried about my mother.
- 10. Many strange things happened last night.
- 11. I didn't go to dinner with them because I had already eaten.
- 12. In class yesterday, I was confused. I didn't understand the lesson.
- 13. When we were children, we were very afraid of caterpillars. Whenever we saw one of these monsters, we ran to our house before the caterpillars could attack us. I still get scared when I see a caterpillar close to me.
- 14. One day, while the old man was cutting down a big tree near the stream, his axe fell into the river. He sat down and began to cry because he did not have enough money to buy another axe.

Chapter 12: Noun Clauses

Exercise 1, p. 242.

Complete sentences: 2, 4, 6, 8

Exercise 2, p. 243.

Noun clauses:

- 3. where Tom went
- 4. Where Tom went
- 5. (no noun clause)
- 6. what Nancy wants

Exercise 3, p. 243.

- 3. What does Alex need? Do you know?
- 4. Do you know what Alex needs?
- 5. What Alex needs is a new job.
- 6. We talked about what Alex needs.
- 7. What do you need? Did you talk to your parents about what you need?
- 8. My parents know what I need.

Exercise 5, p. 244.

- 1. a
- 2. b

Exercise 6, p. 244.

- 2. What he was talking about
- 3. where you live

- 4. Where she went
- 5. when they are coming
- 6. which one he wants
- 7. what happened
- 8. who opened the door
- 9. Why they left the country
- 10. What we are doing in class
- 11. who those people are

Exercise 7, p. 245.

Can you tell me ...

- 1. how this word is pronounced?
- 2. what this means?
- 3. what my grade was?
- 4. who I am supposed to talk to?
- 5. when our next assignment is due?
- 6. how much time we have for the test?
- 7. when classes end for the year?
- 8. where our class is going to meet?

Exercise 9, p. 246.

- 2. Why is he coming? Please tell me why he is coming.
- 3. What/Which flight will he be on? Please tell me what/which flight he will be on.
- 4. Who is going to meet him at the airport? Please tell me who is going to meet him at the airport.
- 5. Who is his roommate? Please tell me who his roommate is.
- 6. Where does he live? Please tell me where he lives.
- 7. Where was he last week? Please tell me where he was last week.
- 8. How long has he been working for Sony Corporation? Do you know how long he has been working for Sony Corporation?
- 9. What kind of computer does he have at home? Do you know what kind of computer he has at home?

Exercise 10, p. 247.

- 2. A: is my eraser
- B: it is 3. A: didn't Franco lock B: he didn't lock
- 4. A: has he been B: he has been
- 5. A: are we supposed B: we are supposed

Exercise 11, p. 248.

- 1. a 4. b 6. b 2. b 5. a 7. b
- 3. a

Exercise 12, p. 248.

- 1. Do you know how many minutes (there) are in 24 hours? (1,440 minutes)
- 2. Do you know when the first man walked on the moon? (1969)
- 3. Do you know who won the Nobel Peace Prize last year? / . . . who the winner of the Nobel Peace Prize was last year?
- 4. Do you know where Buddha was born? (northern India — which is now part of Nepal)

- 5. Do you know how far it is from the earth to the sun? (about 93 million miles / 149 million km.)
- Do you know how long it takes for the moon to rotate around the earth? (about a month — 27 days, 8 hours)

Exercise 13, p. 248.

I wonder whether the mail has arrived.

I wonder whether or not the mail has arrived.

I wonder whether the mail has arrived or not.

I wonder if the mail has arrived or not.

Whether, if, and or not are added to yes/no questions.

Exercise 14, p. 249.

- 1. Let me know if the financial report is ready.
- 2. Let me know if it will be ready tomorrow.
- 3. Let me know if the copy machine needs paper.
- 4. Let me know if someone is waiting for me.
- 5. Let me know if we need anything for the meeting.
- 6. Let me know if you are going to be there.
- 7. Please check whether they got my message.
- 8. Please check whether the copy machine is working.
- 9. Please check whether there is any paper left.
- 10. Please check whether this information is correct.
- 11. Please check whether the fax came in.
- Please check whether we are going to have Monday off.

Exercise 15, p. 249.

I wonder . . .

- 1. where Tom is.
- 2. whether/if we should wait for him.
- 3. whether/if he is having trouble.
- 4. when the first book was written.
- 5. what causes earthquakes.
- 6. how long a butterfly lives.
- 7. whose dictionary this is.
- 8. whether/if it belongs to William.
- 9. why dinosaurs became extinct.
- 10. whether/if there is life on other planets.
- 11. how life began.
- 12. whether/if people will live on the moon someday.

Exercise 17, p. 250.

- 1. I don't know where you left your keys.
- 2. I don't know where you put your shoes.
- 3. I don't know where your other sock is.
- 4. I don't know what you did with your briefcase.
- 5. I'll find out where he's (he is) from.
- 6. I'll find out what he does.
- 7. I'll find out where he works.
- I'll find out if he'd (he would) like to come to dinner.
- 9. Let's ask where the bus station is.
- 10. Let's ask how much the city bus costs.
- 11. Let's ask if the city buses carry bikes.
- 12. Let's ask if this bus schedule is correct.
- 13. We need to figure out how far it is from here to town.

- 14. We need to figure out how much it costs to take a taxi from here to downtown.
- We need to figure out where we get our money changed.

Exercise 18, p. 250.

- 2. No one seems to know when Maria will arrive.
- 3. I don't know what that word means.
- fonateam.comwonder if/whether the teacher knows the answer.
 - I'll ask her if/whether she would like some coffee or not.
 - 6. Be sure to tell the doctor where it hurts.
 - 7. Why I am unhappy is something I can't explain.
 - 8. Nobody cares if we stay or leave.
 - 9. I need to know who your teacher is.
 - I don't understand why the car is not running properly.
 - 11. My young son wants to know where the stars go in the daytime.

Exercise 19, p. 251.

Sample answers:

- 1. Do you know if/whether the restaurant is open yet?
- 2. Could you tell me what the homework was?
- 3. I'll find out what the date is.
- 4. I haven't heard if/whether it is supposed to be sunny.
- 5. Could you tell me how many days I have to return the coat?
- I don't care if/whether we go to a movie or get a DVD.
- 7. I'd like to know why I have a late fee on my bill.
- 8. It doesn't matter to me if/whether you bring your dog.

Exercise 20, p. 251.

- b. to do
- d. to get

Exercise 21, p. 252.

- 2. The plumber told me how to fix the leak in the sink.
- 3. Please tell me where to meet you.
- 4. Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.
- 5. Jim found two shirts he liked, but he had trouble deciding which one to buy.
- I've done everything I can think of to help Andy get his life straightened out. I don't know what else to do.

Exercise 22, p. 252.

Sample answers:

- 2. to live in a dorm . . . to get an apartment
- 3. to repair a bicycle
- 4. to get my sister
- to take a job with low pay that he would enjoy . . .
 (to) take a job with higher pay that he wouldn't enjoy
- 6. to stay . . . to travel cheaply

Exercise 23, p. 253.

Correct sentences: 2, 3

Exercise 26, p. 254.

Sample answers:

- It's too bad that Tim hasn't been able to make any friends. OR That Tim hasn't been able to make any friends is too bad.
- 3. It's a fact that the earth revolves around the omateam.com
 That the earth revolves around the sun is a fact.
- 4. It's true that exercise can reduce heart disease. OR
 That exercise can reduce heart disease is true.
- 5. It's clear that drug abuse can ruin one's health. OR That drug abuse can ruin one's health is clear.
- 6. It's unfortunate that some women do not earn equal pay for equal work. OR That some women do not earn equal pay for equal work is unfortunate.
- 7. It's surprising that Irene, who is an excellent student, failed her entrance examination. OR That Irene, who is an excellent student, failed her entrance examination is surprising.
- 8. It's a well-known fact that English is the principal language of business throughout much of the world. OR That English is the principal language of business throughout much of the world is a well-known fact.

Exercise 27, p. 255.

- 3. It's a fact that
- 4. It isn't true that (It's sunlight.)
- 5. It's a fact that
- 6. It isn't true that (It's about 55–78%, depending on body size.)
- 7. It's a fact that
- 8. It isn't true that (It went online in 1992 and was developed by British computer scientist Tim Berners-Lee.)
- 9. It's a fact that (The average pregnancy is 22 months.)
- 10. It isn't true that (They were made out of tree trunks 3500 B.C.)
- 11. It's a fact that

Exercise 28, p. 255.

- 2. The fact that Rosa didn't come made me angry.
- 3. The fact that many people in the world live in intolerable poverty must concern all of us.
- I was not aware of the fact that I was supposed to bring my passport to the exam for identification.
- 5. Due to the fact that the people of the town were given no warning of the approaching tornado, there were many casualties.

Exercise 29, p. 255.

- 2. The fact that traffic is getting worse every year is undeniable.
- The fact that the city has no funds for the project is unfortunate.

- 4. The fact that the two leaders don't respect each other is obvious.
- The fact that there were no injuries from the car accident is a miracle.

Exercise 31, p. 256.

- 1. T 4. F
- 2. T 5. F

Exercise 32, p. 257.

- 1. "Watch out!" Mrs. Brooks said.
- 2. "Are you okay?" she asked.
- 3. "You look like you're going to fall off the ladder," she said.

The punctuation is inside the quotation marks.

A comma is used at the end of a quoted statement.

Exercise 33, p. 259.

- 1. Henry said, "There is a phone call for you."
- 2. "There is a phone call for you," he said.
- 3. "There is," said Henry, "a phone call for you."
- 4. "There is a phone call for you. It's your sister," said Henry.
- 5. "There is a phone call for you," he said. "It's your sister."
- 6. I asked him, "Where is the phone?"
- 7. "Where is the phone?" she asked.
- 8. "Stop the clock!" shouted the referee. "We have an injured player."
- 9. "Who won the game?" asked the spectator.
- 10. "I'm going to rest for the next three hours," she said. "I don't want to be disturbed." "That's fine," I replied. "You get some rest. I'll make sure no one disturbs you."

Exercise 34, p. 259.

When the police officer came over to my car, he said, "Let me see your driver's license, please."

"What's wrong, Officer?" I asked. "Was I speeding?"

"No, you weren't speeding," he replied. "You went through a red light at the corner of Fifth Avenue and Main Street. You almost caused an accident."

"Did I really do that?" I said. "I didn't see a red light."

Exercise 36, p. 260.

The reporting verbs (said, told) are simple past. This means that the noun clause verbs that are present in quoted speech change to the past in reported speech.

Exercise 37, p. 262.

- 2. if/whether I needed a pen.
- 3. what I wanted.
- 4. if/whether I was hungry.
- 5. (that) she wanted a sandwich.

- 6. (that) he was going to move to Ohio.
- 7. if/whether I enjoyed my trip.
- 8. what I was talking about.
- 9. if/whether I had seen her grammar book.
- 10. (that) she didn't want to go.
- 11. if/whether I could help him with his report.
- 12. (that) he might be late.
- 13. that I should work harder.
- 14. she had to go downtown.
- 15. why the sky is blue.
- 16. where everyone was.
- 17. (that) he would come to the meeting.
- 18. if/whether he would be in class tomorrow.
- 19. he thought he would go to the library to study.
- 20. if/whether Omar knew what he was doing.
- 21. if/whether what I had heard was true.
- 22. the sun rises in the east.
- someday we would be in contact with beings from outer space.

Exercise 40, p. 264.

- 1. was scheduled
- 4. had applied
- 2. was snowing
- 5. could come
- 3. needed
- 6. was going to continue

Exercise 41, p. 264.

- 2. couldn't lend . . . was
- 3. was wearing . . . was giving
- 4. would meet . . . promised
- 5. was considering . . . thought . . . should do
- 6. were going to be . . . had to

Exercise 42, p. 265.

- 2. that she was excited about her new job and that she had found a nice apartment.
- 3. that he expected us to be in class every day and that unexcused absences might affect our grades.
- that Highway 66 would be closed for two months and that commuters should seek alternate routes.
- 5. that every obstacle was a steppingstone to success and that I should view problems in my life as opportunities to improve myself.

Exercise 43, p. 265.

Possible answers:

- Alex asked me what I was doing. I replied that I was drawing a picture.
- 2. Asako asked Cho if she wanted to go to a movie Sunday night. Cho said that she would like to but that she had to study.
- The little boy asked Mrs. Robinson how old she was. She told him that it was not polite to ask people their age. He also asked how much money she made. She told him that was impolite too.

4. My sister asked me if there was anything I especially wanted to watch on TV. I replied that there was a show at 8:00 that I had been waiting to see for a long time. She asked me what it was. When I told her that it was a documentary about green sea turtles, she wondered why I wanted to see that. I explained that I was doing a research paper on sea turtles and thought I might be able to get some good information from the documentary. I suggested that the she watch it with me. She declined and said she

Exercise 44, p. 266.

- 1. Tell the taxi driver where you want to go.
- My roommate came into the room and asked me why I wasn't in class. I said (that) I was waiting for a telephone call from my family. OR I told him (that)....

wasn't especially interested in green sea turtles.

- It was my first day at the university, and I was on my way to my first class. I wondered who else would be in the class and what the teacher would be like.
- He asked me what I intended to do after I graduated.
- 5. What a patient tells a doctor is confidential.
- What my friend and I did was our secret. We didn't even tell our parents what we did. (also possible: had done)
- 7. The doctor asked **if/whether** I felt okay. I told him that I **didn't** feel well.
- 8. I asked him what kind of movies he liked. He said to me / He told me that he liked romantic movies.
- 9. "Is it true you almost drowned?" my friend asked me. "Yes," I said. "I'm really glad to be alive. It was really frightening."
- 10. **The** fact that I almost drowned makes me very careful about water safety whenever I go swimming.
- 11. I didn't know where I was supposed to get off the bus, so I asked the driver where the science museum was. She told me the name of the street. She said she would tell me when I should get off the bus.
- 12. My mother did not live with us. When other children asked me where my mother was, I told them (that) she was going to come to visit me very soon.
- 13. When I asked the taxi driver to drive faster, he said he would drive faster if I paid him more. OR When I asked the taxi driver to drive faster, he said, "I will drive faster if you pay me more." At that time I didn't care how much it would cost, so I told him to go as fast as he could.
- 14. My parents told me it is essential to know English if I want to study at an American university.

Exercise 48, p. 268.

- 1. any place that
- 3. anything that
- 2. at any time that
- 4. in any way that

Chapter 12 ANSWER KEY 493

Exercise 49, p. 269.

- 2. whenever
- 3. whatever
- 4. whatever
- 5. Whoever
- 6. however
- 7. whoever
- 8. wherever
- 9. whatever ... wherever ... whenever ... whoever ... whoever ... whoever ... whoever ... whoever ... however ... however ... liked the woman who/that/whom/Ø I met at the

Chapter 13: Adjective Clauses

Exercise 1, p. 270.

- 1. a. He = man
- 2. a. It = computer
- b. who = man
- b. which = computer
- c. that = man
- c. that = computer

Pronoun choice: who = person; that = person, thing; which = thing.

Exercise 2, p. 271.

- 2. b, c
- 3. a, b
- 4. b, c

Exercise 3, p. 271.

- 2. The girl who/that won the race is happy.
- 3. The student who/that sits next to me is from China.
- 4. The students who/that sit in the front row are from China.
- 5. We are studying sentences that/which contain adjective clauses.
- 6. I am using a sentence that/which contains an adjective clause.

Exercise 5, p. 271.

- 2. who is
- 9. would like
- 3. who has
- 10. is giving
- 4. who are
- 11. has traveled
- 5. who have
- 12. are planning
- 6. who had
- 13. have worked 14. had been taking
- 7. who would 8. will be

Exercise 6, p. 272.

Note: which can be used in place of that.

- 1. He is looking for a job that leaves him free on weekends.
- 2. He is not looking for a job that requires him to work on weekends.
- 3. He is not looking for a job that includes a lot of long-distance travel.
- 4. He is looking for a job that has minimal travel requirements.
- 5. He is not looking for a job has a long commute.
- 6. He is looking for a job that is close to home.

- 7. He is not looking for a job that demands sixteenhour work days.
- 8. He is looking for a job that has flexible hours.

Exercise 7, p. 273.

- 2. b, c, f
- 3. a, b, e, f 5. a, b, e, f

- party last night.
- 3. I liked the composition that/which/Ø you wrote.
- 4. The people who/that/whom/Ø we visited yesterday were very nice.
- 5. The man who/that/whom/Ø Ann brought to the party is standing over there.

Exercise 9, p. 274.

In the a. sentences, the preposition comes at the end of the adjective clause.

In the b. sentences, the preposition comes before whom/which (at the beginning of the adjective clause).

Exercise 10, p. 274.

- 1. a, b, c
- 2. a, b, d, f

Exercise 11, p. 274.

1. The man who I was telling you about is standing over there.

The man whom I was telling you about is standing over there.

The man that I was telling you about is standing

The man I was telling you about is standing over

The man about whom I was telling you is standing over there.

- 2. I must thank the people who I got a present from. I must thank the people whom I got a present from. I must thank the people that I got a present from. I must thank the people I got a present from. I must thank the people from whom I got a present.
- 3. The meeting that Omar went to was interesting. The meeting which Omar went to was interesting. The meeting Omar went to was interesting. The meeting to which Omar went was interesting.

Exercise 12, p. 275.

- 2. who, whom, that, Ø
- 5. that, which
- 3. that, which, Ø
- 6. who, whom, that, Ø

4. who, that

Exercise 13, p. 275.

Adjective clauses:

2. which I had borrowed from my roommate that I had borrowed from my roommate I had borrowed from my roommate

- 3. I hadn't seen for years who I hadn't seen for years whom I hadn't seen for years that I hadn't seen for years
- 4. she knew very little about which she knew very little about that she knew very little about about which she knew very little
- 5. who keeps chickens in his apartment that keeps chickens in his apartment

that keeps efficients in his apartment

Exercise 14, p. 275.

- In our village, there were many people who/that didn't have much money.
- 2. I enjoyed the book that you told me to read.
- 3. I still remember the man **who taught** me to play the guitar when I was a boy.
- 4. I showed my father a picture of the car I am going to buy as soon as I save enough money.
- 5. The woman about **whom** I was **talking suddenly** walked into the room. OR The **woman whom** I was talking about suddenly walked into the room. I hope she didn't hear me.
- The people who/that appear in the play are amateur actors.
- I don't like to spend time with people who/that lose their temper easily.
- 8. While the boy was at the airport, he took pictures of people **who/that were** waiting for their planes.
- People who work in the hunger program estimate that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.
- 10. In one corner of the marketplace, an old man was playing a violin.

Exercise 16, p. 277.

Correct sentences: 1 and 2

Exercise 17, p. 277.

- 3. whose
- 5. who
- 7. whose

- 4. who
- 6. whose
- 8. who

Exercise 18, p. 278.

- 2. Mrs. North teaches a class for students whose native language is not English.
- 3. The people whose house we visited were nice.
- 4. I live in a dormitory whose residents come from many countries.
- 5. I have to call the man whose umbrella I accidentally picked up after the meeting.
- 6. The man whose beard caught on fire when he lit a cigarette poured a glass of water on his face.

Exercise 19, p. 278.

- 1. who's
- 5. whose
- 2. who's
- 6. who's
- 3. whose
- 7. who's
- 4. who's
- 8. whose

Exercise 20, p. 278.

- 3. There is the girl whose mother is a dentist.
- 4. There is the person whose picture was in the newspaper.
- 5. There is the woman whose car was stolen.
- There is the man whose daughter won a gold medal at the Olympic Games.
- 7. There is the woman whose keys I found.

fonateam. On There is the teacher whose class I am in. There is the author whose book I read.

10. There is the student whose lecture notes I borrowed.

Exercise 21, p. 279.

- 1. who is
- 4. whose
- 7. who has

- whose
 who has
- 5. who is6. whose
- 8. who is

Exercise 24, p. 280.

- The city where we spent our vacation was beautiful.
 The city in which we spent our vacation was beautiful.
 - The city which/that/Ø we spent our vacation in was beautiful.
- That is the restaurant where I will meet you.
 That is the restaurant at which I will meet you.
 That is the restaurant which/that/Ø I will meet you at.
- 3. The office where I work is busy.
 The office in which I work is busy.
 The office which/that/Ø I work in is busy.
- 4. That is the drawer where I keep my jewelry. That is the drawer in which I keep my jewelry. That is the drawer which/that/Ø I keep my jewelry in.

Exercise 26, p. 280.

- Monday is the day when they will come.
 Monday is the day on which they will come.
 Monday is the day that/Ø they will come.
- 2. 7:05 is the time when my plane arrives.7:05 is the time at which my plane arrives.7:05 is the time that/Ø my plane arrives.
- 1960 is the year when the revolution took place.
 1960 is the year in which the revolution took place.
 1960 is the year that/Ø the revolution took place.
- 4. July is the month when the weather is usually the hottest.
 - July is the month in which the weather is usually the hottest.
 - July is the month that/Ø the weather is usually the hottest.

Exercise 27, p. 281.

- A café is a small restaurant where people can get a light meal.
- 4. Every neighborhood in Brussels has small cafés where customers drink coffee and eat pastries.
- 5. There was a time when dinosaurs dominated the earth.

- 6. The house where I was born and grew up was destroyed in an earthquake ten years ago.
- The miser hid his money in a place where it was safe from robbers.
- 8. There came a time when the miser had to spend his money.

Exercise 29, p. 281.

1. a, b 3. b 5. b

2. a, c 4. c 6. b

Exercise 31, p. 282.

- 2. somebody who speaks Spanish
- 3. Everything the Smiths do
- 4. one who really understands me

Exercise 33, p. 284.

- 1. who is 5. who is
- 2. that are 6. that sounded
- 3. whose 7. that I heard
- 4. whose wife

Exercise 34, p. 285.

The adjective clause in sentence 1 can be omitted without changing the meaning.

The commas are used to set off additional information.

Exercise 35, p. 286.

- 3. additional: Rice, which is grown in many countries, is a staple food throughout much of the world.
- 4. necessary: The rice which we had for dinner last night was very good.
- 5. necessary: The newspaper article was about a man who died two weeks ago of a rare tropical disease.
- 6. additional: Paul O'Grady, who died two weeks ago of a sudden heart attack, was a kind and loving man.
- 7. additional: I have fond memories of my hometown, which is situated in a valley.
- 8. necessary: I live in a town which is situated in a valley.
- necessary: People who live in glass houses shouldn't throw stones.
- additional: In a children's story, Little Red Riding Hood, who went out one day to visit her grandmother, found a wolf in her grandmother's bed when she got there.

Exercise 36, p. 286.

- 1. Did you hear about the man who rowed a boat across the Atlantic Ocean?
- 2. My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
- Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
- 4. Tea which is made from herbs is called herbal tea.
- 5. Toys which contain lead paint are unsafe for children.

6. Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 37, p. 287.

- The Mississippi River, which flows south from Minnesota to the Gulf of Mexico, is the major commercial river in the United States.
- fonateam.com_{no commas}.

 4. A river **that** is polluted is not safe for swimming.
 - Mr. Trang, whose son won the spelling contest, is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
 - Goats, which were first tamed more than 9,000 years ago in Asia, have provided people with milk, meat, and wool since prehistoric times.
 - 7. She's furious at the goat that got on the wrong side of the fence and is eating her flowers. (no commas)

Exercise 38, p. 288.

- 3. a 5. a
- 4. b 6. b

Exercise 39, p. 288.

- 1. b 3. a
- 2. a 4. b

Exercise 40, p. 288.

- 1. (no change)
- We enjoyed Mexico City, where we spent our vacation.
- 3. (no change)
- 4. One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime
- 5. You don't need to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world.
- Child labor was a social problem in late eighteenthcentury England, where employment in factories became virtual slavery for children.
- 7. (no change)
- 8. (1st sentence: no change) The research scientist, who was wearing protective clothing before she stepped into the special chamber holding the bees, was not stung. (3rd sentence: no change)

Exercise 41, p. 289.

Sample answers:

- 1. developed QDOS.
- 2. Tim Paterson worked for.
- 3. meant "quick and dirty operating system."
- 4. was developing a personal computer.
- 5. was looking for an operating system, bought Tim Paterson's.

Chapter 13

6. became known as MS-DOS.

Exercise 42, p. 290.

- 2. b

Exercise 43, p. 290.

- 2. Last night the orchestra played three symphonies, one of which was Beethoven's Seventh.
- 3. I tried on six pairs of shoes, none of which fonateam.com
- 4. The village has around 200 people, the majority of whom are farmers.
- 5. That company currently has five employees, all of whom are computer experts.
- 6. After the riot, over 100 people were taken to the hospital, many of whom had been innocent bystanders.

Exercise 45, p. 291.

- 1. The soccer team worked very hard to win.
- 2. Some of the athletes in the class cheated on the final exam.
- 3. final exam

Exercise 46, p. 292.

- 2. She usually came to work late, which upset her boss.
- 3. So her boss fired her, which made her angry.
- 4. She hadn't saved any money, which was unfortunate.
- 5. So she had to borrow some money from me, which
- 6. She has found a new job, which is lucky.
- 7. So she has repaid the money she borrowed from me, which I appreciate.
- 8. She has promised herself to be on time to work every day, which is a good idea.

Exercise 47, p. 292.

- 2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived.
- 3. The plane was met by a crowd of 300 people, some of whom had been waiting for more than four hours.
- 4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
- 5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity.
- 6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
- 7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution can and must be found.

- 8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
- 9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
- 10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

Exercise 48, p. 293.

- (2) 6:00 . . . parking lot . . . bus
- (3) reports
- (4) coffee
- (5) commuting for an hour and a half

Exercise 51, p. 295.

- 2. The scientists researching the causes of cancer are making progress.
- 3. We have an apartment overlooking the park.
- 4. The photographs published in the newspaper were extraordinary.
- 5. The rules allowing public access to wilderness areas need to be reconsidered.
- 6. The psychologists studying the nature of sleep have made important discoveries.
- 7. Antarctica is covered by a huge ice cap containing 70 percent of the earth's fresh water.
- 8. When I went to Alex's house to drop off some paperwork, I met Jacob, his partner.
- 9. Many of the students hoping to enter this university will be disappointed because only one-tenth of those applying for admission will be accepted.
- 10. Kuala Lumpur, the capital of Malaysia, is a major trade center in Southeast Asia.

Exercise 52, p. 295.

- 3. a, b 1. a
- 2. b 4. a

Exercise 53, p. 295.

- 2. Corn was one of the agricultural products that/which was introduced to the European settlers by the Indians. Some of the other products that/which were introduced by the Indians were potatoes, peanuts, and tobacco.
- 3. Mercury, which is the nearest planet to the sun, is also the smallest of the planets which/that orbit
- 4. The pyramids, which are the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
- 5. Any student who/that doesn't want to go on the trip should inform the office.
- 6. Be sure to follow the instructions that/which are given at the top of the page.

Exercise 54, p. 296.

- (2) Walt Disney, the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.
- (3) Thomas Edison, the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.
- (4) Albert Einstein, one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 55, p. 296.

- 2. , the capital of Iraq.
- 3., sensitive instruments that measure the shaking of the ground.
- 4. , the lowest place on the earth's surface,
- 5. , the capital of Argentina.
- 6., devices that produce a powerful beam of light.
- 7. , the northernmost country in Latin America,
- 8., the most populous country in Africa,
- 9. , the largest city in the Western Hemisphere, ..., the largest city in the United States,

Exercise 56, p. 297.

Part I.

- 3. F 1. F
- 4. T 2. T

Part II.

- 1. Whether or not
- 8. that begin
- 2. reported that
- 9. is that
- 3. that scientists
- 10. and that 11. believe that
- 4. that were 5. something which
- 12. who have
- 6. who followed
- 13. are certain that

7. is that they

14. and that

Exercise 57, p. 298.

- 2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
- 3. Jamaica, the third largest island in the Caribbean Sea, is one of the world's leading producers of bauxite, an ore from which aluminum is made.
- 4. Robert Ballard, an oceanographer, made headlines in 1985 when he discovered the remains of the Titanic, the "unsinkable" passenger ship that has rested on the floor of the Atlantic Ocean since 1912, when it struck an iceberg. (also possible: Oceanographer Robert Ballard made headlines)
- 5. The Republic of Yemen, located at the southwestern tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.

Exercise 58, p. 299.

- 1. Baseball is the only sport in which I am interested. OR Baseball is the only sport (which) I am interested in.
- 2. My favorite teacher, Mr. Chu, was always willing to help me after class.
- 3. It is important to be polite to people who live in the same building.
- 5. He comes from Venezuela, (which is) a Spanishspeaking country.
- 6. There are some people in the government (who are) trying to improve the lives of the poor.
- 7. My classroom is located on the second floor of Carver Hall, which is a large brick building in the center of the campus.
- 8. A myth is a story **expressing** traditional beliefs. OR A myth is a story which/that expresses traditional beliefs.
- 9. There is an old legend (which/that is) told among people in my country about a man who lived in the seventeenth century and saved a village from destruction.
- 10. An old man fishing (OR who/that was fishing) next to me on the pier was muttering to himself.
- 11. The road that we took through the forest was narrow and steep.
- 12. There are ten universities in Thailand, seven of which are located in Bangkok, (which is) the capital city.
- 13. At the national park, there is a path leading to a spectacular waterfall. OR At the national park, there is a path which/that leads to a spectacular
- 14. At the airport, I was waiting for some relatives who / that / whom / Ø I had never met before.
- 15. It is almost impossible to find two persons whose opinions are the same.
- 16. On the wall, there is a colorful poster which/that consists of / consisting of a group of young people (who are) dancing.
- 17. The sixth member of our household is Pietro, who is my sister's son.
- 18. Before I came here, I didn't have the opportunity to speak with people whose native tongue is English. OR . . . people for whom English is their native tongue.

Chapter 14: Gerunds and Infinitives,

Exercise 1, p. 301.

- a. sentence 2
- b. sentence 1
- c. sentence 3

Exercise 2, p. 302.

Each verb ends in -ing.

Exercise 3, p. 302.

2. about going

6. to going

3. in going4. about going

7. from going8. from going

5. on going

Exercise 4, p. 303.

2. to being

9. of stealing

3. about flying

10. for taking

4. for spilling5. about having

11. for doing12. from taking

6. for being 7. for flying

13. of listening14. in convincing

8. from getting

ing

Exercise 5, p. 304.

2. of doing

9. in searching

3. to having

10. for making

4. for helping5. on knowing

11. to going12. from running

6. in being

13. to going

7. of living8. for not going

14. of clarifying15. to wearing

Exercise 6, p. 305.

- in finishing the project early/in getting the project done.
- 3. about doing housework.
- 4. for helping (out).
- 5. for not finishing his report.
- 6. to eating spicy food.
- 7. from going away for the holiday weekend.

Exercise 7, p. 305.

Questions:

- 2. What are you not accustomed to doing?
- 3. What are you interested in finding out about?
- 4. Where are you looking forward to going on your next trip?
- 5. What is a good reason for not doing your homework?

Exercise 8, p. 305.

- Yes, I thanked him/her for helping me carry heavy boxes. OR No, I didn't thank him/ her for helping
- 2. Yes, I'm looking forward to visiting/going to visit my friends in another town this weekend. OR No, I'm not looking forward to visiting/going to visit
- Yes, I had a good excuse for not coming to class on time. OR No, I didn't have a good excuse for not coming to class on time.
- 4. Yes, I'm accustomed to living in a cold/warm climate. OR No, I'm not accustomed to living
- 5. Yes, I'm excited about going to a tropical island for vacation. OR No, I'm not excited about going

- 6. Yes, she apologized for interrupting me while I was talking to the store manager. OR No, she didn't apologize for interrupting me
- 7. Yes, all of the students in the class participated in doing role-plays. OR No, all of the students in the class didn't participate in doing
- 8. Yes, I know who was responsible for breaking the window. OR No, I don't know who was responsible
- fonateam cder breaking
 Yes, I am used to having my biggest meal at lunch.
 OR No, I am not used to having
 - 10. The hot/cold weather prevents me from
 - 11. Yes, they complain about having to do a lot of homework. OR No, they don't complain about having
 - 12. Yes, I blame him for taking my wallet. OR No, I don't blame him for taking
 - 13. Instead of studying grammar last night, I....
 - 14. In addition to studying last weekend, I

Exercise 9, p. 306.

Sample answers:

- 2. By talking to native speakers. / By watching TV., etc.
- 3. By eating.
- 4. By drinking.
- 5. By looking it up in a dictionary.
- 6. By coming to work late.
- 7. By wagging their tails.
- 8. By saying, "Excuse me."

Exercise 13, p. 308.

- 2. hoping
- 5. doing
- 3. working
- 6. leaving
- 4. going

Exercise 14, p. 308.

Sample answers:

- 2. closing
- 6. making
- 3. studying
- 7. going
- 4. going
- 8. taking
- 5. cleaning
- 9. being

Exercise 17, p. 309.

- go fishing
 go sailing
- 5. went biking
- 3. go sailing
- going dancing
- 4. went swimming

Exercise 19, p. 310.

Verbs: understanding, asking, trying, looking, feeling Form: -ing

Exercise 20, p. 311.

Sample answers:

- 2. understanding
- 7. going

3. doing

- 8. making
- 4. waiting
- 9. watching

- 5. taking
- 10. eating
- 6. listening

Chapter 14 ANSWER KEY 499

Exercise 22, p. 312.

- 1. remembering his children's birthdays
- 2. hiding his report card
- 3. eating her breakfast
- 4. learning foreign languages
- 5. sitting in traffic
- 6. singing songs on the bus trip
- 7. studying in the library
- 8. waiting in line to buy movie tickets [Note: Someteam. Cofficers: speakers of American English say "on line."]

 1. What did a family member remind you to do

Exercise 23, p. 312.

Questions:

- 1. What do you have difficulty remembering?
- 2. What do you have a hard time learning?
- 3. What do you have a good time playing?
- 4. What English sounds do you have a hard time pronouncing?
- 5. What do people waste money doing?
- 6. What do people waste time doing?

Exercise 24, p. 312.

- 1. b
- 2. a
- 3. b, c

Exercise 25, p. 314.

- 4. to leave
- 12. me to leave 5. to leave/me to leave 13. to leave/me to leave
- 6. to leave
- 14. me to leave
- 7. to leave/me to leave
- 15. me to leave
- 8. me to leave
- 16. me to leave

9. to leave 10. to leave

17. to leave 18, to leave

11. to leave

Exercise 26, p. 314.

Sample answers:

- 2. Roberto reminded me to take my book back to the
 - I was reminded (by Roberto) to take
- 3. Mr. Chang encouraged me to take singing lessons. I was encouraged (by Mr. Chang) to take
- 4. Mrs. Alvarez warned the children not to play with matches.
 - The children were warned (by Mrs. Alvarez) not to play
- 5. The Dean of Admissions permitted me to register for school late.
 - I was permitted (by the Dean of Admissions) to
- 6. The law requires every driver to have a valid driver's
- Every driver is required (by law) to have 7. My friend advised me to get some automobile
- insurance.
 - I was advised (by my friend) to get some automobile insurance.

- 8. The robber forced me to give him all of my money. I was forced (by the robber) to give him (the robber)
- 9. My boss told me to come to the meeting ten minutes early.
 - I was told (by my boss) to come

Exercise 27, p. 315.

- - recently? (also possible: present perfect tense with "recently" questions)
 - 2. Where did a friend ask you to go recently?
 - 3. What does the government require people to do?
 - 4. What do doctors advise people to do?
 - 5. What do teachers expect students to do?
 - 6. What did our teacher tell you (us) to do recently?
 - 7. What do the laws not permit you to do?
 - 8. Where do parents warn their kids not to go?
 - 9. What does our teacher encourage us to do to practice our English?

Exercise 28, p. 315.

Sample answers:

- 3. to give 12. to finish
- 4. opening 13. getting . . . to wait
- 5. to be . . . talking 14. to look for
- 6. to know 15. to look for
- 7. to be 16. looking for
- 8. being 17. looking for
- 9. to touch 18. walking
- 10. to have 19. understanding
- 11. to take 20. going

Exercise 29, p. 316.

- 1. same 4. different
- 5. different 2. different
- 3. same

Exercise 30, p. 318.

- 2. playing 7. to do
- 3. doing 8. biting
- 4. to do 9. to get
- 5. to do 10. driving
- 6. watching

Exercise 31, p. 318.

- 1. b
- 4. b
- 2. a 5. a
- 3. b

Exercise 32, p. 318.

- 2. lecturing/to lecture
- 3. seeing/to see . . . watching/to watch . . . reading/to
- 4. moving/to move . . . racing/to race . . . to move . . . to
- 5. driving . . . taking
- 6. to drive . . . (to) take [Note: See Chart 14-7 fn., p. 317.]

- 7. to inform
- 8. not listening
- 9. to explain
- 10. crying . . . holding . . . feeding . . . crying/to cry . . . burping . . . changing

Exercise 34, p. 320.

Ouestions:

- 1. What do you enjoy listening to?
- 2. What are you interested in learning?
- 3. What are you used to having for breakfast?
- 4. What time do you prefer going to bed?
- 5. What can't you stand watching to watch?
- 6. Why did you decide to study English?

Exercise 35, p. 320.

- 2. to help . . . (to) paint
- 3. quitting . . . opening
- 4. to take
- 5. looking . . . to answer
- 6. watching . . . listening [Note: See Chart 14-7 fn., p. 317.]
- 7. to take . . . to pay
- 8. not to wait . . . to make
- 9. talking
- 10. to water
- 11. going skiing
- 12. not to smoke
- 13. not to know/not knowing
- 14. to renew
- 15. to tell . . . to call . . . going . . . swimming
- 16. to ask . . . to tell . . . to remember . . . to bring
- 17. doing
- 18. convincing

Exercise 41, p. 326.

1.	to do it.	26.	doing it.
2.	to do it.	27.	to do it.
3.	to do it.	28.	doing it.
4.	to do it.	29.	to do it.
5.	to do it.	30.	doing it
6.	doing it.	31.	doing it.
7.	doing it.	32.	to do it.

- 33. to do it. 8. to do it. 9. doing it. 34. to do it.
- 10. doing it. 35. doing it.
- 11. to do it. 36. to do it. 12. to do it. 37. to do it.
- 13. to do it. 38. doing it.
- 14. doing it. 39. doing it?
- 15. to do it. 40. doing it.
- 16. to do it. 41. doing it.
- 17. to do it. 42. to do it.
- 18. to do it. 43. doing it.
- 19. doing it. 44. to do it. 20. to do it. 45. to do it.
- 21. doing it. 46. doing it?
- 22. doing it. 47. to do it.
- 23. doing it 48. doing it? 24. to do it.
- 49. doing it. 50. to do it.
- 25. to doing it.

Exercise 43, p. 327.

1.	to bring	7.	to do
2.	pronouncing	8.	to be
3.	to eat	9.	to pass
4.	to lift	10.	getting/to get
5.	to know	11.	seeing/to see

12. losing

fonateam comcise 44, p. 327.

2. to have

6. being

- 3. being
- 4. worrying
- 5. to play
- 6. leaving
- 7. to return . . . (to) finish
- 8. hoping . . . praying
- 9. promising to visit
- 10. telling
- 11. to persuade ... to stay ... (to) finish
- 12. to race

Exercise 46, p. 328.

- 1. I don't mind having a roommate.
- 2. Most students want to return home as soon as possible.
- 3. Learning about another country is very interesting.
- 4. I tried very hard not to make any mistakes.
- 5. The task of finding a person who could tutor me in English wasn't difficult.
- 6. All of us needed to go to the ticket office before the game yesterday.
- 7. I'm looking forward to going swimming in the
- 8. Skiing in the Alps was a big thrill for me.
- 9. Don't keep asking me the same questions over and
- 10. During a fire drill, everyone is required to leave the building.
- 11. I don't enjoy playing card games. I prefer to spend my time reading or watching movies. OR I prefer spending my time reading or watching movies.
- 12. It is hard for me to understand people who speak
- 13. When I entered the room, I found my young son standing on the kitchen table.
- 14. When I got home, Irene was lying in bed thinking about what a wonderful time she'd had.

Chapter 15: Gerunds and Infinitives, Part 2

Exercise 1, p. 331.

Sentences that answer "Why": 3, 4, 6

Exercise 2, p. 331.

- 6. to 3. for 4. to 7. for
- 5. to

ANSWER KEY 501 Chapter 15

Exercise 4, p. 332.

7. in order 4. in order 8. in order

5. in order

9. Ø

6. Ø

10. Ø

Exercise 5, p. 333.

2. Helen borrowed my dictionary to look up the spelling of occurred.

3. The teacher opened the window to let some fresh air into the room.

4. I came to this school to learn English.

5. I traveled to Osaka to visit my sister.

Exercise 7, p. 333.

The be verb comes before the adjectives; infinitives come after the adjectives.

Exercise 11, p. 335.

Negative idea: sentences 1, 4

Exercise 14, p. 336.

1. b 3. a 5. a 2. b 4 h 6. a

Exercise 16, p. 338.

1. being seen

2. to be seen

Exercise 17, p. 338.

5. being invited 2. to be invited

6. to be invited 3. to be invited

4. being invited

Exercise 18, p. 338.

6. being elected 3. being understood

7. telling 4. to be written

8. to be loved . . . needed 5. to be called

Exercise 21, p. 339.

2. to be changed / changing

3. to be cleaned / cleaning . . . to clean

4. to be ironed / ironing

5. to be repaired / repairing

6. to take . . . to be straightened / straightening

7. to be picked / picking

8. to be washed / washing

Exercise 24, p. 340.

They take the simple or gerund form, not the infinitive.

Exercise 26, p. 341.

Part I. Sample auswers:

2. singing/chirping OR sing/chirp

3. going/walking OR go/walk

4. shaking/moving OR shake/move

5. knock or knocking

6. take off...land OR taking off...landing

Part II.

2. slam 6. walking

7. land 3. snoring

8. calling 4. playing 5. call

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Exercise 27, p. 342.

Correct sentences: 1, 3, 4

Exercise 29, p. 343.

a. 2

b. 1

c. 3

Exercise 30, p. 344.

5. b 1. c 3. b 4. a 2. a 6. c

Exercise 31, p. 345.

7. cry 3. cashed

8. to do 4. to go

9. take . . . taken 5. shortened

6. fixed

Exercise 34, p. 346.

2. I asked my roommate to let me use his shoe polish.

3. I heard a car door open and close.

4. I had my friend lend me his car.

5. You should visit my country. It is very beautiful.

6. I went to the college bookstore to get my books for the new term.

7. One of our fights ended up with me having to be sent to the hospital to get stitches.

8. Lilly deserves to be told the truth about what happened last night.

9. Barbara always makes me laugh. She has a great sense of humor.

10. Stop telling me what to do! Let me make up my own mind.

11. I went to the pharmacy to have my prescription filled.

12. You shouldn't let children play with matches.

13. When Shelley needed a passport photo, she had her picture taken by a professional photographer.

14. I've finally assembled enough information to begin writing my research paper.

15. Omar is at the park right now. He is sitting on a park bench watching the ducks swimming in the pond. The sad expression on his face makes me feel sorry for him.

16. The music director tapped his baton to begin the rehearsal.

Exercise 35, p. 347.

5. a 2. a, c 8. c 3. a 6. c 9. a

7. b 4. c 10. c

Exercise 36, p. 348.

4. to be understood 1. able to read

2. being 5. to solve fonateam. complyerb, but

3. to read 6. using

Exercise 37, p. 348.

2. thinking

3. to have . . . to know . . . to handle

4. having . . . adjusting

5. sipping . . . eating

6. being forced to leave/to be forced to leave . . . (in order) to study . . . having

7. have . . . join

8. coming . . . leaving

9. chewing . . . grabbing . . . holding . . . tearing . . .

10. to force . . . to use . . . to feel . . . (to) share

11. to commute . . . moving . . . (in order) to be . . . to spend . . . doing . . . doing

Exercise 38, p. 350.

1. play/playing . . . joining

2. (in order) to let ... run

3. staying . . . getting

4. to get . . . running . . . having . . . sprayed

5. feel . . . to get . . . feeling . . . sneezing . . . coughing ... to ask ... go

Exercise 39, p. 350.

Part II.

1. F 3. T

4. F 2. T

Part III.

1. to know how to stay

2. in order to protect

3. surprised to hear

4. likely to attract

5. to make

6. Crouching down or curling up

7. Finding

8. Being inside

9. being outside

10. Be careful to stay

11. to stay

12. to take

13. avoid touching

14. begin counting

15. need to seek

16. has passed

17. to stay

Chapter 16: Coordinating Conjunctions

Exercise 1, p. 352.

2. noun, and

3. adverb, and

4. gerund, or

4. b

Exercise 2, p. 352.

5. a, c 7. a 8. b

6. b 3. b, c

Exercise 3, p. 353.

2. vegetables 4. strong

3. rudely 5. sped

Exercise 4, p. 353.

Correct sentences: 2, 3, 4

Exercise 5, p. 354.

Note: 2nd comma optional in items 2, 4, 6, 8, 10; 3rd comma optional in item 7.

2. The price of the meal includes a salad, a main dish, and dessert.

3. (no change)

4. Elias waited for his son, wife, and daughter.

5. (no change)

6. Susan raised her hand, snapped her fingers, and asked a question.

7. Red, yellow, gold, and olive green are the main colors in the fabric.

8. I love films full of action, adventure, and suspense.

9. (no change)

10. "Travel is fatal to prejudice, bigotry, and narrowmindedness."

Exercise 6, p. 354.

2. Molly is opening the door and (is) greeting her

3. Molly will open the door and (will) greet her guests.

4. Linda is kind, generous, and trustworthy.

5. Please try to speak more loudly and (more) clearly.

6. He gave her flowers on Sunday, candy on Monday, and a ring on Tuesday.

7. He decided to quit school, (to) go to California, and (to) find a job.

8. I am looking forward to going to Italy and eating wonderful pasta every day.

9. The boy was old enough to work and (to) earn some

10. I should have finished my homework or cleaned up my room.

12. I have met his mother but not his father.

13. Jake would like to live in Puerto Rico but not in Iceland.

Exercise 7, p. 355.

Sample answers:

2. the noise

I dislike living in a city because of the air pollution, (the) crime, and (the) noise.

3. flowers

Hawaii has a warm climate, beautiful beaches, and many interesting tropical trees and flowers.

is a good leader Mary Hart would make a good president because full-time job. 4. is a good leader she works effectively with others, has a reputation for integrity and independent thinking, and is a good leader.

Exercise 8, p. 356.

Sample answers:

- 2. fair
- 3. greeted her students
- 4. lying on the sofa
- 5. get ready for work
- 6. Hiking in the mountains
- 7. sleeping under the stars

Exercise 10, p. 357.

- 1. By obeying the speed limit, we can save energy, lives,
- 2. My home offers me a feeling of security, warmth, and love.
- 3. The pioneers hoped to clear away the forest and plant crops.
- 4. When I refused to help Alice, she became very angry and shouted at me.
- 5. When Nadia moved, she had to rent an apartment, make new friends, and find a job.
- 6. All plants need light, a suitable climate, and an ample supply of water and minerals from the soil.
- 7. Slowly and cautiously, the firefighter climbed the burned staircase.
- 8. On my vacation, I lost a suitcase, broke my glasses, and missed my flight home.
- 9. With their keen sight, fine hearing, and refined sense of smell, wolves hunt elk, deer, moose, and
- 10. When Anna moved, she had to rent an apartment, make new friends, and find a job.
- 11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or (by) spitting it into the eves of the victim.

Exercise 11, p. 357.

Agreement is determined by the noun that directly precedes the verb.

Exercise 12, p. 358.

- 2. is 5. is 7. are 3. is 6. are 8. are
- 4. are

Exercise 13, p. 358.

- 2. Yes, both the driver and the passenger were injured.
- 3. Yes, both wheat and corn are grown in Kansas.
- 4. Yes, the city suffers from both air and water pollution.
- 6. Yes, not only his cousin but also his mother-in-law is living with him.
- 7. Yes, I lost not only my wallet but also my keys.
- - 10. Yes, I'm going to give my friend either a book or some jewelry for her birthday.
 - 11. Yes, either my sister or my brother will meet me at the airport.
 - 12. Yes, they can either go swimming or play tennis.
 - 14. No, neither her husband nor her children speak English.
 - 15. No, they have neither a refrigerator nor a stove for their new apartment.
 - 16. No, the result was neither good nor bad.

Exercise 14, p. 359.

- 1. b 4. b
- 2. a 5. b
- 3. a

Exercise 15, p. 360.

- 3. Both Tanya and Beth enjoy horseback riding.
- 4. Neither Arthur nor Ricardo is in class today.
- 5. Both Arthur and Ricardo are absent.
- 6. We can either fix dinner for them here or take them to a restaurant.
- 7. Both the leopard and the tiger face extinction.
- 8. Neither the library nor the bookstore has the book I need.
- 9. We could either fly or take the train.
- 10. The hospital will neither confirm nor deny the story.
- 11. Both coal and oil are irreplaceable natural resources.
- 12. Neither her roommates nor her brother knows where she is.

Exercise 16, p. 360.

- (2) harmless . . . beneficial . . . tangle
- (3) attack . . . eating . . . destroy
- (4) trainable

Exercise 17, p. 361.

Correct sentences: 1, 3, 4

Exercise 18, p. 361.

- 2. The boys walked (,) and the girls ran.
- 3. The teacher lectured. The students took notes.
- 4. The teacher lectured (,) and the students took notes.
- 5. Elena came to the meeting, but Pedro stayed home.
- 6. Elena came to the meeting. Her brother stayed home.

Exercise 19, p. 361.

- 1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
- 2. Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.
- 3. When Alex got home, he took off his coat and tieteam. confirmeds threw his briefcase on the kitchen table, and opened 4. political and the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got home.
- 4. When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy day, but she felt fine because it ended on a relaxing note.
- 5. It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 20, p. 362.

- 1. Janice entered the room and looked around. She knew no one.
- 2. A thermometer is used to measure temperature. A barometer measures air pressure.
- 3. Derek made many promises, but he had no intention of keeping them.
- 4. The earthquake was devastating. Tall buildings crumbled and fell to the ground.
- 5. Birds have certain characteristics in common. They have feathers, wings, and a beak with no teeth. Birds lay hard-shelled eggs, and their offspring are dependent on parental care for an extended period after birth.
- 6. The ancient Egyptians had good dentists. Archeologists have found mummies that had gold fillings in their teeth.

Exercise 21, p. 363.

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Exercise 22, p. 363.

Note: Parallel structures that are found within a larger parallel structure are underlined twice.

- 1. iustice, peace, and brotherhood
- 2. where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy
- 3. not the words of our enemies, but the silence of

political and moral question ... oppression and violence . . . oppression and violence . . . revenge, aggression, and retaliation

Chapter 17: Adverb Clauses

Exercise 1, p. 365.

When the adverb clause comes before the main clause, there is a comma. If it comes after the main clause, there is no comma.

Exercise 2, p. 366.

Correct sentences: 4, 5, 6, 7, 10

Exercise 3, p. 366.

- 2. We went inside when it began to rain.
- 3. It began to rain. We went inside.
- 4. When it began to rain, we went inside.
- 5. When the mail comes, my assistant opens it.
- 6. My assistant opens the mail when it comes.
- 7. The mail comes around ten o'clock every morning. My assistant opens it.

Exercise 4, p. 366.

- 1. As soon as the rain began, the children wanted to go outdoors. They love to play outside in the warm summer rain. I used to do the same thing when I was a child.
- 2. I had a cup of tea before I left for work this morning, but I didn't have anything to eat. I rarely eat breakfast.
- 3. When Jack and his wife go on vacation,
- 4. After Ellen gets home from work, she likes to read the newspaper. She follows the same routine every day after work. As soon as she gets home, she changes her clothes, gets a snack and a drink, and sits down in her favorite chair to read the newspaper in peace and quiet. She usually has
- 5. When you speak to someone who is hard of hearing, you do not have to shout. It is important to face the person directly and speak clearly. My elderly father is hard of hearing,
- 6. Jane wears contact lenses because she is nearsighted. Without them, she can't see from one end of a basketball court to the other. When one of her contacts popped out during a recent game, both teams stopped playing and searched the floor for the lens.

ANSWER KEY 505 Chapter 17

Exercise 5, p. 367.

- 2. Before I go to bed, I always brush my teeth.
- 3. Ever since I was a child, I've been interested in
- 4. I'm going to meet some friends after I leave class today.
- 5. When people speak English too fast, Oscar can't catch the meaning.
- 6. The next time the teacher speaks too fast, Oscar is going to ask her to slow down.

 One fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks too fast, Oscar is next time the teacher speaks to the teacher sp

Exercise 6, p. 369.

Sample answers:

- 2. did 9. will have been
- 3. do 10. gets 4. have been 11. go
- 12. you graduate 5. give 6. had brought from college
- 7. was 13. go 8. was driving 14. ate

Exercise 7, p. 369.

Sample answers:

- 2. I left the room after I turned off the lights.
- 3. Before I left the room, I turned off the lights.
- 4. Whenever Suki feels nervous, she bites her nails.
- 5. The frying pan caught on fire while I was making dinner.
- 6. Just as we were sitting down to eat, someone knocked on the door.
- 7. The audience burst into applause as soon as the singer finished her song.
- 8. We have to wait here until Nancy comes.
- 9. As soon as Julia comes, we can leave for the theater.
- 10. Just as soon as my roommate walked into the room, I knew something was wrong.
- 11. Just before I stood up to give my speech, I got butterflies in my stomach.
- 12. The first time I saw the great pyramids of Egypt in the moonlight, I was speechless.
- 13. Since Lori started working at this company six months ago, she has gotten three promotions.
- 14. Once the weather gets warmer, we can start spending more time outside.
- 15. By the time Shakespeare died in 1616, he had written more than 37 plays.
- 16. The next time Sam goes to get his driver's license, he'll remember to take his glasses.

Exercise 8, p. 370.

- 2. d 7. b 11. b 3. c 8. c 12. a 4. d 9. b 13. d 5. d 10. b 14. b
- 6. a

Exercise 9, p. 371.

Sample answers:

- 1. Just after Judy returned to her car, she called the
- 2. Just as the police arrived, Judy began crying in frustration.
- 3. When Judy returned to her car, she discovered that her car had been broken into.
- 5. By the time Judy returned to her car, the thief was gone.
- 6. As soon as Judy got back to her car, she called the police.

Exercise 11, p. 372.

- 1. he thought the person was asking him about leaving.
- 2. she gave a long answer.
- 3. he won't snap his fingers.
- 4. they have learned that cultural misunderstandings are a normal part of learning another language.
- 5. they just smile.

Exercise 12, p. 372.

Adverb clauses: 1, 3

Exercise 13, p. 373.

- 3. Cold air hovers near the earth because it is heavier
- 4. Since you paid for the theater tickets, please let me pay for our dinner.
- 5. Do you want to go for a walk now that the rain has stopped?
- 6. Because our TV set was broken, we listened to the news on the radio.
- 7. Many young people move to the cities in search of employment since there are few jobs available in the rural areas.
- 8. Now that the civil war has ended, a new government is being formed.
- 9. Since ninety-two thousand people already have reservations with an airline company for a trip to the moon, I doubt that I'll get the chance to go on one of the first tourist flights.

Exercise 15, p. 375.

Sentence 2

Exercise 16, p. 374.

- 2. a
- 3. a
- 4. b

Exercise 17, p. 375.

- 3. Even though 7. even though
- 8. even though 4. Because
- 5. even though 9. because
- 6. because 10. Even though . . . because

Exercise 18, p. 375.

- 1. Yes. Even though I wasn't tired, I went to bed anyway.
- 2. No. Even though the phone rang many times, I didn't wake up.
- 3. Yes. Even though the food was terrible, I ate it anyway.
- 4. Yes. Even though I didn't study, I passed the test
- 5. No. Even though the weather is terrible today, pateam.comise 28, p. 380. didn't stay home.
- 6. No. Even though I fell down the stairs, I didn't get hurt.
- 7. No. Even though I told the truth, no one believed me.
- 8. Yes. Even though I turned on the air conditioner, it's still hot in here.
- 9. No. Even though I mailed the letter a week ago, it hasn't arrived yet.
- 10. No. Even though I have a lot of money, I can't afford to buy an airplane.
- 11. Yes. Even though my grandmother is ninety years old, she is still young at heart.
- 12. Yes. Even though I didn't understand the joke, I laughed anyway.

Exercise 19, p. 376.

Sentences: 1, 3

Exercise 20, p. 376.

- 5. a
- 6. b 3. c

4. c

Exercise 22, p. 377.

Correct sentence: 2

Exercise 23, p. 377.

- 1. If the teacher isn't in class tomorrow,
- 2. If I stay up until two in the morning tonight,
- 3. If the sun is shining when I get up in the morning,
- 4. If predictions about global warming are correct,
- 5. (Answers will vary.)

Exercise 24, p. 378.

Correct sentences: 1, 2, 3, 4

Exercise 25, p. 378.

- 2. a. so b. are
- 5. a. so b. did
- 3. a. so
- 6. a. not

b. can't

- b. do 4. a. so
 - b. are

Exercise 26, p. 379.

True sentences: 1, 4, 5, 6

Exercise 27, p. 380.

- 2. b 5. b
- 6. b 3. a 4 a

- 2. a. they are funny
 - b. they aren't funny
- 3. a. you are finished
 - b. you aren't finished
- 4. a. it snows
 - b. it snows
- 5. a. he gets a scholarship
 - b. he doesn't get a scholarship
- 6. a. the weather is cold
 - b. the weather is hot
- 7. a. you approve
 - b. you don't approve

Exercise 29, p. 381.

Sentence 1

Exercise 30, p. 381.

- 2. In case you (should) need to see me, I'll be in my office tomorrow morning around ten.
- 3. In case you (should) need any more information, you can call me.
- 4. In case you (should) have any more questions, ask Dr. Smith.
- 5. In case Russ calls (should call), please tell him that I'm at the library.
- 6. In case you aren't satisfied with your purchase, you can return it to the store.

Exercise 32, p. 382.

- 1. isn't
- 3. rainy
- 2. is
- 4. sunny

Exercise 33, p. 382.

- 2. You can't travel abroad unless you have a passport.
- 3. You can't get a driver's license unless you are at least sixteen years old.
- 4. Unless I get some new batteries for my camera, I won't be able to take pictures when Laura and Rob
- 5. You'll get hungry during class unless you eat breakfast.

Exercise 35, p. 383.

- 1. No. 3. No.
- 4. Yes. 2. No.

Exercise 36, p. 383.

True sentences: 1, 3

Exercise 37, p. 384.

Part I.

- 2. you have an invitation.
- 3. you have a student visa.
- 4. chews gum
- 5. will go to the movie
- 6. the temperature reaches 32°F / 0°C.

(Notice subject-verb inversion for sentences 7.–10.

See Chart 17-11 fn., p. 383.)

- 7. will you pass the exam.
- 8. can you get into the soccer stadium.
- 9. can he watch TV in the evening.
- 10. will I have enough money to go to school.

Part II. (Answers will vary.)

Exercise 38, p. 385.

- 2. I can pay my bills only if I get a job. I can't pay my bills unless I get a job.
- 3. Your clothes will get clean only if you use soap. Your clothes won't get clean unless you use soap.
- 4. I can take (some) pictures only if the flash works. I can't take any pictures unless the flash works.
- I wake up only if the alarm clock rings.
 I don't wake up unless the alarm clock rings.
- 6. Eggs will hatch only if they are kept at the proper temperature.
 - Eggs won't hatch unless they are kept at the proper temperature.
- 7. Borrow money from friends only if you absolutely have to.
 - Don't borrow money from friends unless you absolutely have to.
- Anita talks in class only if the teacher asks her specific questions.
 Anita doesn't talk in class unless the teacher asks her

specific questions.

Exercise 39, p. 385.

- Whether or not it rains, the party will be held outside/inside.
- 2. Even if it rains, the party will be held outside. Even if it doesn't rain, the party will be held inside.
- 3. In case it rains, the party will be held inside.
- 4. Unless it rains, the party will be held outside.
- 5. Only if it rains will be party be held inside.
 Only if it doesn't rain will the party be held outside.

Chapter 18: Adverb Clauses

Exercise 1, p. 387.

Correct sentences: 1, 2, 4, 6

Exercise 2, p. 388.

Correct sentences: 4, 5, 7

Exercise 3, p. 388.

- 3. Before I came to class, I had a cup of coffee. / Before coming to class, I had a cup of coffee.
- 4. Before the student came to class, the teacher had already given a quiz. / (no change)
- 5. Since <u>I</u> came here, <u>I</u> have learned a lot of English. / Since coming here, I have learned a lot of English.
 6. Since Alberto opened his new business, he has been
- fonateam.comorking 16 hours a day. / Since opening his new business, Alberto has been working 16 hours a day.
 - Omar left the house and went to his office after he (had) finished breakfast. / Omar left the house and went to his office after finishing/having finished breakfast.
 - 8. Before the waiter came to our table, I had already made up my mind to order shrimp. / (no change)
 - You should always read a contract before you sign your name. /You should always read a contract before signing your name.
 - 10. While <u>Jack</u> was trying to sleep last night, <u>a mosquito</u> kept buzzing in his ear. / (no change)
 - 11. While <u>Susan</u> was climbing the mountain, <u>she</u> lost her footing and fell onto a ledge several feet below. / While climbing the mountain, Susan lost her footing and fell onto a ledge several feet below.
 - 12. After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January. / After hearing Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

Exercise 5, p. 389.

- 1. Alan
- 2. the bear

Exercise 6, p. 390.

Modifying adverbial phrases:

- 2. Being a widow with three children (because)
- 3. Sitting on the airplane and watching the clouds pass beneath me (while)
- 4. Having guessed at the answers for most of the test (because)
- 5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson (because)
- 6. Tapping his fingers loudly on the airline counter (while, because)
- 7. Having broken her arm in a fall (because)
- 8. Lying on her bed in peace and quiet (while, because)

Exercise 7, p. 390.

- 2. Believing no one loved him, the little boy ran away from home.
- 3. Having forgotten to bring a pencil to the examination, I had to borrow one.
- 4. Being a vegetarian, Chelsea does not eat meat.

Exercise 8, p. 391.

2. a, c 6. b, c

3. a, b 7. b, c

4. a, b, c 8. b

5. a, c 9. a, b

Exercise 9, p. 391.

3. Keeping one hand on the steering wheel, Anna paid the bridge toll with her free hand.

4. (no change)

5. Hearing that Nadia was in the hospital, I called her family to find out what was wrong.

6. (no change)

7. Living a long distance from my work, I have to commute daily by train.

8. (no change)

9. Being a married man, I have many responsibilities.

10. (no change)

Recognizing his face but having forgotten his name,
 I just smiled and said, "Hi."

12. (Being) Convinced that she could never learn to play the piano, Ann stopped taking lessons.

Exercise 10, p. 392.

2. Having done very well in her studies, Nancy expects to be hired by a top company after graduation.

 (Having been) Born two months prematurely, Monique needed special care for the first few days of her life.

4. Having done everything he could for the patient, the doctor left to attend other people.

 Having never eaten / Never having eaten Thai food before, Marta didn't know what to expect when she went to the Thai restaurant for dinner.

6. Having no one to turn to for help, Sayid was forced to work out the problem by himself.

(Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.

8. (Being) Able to crawl into very small places, mice can hide in almost any part of a house.

Exercise 11, p. 392.

3. (correct)

4. Because I was too young to understand death, my mother

5. (correct)

6. While I was working in my office late last night, someone

7. After we (had) hurried to get ready for the picnic, it

8. While I was walking across the street at a busy intersection, a truck

Exercise 12, p. 393.

All three sentences have the same meaning.

Exercise 13, p. 393.

2. Upon crossing the marathon finish line, Tina fell in exhaustion.

3. Upon looking in my wallet, I saw I didn't have enough money to pay my restaurant bill.

4. Sam found that he had made a math error upon re-reading the data.

Upon finishing the examination, bring your paper to the front of the room.

Upon hearing my name, I raised my hand to identify myself.

fonateam. Com. Upon hearing this, Cook grabbed his telescope and searched the horizon.

Exercise 14, p. 394.

5. Before leaving on my trip, I checked to see what shots I would need.

6. (no change)

7. Not having understood the directions, I got lost.

 My father reluctantly agreed to let me attend the game after having talked/talking it over with my mother.

9. (Upon) Discovering I had lost my key to the apartment, I called the building superintendent.

10. (no change)

11. After having to wait for more than half an hour, we were finally seated at the restaurant.

Exercise 16, p. 395.

1. a 3. b

2. b 4. a

Exercise 17, p. 395.

Part I.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

Part II.

2. T

1. T 3. F

Exercise 18, p. 396.

4. F

1. T 3. F

2. T 4. T

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 1, p. 397.

All four sentences have the same meaning.

Exercise 2, p. 397.

Cause: Jon is a heavy smoker.
 Effect: Jon has breathing problems.

 Because Jon is a heavy smoker, he has breathing problems.

Effect: Martina feels homesick.
 Cause: Martina moved to a new town.
 Martina feels homesick because she moved to a new town.

Effect: Mr. Jordan's house has no heat.
 Cause: Mr. Jordan lost his job.
 Mr. Jordan's house has no heat because he lost his job.

Cause: Victor has gained weight.
 Effect: Victor is going to eat less.
 Because Victor has gained weight, he is going to eat less.

Exercise 3, p. 398.

because of
 Because of
 Because

3. because 7. because of

4. because of

Exercise 4, p. 398.

2. his wife's illness

- 3. the noise in the next apartment
- 4. our parents' generosity
- 5. circumstances beyond our control

Exercise 5, p. 398.

Sentences: 1, 4, 6

Exercise 6, p. 399.

- A storm was approaching. Therefore, the children stayed home.
- 2. A storm was approaching. Consequently, the children stayed home.
- A storm was approaching, so the children stayed home.

Exercise 7, p. 399.

- 1. Because it was cold, she wore a coat.
- 2. (no change)
- 3. Because of the cold weather, she wore a coat.
- 4. (no change)
- 5. The weather was cold. Therefore, she wore a coat.
- 6. The weather was cold. She wore a coat, therefore.
- 7. The weather was cold, so she wore a coat.

Exercise 8, p. 400.

- Pat always enjoyed studying sciences in high school. Therefore, she decided to major in biology in college.
- Due to recent improvements in the economy, fewer people are unemployed.
- Last night's storm damaged the power lines. Consequently, the town was without electricity.
- fonateam. One to the snowstorm, only five students came to class. The teacher, therefore, canceled the class.

Exercise 9, p. 400.

Correct sentences: 3, 4

Exercise 10, p. 401.

- The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore.
- Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
- 3. The weather was bad, so we postponed our trip.
- Because of the bad weather, we postponed our trip.
 or We postponed our trip because of the bad
 weather.
- 5. The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently.
- Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

Exercise 11, p. 401.

- 2. Pat doesn't want to return to the Yukon to live because the winters are too severe. OR Because the winters are too severe, Pat doesn't want to return to the Yukon to live.
- 3. It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head. OR Since we lose sixty percent of our body heat through our head, it is important to wear a hat on cold days.
- 4. Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert. OR He, therefore, couldn't pick us up after the concert. OR He couldn't pick us up after the concert, therefore.
- 5. When I was in my teens and twenties, it was easy for me to get into an argument with my father because both of us can be stubborn and opinionated.
- 6. Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
- Robert got some new business software that didn't work, so he emailed the software company for technical support.

- 8. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is considered a vegetable.
- 9. Due to consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saying these animals from extinction refuse to buy any item. (that) it would be ready to eat by 6:30. made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
- 10. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many sailors of the 15th century refused to venture forth with explorers into unknown waters because most Europeans of the time believed the world was flat and that a ship could conceivably sail off the end of the earth.

Exercise 13, p. 402.

4. so 6. so 8. such

5. so

7. so

9. so

Exercise 15, p. 403.

- 2. The radio was so loud that I couldn't hear what Michael was saving.
- 3. Olga did such poor work that she was fired from her job.
- 4. The food was so hot that it burned my tongue.
- 5. There are so many leaves on a single tree that it is impossible to count them.
- 6. The tornado struck with such great force that it lifted cars off the ground.
- 7. So few students showed up for class that the teacher postponed the test.
- 8. Charles used so much paper when he was writing his report that the wastepaper basket overflowed.

Exercise 16, p. 403.

Correct completions: 1, 4

Exercise 17, p. 404.

- 5. Please be quiet so (that) I can hear what Sharon is saving.
- 6. I asked the children to be quiet so (that) I could hear what Sharon was saying.
- 7. I'm going to cash a check so (that) I will have / have enough money to go to the store.
- 8. I cashed a check yesterday so (that) I would have enough money to go to the store.

- 9. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends.
- 10. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss.
- 11. Be sure to put the meat in the oven at 5:00 so (that) it will be/is ready to eat by 6:30.
- Yesterday, I put the meat in the oven at 5:00 so
 - 13. I'm going to leave the party early so (that) I can get a good night's sleep tonight.
 - 14. When it started to rain, Harry opened his umbrella so (that) he wouldn't get wet.
 - 15. The little boy pretended to be sick so (that) he could stav home from school.

Exercise 18, p. 405.

- 3. I need a visa so that I can travel overseas.
- 4. I needed a visa, so I went to the embassy to apply
- 5. Marta is trying to improve her English so that she can become a tour guide.
- 6. Olga wants to improve her English, so she has hired a tutor.
- 7. Tarek borrowed money from his parents so that he could start his own business.
- 8. I turned off the TV so that I could concentrate on my paperwork.

Exercise 19, p. 405.

1. no 4. no 6. yes 2. yes 5. no 7. yes

3. ves

Exercise 20, p. 406.

1. outside 5. outside

2. inside 6. outside

3. outside 7. outside 4. outside 8. inside

Exercise 21, p. 406.

5. am 1. am

2. am not 6. am not

3. am 4. am

Exercise 22, p. 407.

4. but 10. However

7. am

5. Nevertheless 11. yet

6. Even though 12. Although

7. even though 13. yet

8. but 14. Although

9. Nevertheless 15. However

Exercise 23, p. 407.

- 2. Anna's father gave her some good advice, but she didn't follow it.
- 3. Even though Anna's father gave her some good advice, she didn't follow it.
- 4. Anna's father gave her some good advice. She did not follow it, however.
- 5. Thomas was thirsty. I offered him some water. He refused it.
- 6. (no change)
- Thomas was thirsy. Nevertheless, he refused the glass of water I brought him.
- 8. Thomas was thirsty, yet he refused to drink the water that I offered him.

Exercise 24, p. 408.

- Even though his grades were low, he was admitted to the university. OR He was admitted to the university even though his grades were low.
- 2. His grades were low, but he was admitted to the university anyway.
- His grades were low, yet he was still admitted to the university.
- 4. His grades were low. Nonetheless, he was admitted to the university.
- Despite his low grades, he was admitted to the university.
- He wasn't admitted to the university because of his low grades. OR Because of his low grades, he wasn't admitted to the university.

Exercise 25, p. 408.

Sentences: 1, 3, 4, 5

Exercise 26, p. 409.

Possible answers:

- Florida has a warm climate; however, Alaska has a cold climate. OR Florida has a warm climate. Alaska, on the other hand, has a cold climate.
- 2. Fred is a good student; however, his brother is lazy. OR Fred is a good student. His brother, on the other hand, is lazy.
- Elderly people in my country usually live with their children; however, the elderly in the United States often live by themselves. OR The elderly in the United States, on the other hand, often live by themselves.

Exercise 30, p. 410.

- 1. can 3. can't
- 2. can't 4. can't

Exercise 31, p. 410.

- 2. You should / had better / have to / must leave now. Otherwise, you'll be late for class.
- 3. You should / had better / have to / must have a ticket. Otherwise, you can't get into the theater.
- 4. You should / had better / have to / must have a passport. Otherwise, you can't enter that country.

- Tom should / had better / has to / must get a job soon. Otherwise, his family won't have enough money for food.
- You should / had better / have to / must speak both Japanese and Chinese fluently. Otherwise, you will not be considered for that job.
- 7. Mary should / had better / has to / must get a scholarship. Otherwise, she cannot go to school.
- fonateam. So I should / had better / have to / must wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.

Exercise 32, p. 411.

Possible completions:

- 2. I failed the exam because I did not study.
- 3. Although I studied, I did not pass the exam.
- 4. I did not study. Therefore, I failed the exam.
- 5. I did not study. However, I passed the exam.
- 6. I studied. Nevertheless, I failed the exam.
- 7. Even though I did not study, I (still) passed the exam.
- 8. I did not study, so I did not pass the exam.
- 9. Since I did not study, I did not pass the exam.
- 10. If I study for the exam, I will pass it.
- 11. Unless I study for the exam, I will fail it.
- 12. I must study. Otherwise, I will fail the exam.
- 13. Even if I study, I won't pass.
- 14. I did not study. Consequently, I failed the exam.
- 15. I did not study. Nonetheless, I passed the exam.
- 16. I will probably fail the exam whether I study or not.
- 17. Only if I study will I pass the exam.
- 18. I studied hard, yet I still failed the exam.
- 19. You'd better study, or else you will fail the exam.

Exercise 33, p. 412.

- 1. a 4. b 6. b 2. a 5. a 7. a
- 3. b

Exercise 36, p. 414.

1. T 3. F 5. T 2. T 4. F 6. F

Exercise 37, p. 414.

- We went shopping after we ate / eating dinner, but the stores were closed. We had to go back home even though we hadn't found what we were looking for.
- I want to explain that I know a lot of grammar, but my problem is that I don't have enough vocabulary.
- 3. When I got lost in the bus station, a kind man helped me. **He** explained how to read the huge bus schedule on the wall, took me to the window to buy a ticket, and showed me **where my bus was.** I will always appreciate his kindness.
- I had never understood the importance of knowing the English language / of knowing English until I worked at a large, international company.

- 5. When I was young, my father found an American woman to teach my brothers and me English, but when we moved to another town, my father wasn't able to find another teacher for another five years.
- 6. I was surprised to see the room that I was given at the dormitory because there wasn't any furniture and it was dirty.
- 7. When I met Mr. Lee for the first time, we played video games at the student center. Even though we couldn't communicate very well, we had a good time.
- 8. Because the United States is a large and big country, it has a diverse population.
- 9. My grammar class started at 10:35. When the teacher came to class, she returned the last quiz to my classmates and me. After that, we had another quiz.
- 10. If a wife has to work, her husband should share the housework with her. If both of them help, the housework can be finished much faster.
- 11. The first time I went skiing, I was afraid to go down the hill, but then I thought to myself, "Why not? Give it a try. You'll make it!" After standing around for ten minutes without moving, I finally decided to go down that hill.

Chapter 20: Conditional Sentences and Wishes

Exercise 1, p. 416.

Result clauses:

- 2. I will buy a new laptop computer next month
- 3. I would buy a new laptop today or tomorrow
- 4. I would have bought a new laptop last month

Exercise 2, p. 416.

- 2. have . . . will send
- 3. had . . . would send
- 4. had . . . would send
- 5. had had . . . would have sent

Exercise 3, p. 417.

- a. = habitual activities or situations.
- **b.** = a particular activity or situation in the future OR a predictable fact or general truth

Exercise 5, p. 418.

- 1. will let
- 4. (both correct)
- 2. (both correct)
- 5. (both correct)
- 3. (both correct)
- 6. will recharge

Exercise 6, p. 418.

- 1. If I'm talking
- 5. If it's not working
- 2. If we get
- 6. If she works
- 3. If it's
- 7. If I should get
- 4. If he's planning

Exercise 7, p. 418.

- 1. a. isn't
 - b. doesn't teach
- 2. a. isn't b. can't
- Exercise 8, p. 419.
 - 3. have 6. would go 7. is
 - 4. had
 - 5. will go
- 8. were

Exercise 10, p. 419.

- 1. would not be . . . were
- 2. will float / floats
- 3. were . . . would not exist
- 4. doesn't arrive
- 5. were . . . wouldn't want
- 6. would human beings live
- 7. disappears / will disappear
- 8. had . . . would have to . . . wouldn't be

Exercise 11, p. 420.

- 1. If there weren't gravity on the earth,
- 2. If people had wings,
- 3. If cars could fly,
- 4. If children got everything they wanted,
- 5. If guns didn't exist,
- 6. If there were enough food on the earth for everyone,

Exercise 12, p. 420.

Sentences with a past meaning: 2, 4

Exercise 13, p. 421.

- 2. he became a soccer player.
- 3. I answered my cell phone while I was driving.
- 4. Professor Stevens didn't give a fair test.

Exercise 14, p. 421.

Conditional clauses:

- 3. U If the weather had been warm, (past)
- 4. U If I had more money, (present/future)
- 5. U If I had had more money, (past)
- 6. T If I take time off from work, (present/future)
- 7. U If I hadn't had to work, (past)
- 8. U If I didn't have to work, (present/future)

Exercise 15, p. 422.

- 1. will do
- 2. would do
- 3. would have done

Exercise 16, p. 422.

1. have

7. is

2. had

- 8. were . . . would visit
- 3. had had
- 9. had been . . . would

- 4. will go
- have visited 10. had read . . . wouldn't
- 5. would go 6. would have gone
- have washed

Exercise 17, p. 423.

	no 3.					no	
b.	yes		b.	no		b.	yes
C	no		C	Ves			

Exercise 19, p. 424.

- 1. T
- 2. T

Exercise 20, p. 424.

- 1. If I had known . . . I would have acted
- 2. If we hadn't believed . . . we wouldn't have felt
- 3. If you hadn't told . . . I wouldn't have believed
- 4. If it had been . . . I wouldn't have been
- 5. If he hadn't lied, I would have had

Exercise 21, p. 425.

- 1. were . . . would tell
- 2. had had . . . would have taken
- 3. have . . . will give
- 4. had . . . wouldn't have to
- 5. had been . . . wouldn't have bitten
- 6. would we use . . . didn't have had
- 7. doesn't rain . . . will die . . . die . . . will go
- 8. had realized . . . wouldn't have made
- 9. B: would/could have come . . . washed . . . had told A: would have come . . . had called

Exercise 22, p. 426.

1.	a. no	3. a. no	4. a. no
	b. no	b. yes	b. yes
2.	a. yes	c. no	
	b. no		

Exercise 23, p. 426.

4. did	8. had
5. weren't	9. didn't
6. had	10. weren't
7. were	11. hadn't

Exercise 25, p. 427.

- 1. b 2. a
- Exercise 26, p. 427.
 - 2. if you were wearing a coat, you would be cold.
- if he hadn't been driving so fast, he wouldn't have gotten a ticket.
- 4. if I weren't enjoying myself, I would leave.
- 5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

- 3. weren't drying
- 5. were having
- 4. hadn't been drying
- 6. hadn't been talking

Exercise 28, p. 428.

- 1. earlier . . . now
- 2. now . . . earlier

Exercise 29, p. 429.

- 2. But if you hadn't left the door open, the room wouldn't be full of flies.
- 3. But if you had gone to bed at a reasonable hour last fonateam.comight, you wouldn't be tired this morning.
 - 4. But if I had finished my report yesterday, I could begin a new project today.
 - 5. But if I were you, I would have told him the truth.
 - 6. But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.
 - 7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

Exercise 30, p. 429.

- 1. If I were the teacher, I would give fewer tests.
- If I had known about your problem, I would have helped you.
- 3. If anyone should come, please tell them I'm asleep.

Exercise 31, p. 429.

- 2. Were I you,
- 3. Had they realized the danger,
- 4. Were I your teacher,
- 5. Should you change your mind,
- 6. ... had she been better prepared.
- 7. Were I you,
- 8. ... Should you need to reach me,
- 9. ... Had they not dared to be different,
- 10. Should there be a global nuclear war,

Exercise 32, p. 430.

1.	b	3. c	5. t
2.	d	4. a	6. 0

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

- 3. I would have answered the phone if I had heard it ring.
- I couldn't have finished the work if you hadn't helped.
- 5. I like to travel. I would have gone to Nepal last summer if I had had enough money.
- 6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.
- 7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.
- 8. Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

1. a, b

4. a 5. b

2. a 3. b

Exercise 36, p. 431.

- 1. would/could spend
- 2. would/could have sent
- 3. is completed
- 4. weren't snowing
- 5. would have gone
- 6. would be
- 7. hadn't been sleeping
- 8. would forget . . . were not
- 9. A: were not/weren't B: would be sleeping
- 10. were ... wouldn't be
- 11. would have been
- 12. would not ride
- 13. will tell

Exercise 40, p. 434.

- 2. were shining
- 8. would lend
- 3. had gone
- 9. were coming
- 4. knew
- 10. weren't going to give
- 5. were wearing
- 11. could meet
- 6. had
- 12. had come
- 7. could
- 13. were lying

Exercise 42, p. 435.

- 6. had 11. were
- 7. could 12. had
- 13. did 8. did
- 9. had 14. were
- 10. would

Exercise 43, p. 435.

fonateam.compow soon

Exercise 44, p. 436.

- 1. (a) Anna wishes Yoko would come to the concert.
 - (b) Anna wishes Yoko would change her mind.
- 2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
 - (b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

- 1. she hadn't gone
- 2. A: we didn't have to
 - B: it were
- 3. you had come . . . you had come . . . we would have had
- 4. you would tell
- 5. A: I had worn
 - B: I had known

ANSWER KEY 515 Chapter 20

Exercise 17, p. 423.

2. a. no 3. a. yes 4. a. no b. yes b. no b. yes c. no c. yes

Exercise 19, p. 424.

1. T 2. T

Exercise 20, p. 424.

1. If I had known . . . I would have acted

2. If we hadn't believed . . . we wouldn't have felt

3. If you hadn't told . . . I wouldn't have believed

4. If it had been . . . I wouldn't have been

5. If he hadn't lied, I would have had

Exercise 21, p. 425.

1. were . . . would tell

2. had had . . . would have taken

3. have . . . will give

4. had . . . wouldn't have to

5. had been . . . wouldn't have bitten

6. would we use . . . didn't have had

7. doesn't rain . . . will die . . . die . . . will go

8. had realized . . . wouldn't have made

9. B: would/could have come . . . washed . . . had told A: would have come . . . had called

Exercise 22, p. 426.

1. a. no 3. a. no 4. a. no b. no b. yes b. yes c. no b. no

Exercise 23, p. 426.

4. did 8. had
5. weren't 9. didn't
6. had 10. weren't
7. were 11. hadn't

Exercise 25, p. 427.

1. b 2. a

Exercise 26, p. 427.

2. if you were wearing a coat, you would be cold.

3. if he hadn't been driving so fast, he wouldn't have gotten a ticket.

4. if I weren't enjoying myself, I would leave.

5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

3. weren't drying

5. were having

4. hadn't been drying

6. hadn't been talking

Exercise 28, p. 428.

1. earlier . . . now

2. now . . . earlier

Exercise 29, p. 429.

2. But if you hadn't left the door open, the room wouldn't be full of flies.

3. But if you had gone to bed at a reasonable hour last

fonateam.comight, you wouldn't be tired this morning.

4. But if I had finished my report yesterday, I could begin a new project today.

5. But if I were you, I would have told him the truth.

But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.

7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

Exercise 30, p. 429.

1. If I were the teacher, I would give fewer tests.

If I had known about your problem, I would have helped you.

3. If anyone should come, please tell them I'm asleep.

Exercise 31, p. 429.

2. Were I you,

3. Had they realized the danger,

4. Were I your teacher,

5. Should you change your mind,

6. ... had she been better prepared.

7. Were I you,

8. ... Should you need to reach me,

9. ... Had they not dared to be different,

10. Should there be a global nuclear war,

Exercise 32, p. 430.

1. b 3. c 5. b 2. d 4. a 6. c

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

3. I would have answered the phone if I had heard it ring.

 I couldn't have finished the work if you hadn't helped.

5. I like to travel. I would have gone to Nepal last summer if I had had enough money.

6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.

7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.

 Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

- 1. a, b
- 4. a
- 2. a 3. b

Exercise 36, p. 431.

- 1. would/could spend
- 2. would/could have sent
- 3. is completed
- 4. weren't snowing
- 5. would have gone
- 6. would be
- 7. hadn't been sleeping
- 8. would forget . . . were not
- 9. A: were not/weren't B: would be sleeping
- 10. were . . . wouldn't be
- 11. would have been
- 12. would not ride
- 13. will tell

Exercise 40, p. 434.

- 2. were shining
- 8. would lend
- 3. had gone
- 9. were coming
- 4. knew
- 10. weren't going to give
- 5. were wearing
- 11. could meet 12. had come
- 6. had 7. could
- 13. were lying

Exercise 42, p. 435.

- 6. had 11. were
- 7. could 12. had
- 8. did 13. did
- 14. were 9. had
- 10. would

Exercise 43, p. 435.

fonateam.cominow soon

Exercise 44, p. 436.

- 1. (a) Anna wishes Yoko would come to the concert.
 - (b) Anna wishes Yoko would change her mind.
- 2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
 - (b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

- 1. she hadn't gone
- 2. A: we didn't have to
 - B: it were
- 3. you had come . . . you had come . . . we would have had
- 4. you would tell
- 5. A: I had worn
 - B: I had known

ANSWER KEY 515 Chapter 20

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Able to, 202, 205 (Look on pages 202 and 205.)	The numbers following the words listed in the index refer to page numbers in the text.		
Continuous tenses, 3fn. (Look at the footnote on page 3.)	The letters fn . mean "footnote." Footnotes are at the bottom of a chart or the bottom of a page.		

A

A/an, 109, 114, 118 Able to, 157, 205 Accustomed to, 302 A couple of, 122 Active verbs, 211, 236 Adjective(s), defined, 439 following being (e.g., being foolish), 16fn. followed by infinitive (e.g., happy to meet), 333 with linking verbs (e.g., taste good), 441 with get (e.g., get hungry), 441 nouns used as (e.g., vegetable soup), 107 used as nouns (e.g., the poor), 93 participial (e.g., amusing/amused), 236 passive verbs (non-progressive), used as, 227 possessive (my, your, etc.), 136, 349fn. preposition combinations with, 449 Adjective clauses, defined, 270, 274 expressions of quantity in, 290 object pronouns (whom, which, that), 273 used to modify pronouns, 283 punctuation of, 285 reduction to adjective phrases, 294 subject pronouns (who, which, that), 33fn., 136, 270 with when, 280 with where, 279 with which to modify whole sentence, 291 with whose, 277, 443 Adjective phrases, 294

Adverb(s), defined, 440 conjunctive (e.g., therefore), 399 midsentence, 440 placement in future perfect, 73fn., 439 Adverb clauses, defined, 365 cause and effect (because, etc.), 373, 390 condition (if, unless, etc.), 377, 381–383, 410, 429 contrast (although, etc.), 406 direct contrast (whereas, while), 376 punctuation of, 365, 400 purpose (so that), 406 reduction to modifying phrases, 387-390, 393 summary (cause and effect, contrast, condition), 411 time (after, before, etc.), 67, 365 words used to introduce, 365 Advise, 313fn. A few, 122, 126 Affect vs. effect, 219fn. Affirmative, 446 Afraid, 253fn. After, 50, 368 A great deal of, 122, 131 Agreement: pronoun with noun, 140–142 subject-verb, 87, 89, 91, 93 verb with paired conjunctions, 358 Ain't, 448fn. A little, 122, 126

All day/morning/week, 46	\mathbf{C}
All (of), 122, 131, 133fn.	Can, 157, 205
<i>A lot of</i> , 109, 122, 131	ability/possibility, 198
Already, 44fn., 73fn.	degree of certainty, 183, 186
Although, 365, 374fn., 406	permission, 158
Always, 33	in polite requests, 158–159
Am/is/are being + adjective, 16fn.	Causative verbs (make, have, get), 344
Am/is/are going to, 176	fonateam@anses, defined, 242, 270 (SEE ALSO
And, 352, 361	Adjective clauses; Adverb clauses; Noun
And, but, or, nor, 352, 361	clauses; Independent clauses; Time
Another, 148	clauses)
Antecedent, 136	Collective nouns, 142
1 number of, 89	Commands (SEE Imperative sentences)
Any, 122, 448	Commas:
Apostrophes:	with adjective clauses, 285
in contractions with not, 448	with adjective chauses, 209 with adjective phrases, 294
in contractions with pronouns and	with adjective phrases, 254 with adverb clauses, 365, 400
nouns, 136	in combining independent clauses, 361
with possessive nouns, 105	inverted, 258fn.
Appositives (SEE Adjective phrases)	in parallel structure, 354
Articles, 114, 118	in quoted speech, 258
4s , 368	with transitions, 399
1/some, 114	with while-clauses, $408 fn$.
As/so long as, 368	Complex sentences (SEE Adjective clauses;
As soon as, 368	Adverb clauses; Noun clauses)
Auxiliary verbs (SEE Be; Contractions of	Compound sentences, 361
verbs; Do/does/did; Have/has/had,	Conditional sentences, 416–419, 421,
Modal auxiliaries; Questions)	427, 430
	Conjunctions:
В	combining independent clauses with,
Be, 441	352, 361
auxiliary, 3, 211	coordinating, 352, 354, 361
with modal $+$ -ing, 193	paired (correlative), 358
Be able to, 202, 205	punctuation with, 400
Be accustomed to, 302	subordinating, 365fn.
Be going to, 61, 71, 205	Conjunctive adverb, 399 (SEE ALSO
vs. will, 63	Transitions)
Because, 365, 373	Consequently, 399
vs. even though, 374	Constantly, 33
Because of, 397	Continuous tense, 3fn.
Before, 50, 368	Contractions of verbs, 167
Being $+$ adjective, $16fn$.	auxiliaries with <i>not</i> , 448
Be supposed to, 173, 204	auxiliaries with pronouns and nouns, 38,
Be used for, 331fn.	42, 447
Be used to, 302	Contractions with pronouns and nouns, 61
Both and, 358	Contractions with pronouns and nouns, or Contrary to fact (SEE Conditional sentences)
But, 352, 361, 406, 408	Coordinating conjunctions, 352, 354, 361
By:	Correlative conjunctions, 358fn.
with passive (the <i>by</i> -phrase), 213–214, 2	
with reflexive pronouns, 143	degree of certainty, 180, 183, 186, 189
By the time, 50, 368	to express a possible option, 421
<i>y ine time</i> , <i>50</i> , 500	to express a possible option, 421

F past ability, 198 in polite requests, 158-159 (A) Few/(a) little, 122, 126 in reported speech, 261 For: for suggestions/possibilities, 178 purpose, 331 after wish, 434 vs. since, 38, 46 Count/noncount nouns, 109-110, 114, Forever, 33 122, 126 Forget/remember, 317 expressions of quantity with, 110fn., 120nateam.comquency adverbs, 440 Full stop, 361fn. Future time, 61-73 modals to express, 204-205 present tenses to express, 69, 417 Dangling modifiers (SEE Modifying phrases, time clauses to express, 67 reduction of adverb clauses) making wishes in, 436 Definite nouns, article use, 114, 118 (SEE ALSO **Be going to**; Verb tenses; **Will**) Dependent clauses, defined, 242, 270 (SEE ALSO Adjective clauses; Adverb clauses; Noun clauses) G Despite, 406 Generic noun, 114, 140 Direct speech, 258fn. Gerunds, defined, 301 Do/does/did: after advise, intend, 313fn. in negatives, 448 following go, 309 in questions, 442-444 following need, 339 Double negatives, 448 as objects of prepositions, 302 Due to, 397 passive/past, 338 preposition combinations followed by, 302 as subjects, 322 verbs followed by, 307, 317 E list, 324 Each/every, 87, 129 Get: Each of, 89, 129 causative (e.g., get them to do it), 344 -Ed forms, 10, 20 linking (e.g., get hungry), 441 pronunciation, 27 passive (e.g., get worried), 233 spelling, 10 Go + gerund (e.g., go shopping), 309 Effect vs. affect, 219fn. Going to, 61, 63, 67, 71, 205 Either ... or, 358 Got to, pronunciation, 164 **Enough**, 335 **Even if**, 379 Even though, 374, 406 H -Ever words, 268 Habitual past, 200, 205 Everyone, 128 Every one (of), 89, 129 Had: vs. everyone, 129fn. contracted with pronouns, 50 Every time, 368 in reduced speech, 53, 167 Except, 152 Had better, 167, 204 Expressions: Had to, 164 with other, 152 Have got, 44fn. of place, 34, 91 Have got to, 164, 204 of quantity, 89, 122, 131, 290 Have, has: (SEE ALSO Past participle; Verb tenses, helping vs. main verb, 277fn. in reduced speech, 42 simple past)

Have/has/had:	modal + be + -ing, 193
auxiliary, 4–5	special expressions followed by (e.g., have
causative, 344	fun doing), 309
contracted, 447-448	spelling, 10
as main verb, use of do in negative, 18fn.	upon + -ing, 393
Have to:	uses of, 301fn.
lack of necessity, 165	verbs of perception, + -ing (e.g., see her
	77 : > 2.41
phrasal modal, 202, 204	eam.com walking), 341 (SEE ALSO Gerunds; Present participle)
Help, 343	In order that, 404fn.
Норе, 176	In order to, 307fn., 317, 331, 404
How, 443	In spite of, 406
However:	Intend, 176, 313fn.
-ever word, 268	Intransitive verbs, defined, 439
transition, 406, 408	
How long, 46	not used in passive, 211
Hyphen, 107	Inverted commas, 258fn.
Tryphen, 107	Inverted word order:
	after negatives, 448
I	after only if, 383
If, 249, 253 (SEE ALSO Adverb clauses,	Irregular plural nouns, 101
conditions; Conditional sentences;	Irregular verbs, 20
Noun clauses)	list, 20–21
If-clauses, 377–378, 416, 430	It:
	with infinitives, 322
If not, 382	its vs. it's, 136
Imperative sentences, 261	with noun clauses, 253
Impersonal pronouns, 147	personal pronoun, 136
In case, 381	
Indefinite nouns, articles with, 114, 118	J
Indefinite pronouns, 140	
modified by adjective clauses, 283	Just:
Independent clauses, defined, 242, 270	meaning immediately, 369fn.
combining with conjunctions, 361	with present perfect, 44fn.
Indirect speech, 258fn.	
Infinitives, defined, 313	L
following adjectives, 333	<i>Lay/lie</i> , 450
following be, 173, 204–205	Let $+$ simple form, 343
with causative get, 344	Let's, 177
with <i>it</i> , 322	Linking verbs, 441
with modal auxiliaries, 157	(A) Little/(a) few, 126
following need, 339	Lots of, 122, 131
negative form, 313	-Ly, adverb form, 440
past, passive, 338	-Ly, advero form, 440
purpose (in order to), 317, 331	2.6
with question words, 252	M
in reported speech, 261fn.	Main clauses (SEE Independent clauses)
as subjects, 322	Make, causative (e.g., make them do it), 344
with too/enough, 335	Many/much, 109
verbs followed by, 313, 317	Many of, 131
list, 325	May, 204
Information questions, 442–444	degree of certainty, 180, 183, 186, 189
-Ing forms:	permission, 158
$a_0 + \sin 300$	in polite requests, 158–159

Maybe vs. may be, 180fn. Noun clauses, defined, 242 Midsentence adverbs, 440 with it, 253 with question words, 244 Might, 204 degree of certainty, 180, 183, 186, 189 reduced to infinitive phrases, 261 in polite requests, 158fn. reported speech, sequence of tenses, 261 in reported speech, 261 subjunctive in, 450 Modal auxiliaries, defined, 157 with that, 253 fonateam.comwith the fact that, 253, 397 passive, 220 with phrasal modals, 202 with whether/if, 249 progressive, 193 after wish, 434 in reported speech, 261 word order in, 244 summary chart, 204 Now that, 373 Modify, defined, 439 Modifying phrases: 0 reduction of adjective clauses, 294 reduction of adverb clauses, 387-388, 393 Object(s), defined, 439 Most (of), 89, 122, 131 of a preposition, 274, 302 Much/many, 109, 122 Object pronouns, 136, 143, 261fn., 274 Must, 204 Of, in expressions of quantity, 131 degree of certainty, 180, 183, 186, 189 Once, 368 necessity, 164 One, impersonal pronoun, 147 lack of, 165 One + singular noun, 129, 131 prohibition, 165 One of + plural noun, 89, 129, 131 Only if, 383 N On the other hand, 408 Or, 352 **Need**, verb forms following, 339 Or else, 410 as auxiliary, 165fn. Other, forms of, 148, 152 Negative(s), 448 Otherwise, 410, 430 with main verb have, 18fn. Ought to, 167, 170fn., 189, 204 questions, 44, 247fn. *Neither* . . . *nor*, 358 Nevertheless/nonetheless, 404 P No. 448 with count nouns, 122 Paired conjunctions (e.g., both . . . and), 358 Parallel structure, 352, 354 Noncount nouns, 109–110, 114, 122 None (of), 89 Participial adjectives (e.g., confusing vs. confused), 236 Non-progressive verbs, 16 Participial phrases (SEE Modifying phrases) passive, 227 followed by prepositions, 229 Participles (SEE ALSO Modifying phrases; Past Nor, 352 participle, Present participle) Passive, form, 211 Not, 448 Not only ... but also, 358 by-phrase, 213-214 Noun(s), defined, 439 with causative verbs (e.g., have it done), 344 used as adjectives (e.g., vegetable soup), 107 gerunds, (e.g., being done), 338 collective, 142 with get (e.g., get worried), 233 count and noncount, 109-110, 114, infinitives (e.g., to be done), 338 modal auxiliaries, 220 122, 126 definite/indefinite/generic, 110, 114, non-progressive, (e.g., the door is locked), 227 in parallel structure, 225fn. 118, 140 possessive, 105 participial adjectives (e.g., amused pronoun agreement with, 140, 142 children), 236 Past habit, 200 regular and irregular plurals, 101

Past participle(s), 20	Principal parts of verbs, 20
as adjective (e.g., amused children), 236	Progressive verbs, 3, 14, 33–34, 193, 427
irregular, 20	(SEE ALSO Verb tenses)
in passive, 211, 220, 233	vs. non-progressive, 16
in verb tenses, 4	Pronouns:
(SEE ALSO -Ed forms)	impersonal, 147
Past progressive verbs, 29	indefinite, 140, 283
	m com object, 136, 143, 261fn., 274
Past time (SEE Verb tenses) Perfect/perfect progressive verbs, 4–5, 38 (SEE ALSO Verb tenses)	personal, 136
(SEE ALSO Verb tenses)	agreement with nouns, 140, 142
Periods, 192fn., 361, 400	possessive, 136, 277
Personal pronouns, 136	reflexive, 143
agreement with nouns, 140, 142	relative (SEE Adjective clauses)
Phrasal modals, defined, 157	subject, 33fn., 136, 270
passive, 220	Pronunciation:
Phrasal verb, defined, 307fn.	-ed, 27
Phrases, defined, 242fn.	got to, 164
prepositional, 440	had in reduced speech, 53
reduction of adjective clauses, 294	have/has in reduced speech, 42
reduction of adverb clauses, 387–390, 393	in informal speech, 164, 167
reduction of noun clauses, 249	-s/-es, 85
Place expressions with progressive verbs, 34	Punctuation:
Plan, 176	adjective clauses, 285
Plenty of, 122	adjective phrases, 294
Plural nouns, 85, 101	adverb clauses, 365, 400
Polite requests, 158–160	conjunctions, 400
Possessive:	independent clauses, 361
in adjective clauses (whose), 277, 443	parallel structure, 348
nouns (e.g., John's book), 105	quoted speech, 258
pronouns/adjectives (<i>mine</i> , <i>my</i> , etc.),	transitions, 399–400
136, 277	(SEE ALSO Apostrophes; Commas; Hyphen
in questions (whose), 443	Periods; Quotation marks; Semicolons
Prefer, 317fn.	remods, Quotation marks, semicolons,
Preposition(s):	
combinations followed by gerunds, 302	Q
combinations with adjectives and verbs, 449	Quantity (SEE Expressions of quantity)
	Questions:
as connectives, 411 list, 440	information, 442–444
following non-progressive passive verbs, 229	negative, 445
Prepositional phrases, 440	word order in, $247fn$.
Present participle(s), 20	statements used as, $48fn$.
as adjective (e.g., amusing story), 236	tag, 446
vs. gerund, 301 fn. in reduction of adjective clauses, 294	word order in, 442
	yes/no, 442, 445
in reduction of adverb clauses, 388	Question words:
special expressions followed by (e.g., have	with infinitives, 252
fun doing), 310	in noun clauses, 244
spelling of -ing forms, 10	in questions, 443–444
with verbs of perception (e.g., watch	with reduced has/have, 42
someone doing), 341	Quotation marks, 258
in verb tenses, 3, 5	Quoted speech, 258
Present time (SEE Verb tenses)	

R	in imperative sentences, 261
	following let and help, 343
Raise/rise, 450 Reduction:	with modal auxiliaries, 157
of adjective clauses, 294	subjunctive, 450
·	with verbs of perception, 341
of adverb clauses, 387–390, 393	Simple tenses, 2, 14, 29 (SEE ALSO Verb
of noun clauses, 261	tenses)
Reflexive pronouns, 143 Regret, 317 fonateam.o	•
Regret, 317 fonateam.o	meaning because, 373
Regular plural nouns, 101	duration of time, 46, 368
Regular verbs, 20	Since vs. for, 38
pronunciation of <i>-ed</i> endings, 27	Singular/plural (SEE Agreement; Count/
Relative clauses, 270 (SEE ALSO Adjective	noncount nouns; Noun, regular and
clauses)	irregular plurals; Nouns, used as
Relative pronouns, 270	adjectives; -S/-es)
Remember/forget, 317	So, conjunction, 361, 399
Repeated action in the past (would,	So long as, 368
used to), 200	Some, 109, 114
Reported speech, 50, 55, 261	Some/any, 122
Restrictive/nonrestrictive, 285fn.	Some of, 89, 131
Run-on sentence, 361	So that, 404
	So that, 402
S	Spelling:
<i>-S/-es</i> , 85, 87, 101, 105, 109, 439	-ed/-ing, 10
Say vs. tell, 261fn.	0.
-Self/-selves,143	-s/-es, 85
Semicolons, 400fn.	Statements, used as questions, 48fn.
Sentences:	Stative verbs, defined, 16fn.
affirmative, 448	Stop, 317
	Subject pronouns, 136
complex (SEE Adjective clauses; Adverb	Subjects, verbs, objects, 439
clauses; Noun clauses)	Subject-verb agreement, 87
compound (SEE Conjunctions, combining	with expressions of quantity, 89
independent clauses with)	irregularities in, 93
conditional, 416–417, 419, 421, 427, 430	with there $+$ be, 91
inverted word order in, 429	Subjunctive, 450
imperative, 261	Subordinate clauses (SEE Adjective clauses;
interrogative (SEE Questions)	Adverb clauses; Noun clauses)
negative, 448	Subordinating conjunctions, defined, 365fn.
simple (SEE Subjects, verbs, objects)	Such as, 450
Sequence of tenses in noun clauses, 261	Such that/so that, 402
Set/sit, 450	Superlative, 131fn.
Several, 122, 131	Suppose, 172fn.
Shall, 205	Supposed to, 172fn., 173, 204
for suggestions, 177	
Should, 204	
advisability, 167	
in conditional sentences, 417	T
degree of certainty, 189	T
past form, 170	Tag questions, 446
in reported speech, 261	in imperative sentences, 261
for suggestions/advice, 178	<i>Tell</i> vs. <i>say</i> , 261 <i>fn</i> .
Simple form of a verb, 20	Tenses (SEE Verb tenses)
with causative verbs, 344	Than , 33fn.

past perfect progressive, 5, 55 That: past progressive, 3, 29 in adjective clauses, 270, 273 in noun clauses, 253 present perfect, 4, 38 The, 114, 118 present perfect progressive, 5, 46, 213fn. The number of, 89 present progressive, 3, 14, 69 There + be, 91 vs. present perfect progressive, 46 sequence of, in noun clauses, 261 Therefore, 399 simple future, 2 They, impersonal pronoun, 147 fonateam.com Think about, 176 simple past, 2, 20, 29 Though, 374fn., 406 simple present, 2, 14, 69 Till, 368 summary, 6-7 Time clauses, defined, 67 with wish, 434, 436 changed to phrases, 388 Very + few/little, 126future, tense use in, 67 Very/too, 335 with since, 373 Voiced and voiceless sounds, 27 words used to introduce, 365 Too, after way/far, 128fn. Too/very, 335 W Transitions, 399-400, 411 Transitive/intransitive, defined, 439 Was/were in conditional sentences, 419 in passive, 211 Was/were going to, 176 with troublesome verbs (e.g., lay/lie), 450 Way/far + too, 128fn.Try, 317 What, 444 What + a form of do, 444 What kind of, 444 U When, 29, 280, 368, 443 Uncountable nouns (SEE Noncount nouns) Whenever, 368 Unless, 377, 382 Where, 279, 443 **Until**, 368 Whereas, 376fn. Upon + -ing, 393Whether, 249 Whether or not, 379 Used to, 200, 205 Which, 270, 273, 291, 444 While, 368, 376, 383, 408 V Who/whom, 270, 273, 443 Whose, 277, 443 Verbs, defined, 439 causative, 344 Why, 443 with final -s/-es, 85 Why don't, 177 regular, irregular, 20 Will, 204 vs. be going to, 63 irregular, list, 20-21 of perception, 341 conditional, 417 transitive, intransitive, 211, 439, 450 degree of certainty, 189 Verbals (SEE Gerunds; Infinitives, verbs future, 61 followed by) negative, 61 Verb tenses: in polite requests, 159 Wish, 434, 436 continuous, 3fn. future perfect, 4, 73 Word order: in adjective phrases, 294fn. future perfect progressive, 5, 73, 213fn. in inverted questions: future progressive, 3, 71 after negatives, 448 overview, 1 after only if, 383 in passive, 211, 213–214, 220, 227, 229, 233, 344 in negative questions, 247fn. past perfect, 4, 50, 53, 213fn. in questions, 443–444

Would, 205

in conditional sentences, 416, 428 for a desired result, 421 in polite requests, 159–160 repeated action in the past, 200 in reported speech, 261 with wish, 436 Yould have, in informal speech.

Would have, in informal speech, 421fn., 434fn.

Would rather, 201 Would you mind, 160 fonateam.com

Y

-Y, final, spelling:
with -ed, -ing, 10
with -s/-es, 85
Yes/no questions, 442, 445
Yet, 44fn.
conjunction, 361, 406
You, impersonal pronoun, 147, 159

AUDIO CD TRACKING LIST

CD 1	TRACK	EXERCISE	CD 2	TRACK	EXERCISE
Introduction Chapter 1	1 2	Exercise 4, p. 2	Chapter 12	$\frac{1}{2}$	Exercise 11, p. 248 Exercise 41, p. 264
Chapter 1	3	Exercise 6, p. 3			Exercise 41, p. 204
	4	Exercise 8, p. 4	Chapter 13	3	Exercise 5, p. 271
	5	Exercise 15, p. 9		4	Exercise 19, p. 278
	6	Exercisfonatear	n.com	5	Exercise 21, p. 279
Chapter 2	7	Exercise 5, p. 15		6 7	Exercise 29, p. 281
Chapter 2	8	Exercise 12, p. 22		8	Exercise 33, p. 284
	9	Exercise 14, p. 23		9	Exercise 36, p. 286 Exercise 39, p. 288
	10	Exercise 16, p. 24		10	Exercise 52, p. 295
	11	Exercise 18, p. 25		11	Exercise 56, p. 297
	12	Exercise 19, p. 25			*
	13	Exercise 20, p. 26	Chapter 14	12	Exercise 6, p. 305
	14	Exercise 21, p. 27		13	Exercise 13, p. 308
	15	Exercise 22, p. 27		14	Exercise 17, p. 309
	16	Exercise 29, p. 32		15 16	Exercise 22, p. 312
Chapter 3	17	Exercise 2, p. 37		10	Exercise 31, p. 318
Ghapter 5	18	Exercise 10, p. 41	Chapter 15	17	Exercise 14, p. 336
	19	Exercise 11, p. 42		18	Exercise 36, p. 348
	20	Exercise 18, p. 48		19	Exercise 39, p. 350
	21	Exercise 20, p. 49	Chapter 16	20	Exercise 5, p. 354
	22	Exercise 25, p. 52		21	Exercise 14, p. 359
	23	Exercise 26, p. 53		22	Exercise 16, p. 360
	24	Exercise 27, p. 53		23	Exercise 19, p. 362
	25	Exercise 28, p. 54		24	Exercise 21, p. 363
	26	Exercise 33, p. 58	Chapter 17	25	Exercise 11, p. 372
Chapter 4	27	Exercise 3, p. 61	-		
•	28	Exercise 5, p. 62	Chapter 18	26	Exercise 16, p. 395
	29	Exercise 6, p. 62		27	Exercise 18, p. 396
	30	Exercise 12, p. 66	Chapter 19	28	Exercise 33, p. 412
Chapter 5	31	Exercise 4, p. 78		29	Exercise 36, p. 414
Ghapter 5	32	Exercise 8, p. 80		30	Exercise 38, p. 415
			Chapter 20	31	Exercise 6, p. 418
Chapter 6	33	Exercise 3, p. 85	Chapter 20	32	Exercise 19, p. 424
	34 35	Exercise 5, p. 86		33	Exercise 20, p. 424
	36	Exercise 9, p. 88 Exercise 15, p. 91		34	Exercise 22, p. 426
	50			35	Exercise 32, p. 430
Chapter 7	37	Exercise 14, p. 108		36	Exercise 35, p. 431
	38	Exercise 23, p. 117		37	Exercise 45, p. 436
	39	Exercise 30, p. 121			
	40	Exercise 39, p. 128			
Chapter 8	41	Exercise 10, p. 139			
	42	Exercise 20, p. 146			
	43	Exercise 30, p. 151			
	44	Exercise 34, p. 154			
Chapter 9	45	Exercise 7, p. 161			
•	46	Exercise 17, p. 166			
	47	Exercise 24, p. 169			
	48	Exercise 26, p. 170			
Chapter 10	49	Exercise 9, p. 184			
Shapter 10	50	Exercise 21, p. 192			
	51	Exercise 31, p. 199			
	52	Exercise 33, p. 200			
	53	Exercise 44, p. 208			
Chapter 11	54	Exercise 10, p. 216			
Chapter 11	55	Exercise 15, p. 219			
	56	Exercise 22, p. 224			
	57	Exercise 30, p. 230			
	58	Exercise 43, p. 237			
	59	Exercise 44, p. 238			
	60	Exercise 47, p. 239	1		

Irregular Verbs: An Alphabetical Reference List (continued)

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
rise	rose	risen	spring•	sprang/sprung	sprung
run	ran	run		stood	stood
say	said	run said fonatear	n com	stole	stolen
see	saw	seen	stick	stuck	stuck
seek•	sought	sought	sting•	stung	stung
sell	sold	sold	stink•	stank/stunk	stunk
send	sent	sent	strike•	struck	struck/stricken
set	set	set	strive•	strove/strived	striven/strived
shake	shook	shaken	string	strung	strung
shed.	shed	shed	swear	swore	sworn
shine	shone/shined	shone/shined	sweep	swept	swept
shoot	shot	shot	swell	swelled	swelled/swollen
show	showed	shown/showed	swim	swam	swum
shrink•	shrank/shrunk	shrunk	swing•	swung	swung
shut	shut	shut	take	took	taken
sing	sang	sung	teach	taught	taught
sink•	sank	sunk	tear	tore	torn
sit	sat	sat	tell	told	told
sleep	slept	slept	think	thought	thought
slide•	slid	slid	throw	threw	thrown
slit•	slit	slit	thrust•	thrust	thrust
smell	smelled/smelt	smelled/smelt	understand	understood	understood
sneak	sneaked/snuck	sneaked/snuck	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/speeded	sped/speeded	wake	woke/waked	woken
spell	spelled/spelt	spelled/spelt	wear	wore	worn
spend	spent	spent	weave•	wove	woven
spill	spilled/spilt	spilled/spilt	weep•	wept	wept
spin•	spun	spun	win '	won	won
spit	spit/spat	spit/spat	wind•	wound	wound
split•	split	split	withdraw	withdrew	withdrawn
spoil	spoiled/spoilt	spoiled/spoilt	write	wrote	written
spread•	spread	spread			

•Definitions of some of the less frequently used irregular verbs:

bet wager; offer to pay money if one loses	forecast predict a future occurrence	sting cause pain with a sharp object (e.g.,
bid make an offer of money,	forsake abandon or desert	pin) or bite (e.g., by
usually at a public sale	grind crush, reduce to small	an insect)
bind fasten or secure	pieces	stink have a bad or foul
breed bring animals together	seek look for	smell
to produce young	shed drop off or get rid of	strike hit something with
broadcast send information by	shrink become smaller	force
radio waves;	sink move downward, often	strive try hard to achieve a
announce	under water	goal
burst explode; break suddenly	slide glide smoothly; slip or	swing move back and forth
cast throw	skid	thrust push forcibly; shove
cling hold on tightly	slit cut a narrow opening	weave form by passing pieces
creep crawl close to the	spin turn rapidly around a	of material over
ground; move slowly	central point	and under each
and quietly	split divide into two or	other (as in making
deal distribute playing	more parts	baskets, cloth)
cards to each person;	spread push out in all	weep cry
give attention to (deal	directions (e.g., butter	wind (sounds like find) turn
with)	on bread, news)	around and around
flee escape; run away	spring jump or rise suddenly	
fling throw with force	from a still position	

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