

INTERNATIONAL EDITION—Not for Sale in the U.S.A.

UNDERSTANDING AND USING English Grammar

FOURTH EDITION

with ANSWER KEY



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
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
burn	burned/burnt	burned/burnt	keep	kept	kept
burst*	burst	burst	kneel	kneeled/knelt	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*.

(continued on the inside back cover)

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*Betty S. Azar
Stacy A. Hagen*



PEARSON
Longman

**Understanding and Using English Grammar, Fourth Edition
with Answer Key**

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For Larry

B.S.A.

For Andy and Julianna

S.H.



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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.

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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.

- **ACADEMIC READINGS**

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- **EXPANDED SPEAKING ACTIVITIES**

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- **CORPUS-INFORMED CONTENT**

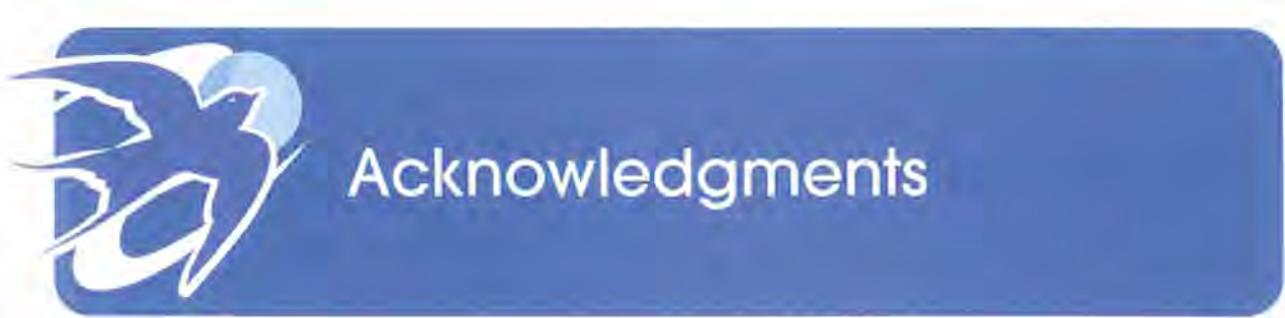
Based on the findings of our corpus researcher, Gena Bennett, grammar content has been added, deleted, or modified to reflect the discourse patterns of spoken and written English.

Understanding and Using English Grammar is accompanied by

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- **Test-Generator** software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank*.
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The Azar-Hagen Grammar Series consists of

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



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Betty S. Azar
Stacy A. Hagen



Chapter 1

Overview of Verb Tenses

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 | 6. reason for coming here |
| 2. spelling of name | 7. length of time, both past and future, in this city/country |
| 3. country of origin | 8. field of study or work |
| 4. birthplace | 9. activities in free time |
| 5. current residence | 10. comments on living here |

Exercise 2. Let's talk: preview of verb tenses. (Chapters 1 → 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

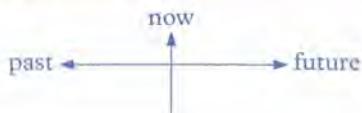
Exercise 3. Warm-up. (Chart 1-1)

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 |

1-1 The Simple Tenses

This basic diagram will be used in all tense descriptions.



Tense	Examples	Meaning
Simple Present 	(a) It <i>snows</i> in Alaska. (b) Tom <i>watches</i> 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.	<i>At one particular time in the past</i> , this happened. It began and ended in the past.
Simple Future 	(e) It <i>will snow</i> tomorrow. It <i>is going to snow</i> tomorrow. (f) Tom <i>will watch</i> TV tonight. Tom <i>is going to watch</i> TV tonight.	<i>At one particular time in the future</i> , 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.

CD 1
Track 2

Example: You will hear: I wore jeans to class yesterday.

You will write: I wore jeans to class yesterday. yes no

You might say: I didn't wear jeans to class yesterday.

I wore a skirt.

1. I wrote my own dinner last night. yes no
2. I brought a textbook yesterday. yes no
3. I surf on the internet every day. yes no
4. I came home tonight. yes no
5. I watched a movie this weekend. yes no

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

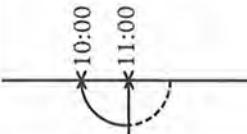
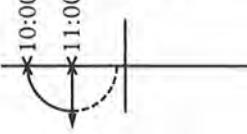
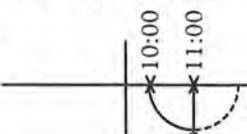
Answer the questions.

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?

1-2 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 <i>is sleeping</i> 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, <i>is in progress at the present time</i> , and probably will continue.
Past Progressive 	(b) Tom <i>was sleeping</i> 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 <i>was in progress at a particular time in the past</i> . It continued after I arrived.
Future Progressive 	(c) Tom <i>will be sleeping</i> 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 <i>will be in progress at a particular time in the future</i> . 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)

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 _____.
2. Right now I _____ about grammar.
3. Tomorrow I _____ in class at this time.
4. Tonight at 9:00, I _____ TV.
5. Last night at 9:00, I _____ TV.

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

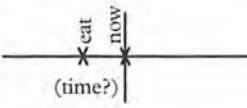
Answer the questions.

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 participle

Meaning: The perfect tenses all give the idea that one thing *happens before* another time or event.

Present Perfect 	(a) Tom has already eaten . 	Tom <i>finished</i> eating <i>sometime before now</i> . The exact time is not important.
Past Perfect 	(b) Tom had already eaten when his friend arrived .	First Tom finished eating. Later his friend arrived. Tom's eating was completely <i>finished before another time in the past</i> .
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 <i>finished before another time in the future</i> .

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

 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.

CD 1
Track 4

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

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

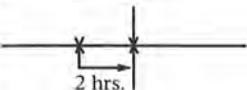
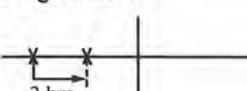
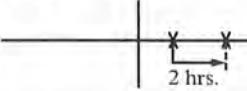
Answer the questions.

- What are you doing right now? How long have you been (doing it)?
- 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?
- What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (doing it)? Why? How long will you have been (doing it) before you stop?

1-4 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.

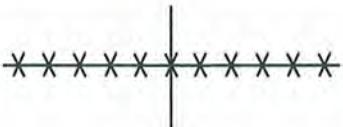
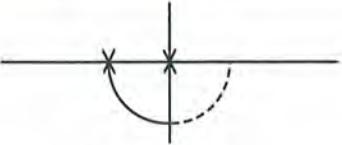
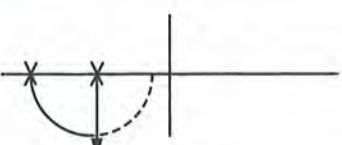
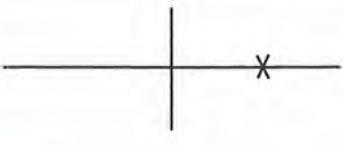
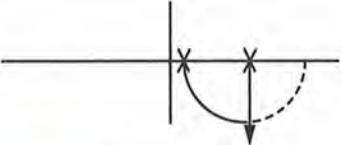
Present Perfect Progressive 	(a) Tom has been studying for two hours. 	Event in progress: studying. When? <i>Before now, up to now.</i> How long? For two hours.
Past Perfect Progressive 	(b) Tom had been studying for two hours before his friend came.	Event in progress: studying. When? <i>Before another event in the past.</i> How long? For two hours.
Future Perfect Progressive 	(c) Tom will have been studying for two hours by the time his friend arrives.	Event in progress: studying. When? <i>Before another event in the future.</i> How long? For two hours.

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

Complete the sentences with your own words.

- 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.
- I **had been sitting** here for _____ minutes before class started.
- By the time class finishes at _____, I **will have been sitting** here for _____ minutes.

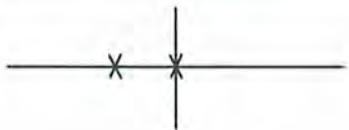
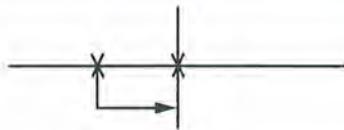
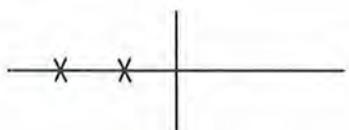
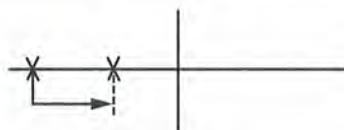
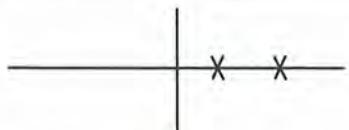
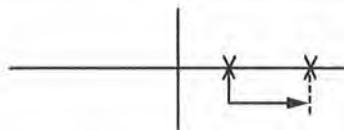
1-5 Summary Chart of Verb Tenses

Simple Present	Present Progressive
	
Tom <i>studies</i> every day.	Tom <i>is studying</i> right now.
Simple Past	Past Progressive
	
Tom <i>studied</i> last night.	Tom <i>was studying</i> when they came.
Simple Future	Future Progressive
	
Tom <i>will study</i> tomorrow. Tom <i>is going to study</i> tomorrow.	Tom <i>will be studying</i> when they come. Tom <i>is going to be studying</i> when they come.

Exercise 11. Looking at grammar. (Charts 1-1 → 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 studies 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 last night when his friends came over.
5. Tom tomorrow.
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.

Present Perfect**Present Perfect Progressive**Tom *has* already *studied* Chapter 1.Tom *has been studying* for two hours.**Past Perfect****Past Perfect Progressive**Tom *had* already *studied* Chapter 1 before he began studying Chapter 2.Tom *had been studying* 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.

7. Tom is studying Chapter 2. He (*already*) _____ Chapter 1.
8. Last week Tom finished studying Chapter 1. This week he's studying Chapter 2. He (*already*) _____ Chapter 1 when he started Chapter 2.
9. Next week Tom will finish Chapters 4 and 5. Before Tom studies Chapter 5, he (*already*) _____ Chapter 4.
10. Today Tom began studying at 8:00. Now it is 10:00. Tom _____ for two hours.
11. Yesterday Tom began studying at 8:00. Tom's friends came over at 10:00. Before his friends came, Tom _____ for two hours.
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.

Exercise 12. Let's talk. (Charts 1-1 → 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.



Exercise 13. Let's talk. (Charts 1-1 → 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 before our teacher walks 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.



CD 1

Track 5

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 and -ed Forms

(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 IN A VOWEL AND A CONSONANT	ONE-SYLLABLE VERBS			1 vowel → 2 consonants**
	(b) stop rob	stopping robbing	stopped robbed	
	(c) rain fool	raining fooling	rained fooled	2 vowels → 1 consonant
	TWO-SYLLABLE VERBS			1st syllable stressed → 1 consonant 2nd syllable stressed → 2 consonants
(d) listen offer	listening offering	listened offered		
	(e) begin prefer	beginning preferring	(began) preferred	
(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 -ing. -ED FORM: change -y to -i; add -ed.
(5) VERBS THAT 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*.

**Exception: -w and -x are not doubled: *plow* → *plowed*; *fix* → *fixed*.

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		

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

✓answer
control

listen
offer

open
permit

plan
prefer

Do not double the consonant.	Double the consonant.
<i>answered</i>	

Exercise 17. Looking at spelling. (Chart 1-6)

Practice spelling verb forms.

Part I. Write the correct *-ing* form of the given verbs.

- | | | | |
|----------|----------------|-----------|---------|
| 1. hold | <u>holding</u> | 7. eat | <u></u> |
| 2. hide | <u></u> | 8. pat | <u></u> |
| 3. run | <u></u> | 9. lie | <u></u> |
| 4. ruin | <u></u> | 10. begin | <u></u> |
| 5. come | <u></u> | 11. earn | <u></u> |
| 6. write | <u></u> | 12. fly | <u></u> |

Part II. Write the correct *-ing* and *-ed* forms of the given verbs.

- | | |
|--------------|------------------------|
| 1. boil | <u>boiling, boiled</u> |
| 2. plan | <u></u> |
| 3. rain | <u></u> |
| 4. tape | <u></u> |
| 5. tap | <u></u> |
| 6. enter | <u></u> |
| 7. prefer | <u></u> |
| 8. translate | <u></u> |
| 9. die | <u></u> |
| 10. employ | <u></u> |

11. bury _____
12. admit _____
13. visit _____
14. wait _____

Exercise 18. Listening. (Chart 1-6)

Listen to the sentences and write the words you hear.



CD 1
Track 6

Example: You will hear: We are visiting family this weekend.

You will write: We _____ 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. I _____ 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.



Chapter 2

Present and Past; Simple and Progressive

□ **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.

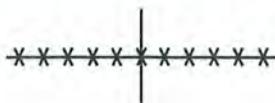
Part I. Read each sentence and circle yes or no. If the information is not true, restate it.

- | | | |
|--|-----|----|
| 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 Present



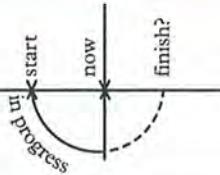
- (a) Water **consists** of hydrogen and oxygen.
- (b) The average person **breathes** 21,600 times a day.
- (c) The world **is** round.

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 **get** up at seven *every morning*.
- (e) I always **eat** a salad for lunch.

The simple present is used to express *habitual or everyday activities*.

2-2 Present Progressive



- (f) The students **are sitting** at their desks right now.
- (g) I need an umbrella because it **is raining**.
- (h) I **am taking** five courses this semester.

The present progressive expresses an activity that is *in progress at the moment of speaking*. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

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
breathe
cause

consist
contain
drink

eat
have
live

make
produce
revolve

save
sleep
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.

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

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

1. Kristin can't come to the phone because she (*wash*) _____ her hair.
2. Kristin (*wash*) _____ her hair every other day or so.
3. Tony (*sit, usually*) _____ in the front row during class, but today he (*sit*) _____ in the last row.
4. Please be quiet. I (*try*) _____ to concentrate.
5. (*you, lock, always*) _____ the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still*) _____ for a reply.
7. After six days of rain, I'm glad that the sun (*shine*) _____ today.
8. Every morning, the sun (*shine*) _____ in my bedroom window and (*wake*) _____ me up.

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

Listen to the sentences. Circle the correct completion(s). More than one completion may be possible.



- | | | |
|------------------|----------------|----------------|
| 1. right now. | every day. | in the summer. |
| 2. today. | in the winter. | every April. |
| 3. every year. | right now. | this week. |
| 4. right now. | today. | every winter. |
| 5. every summer. | right now. | in the spring. |
| 6. this week. | every January. | every winter. |

Exercise 6. Let's talk: class activity. (Charts 2-1 and 2-2)

On a piece of paper, write an action that a classmate can demonstrate (e.g., stand up, smile, 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 _____.
a. cooks b. is cooking
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



2-3 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	like	dislike	belong	consist of	hear	agree
believe	appreciate	fear	possess	contain	sound	disagree
doubt	care about	hate	own			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 have 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 tastes salty.	The chef is tasting the soup.
smell	Something smells 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. Hmm.
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.



Exercise 9. Looking at grammar. (Chart 2-3)

Choose the correct completions.

1. This isn't my notebook. It _____ to Mai.
a. belongs b. is belonging
2. Ask Ahmed for your notebook. He _____ it.
a. has b. is having
3. Your notebook is over there. Ahmed _____ it.
a. holds b. is holding
4. Look at Olga. She's smiling and dancing. She _____ a good time.
a. has b. is having
5. Relax. You don't have to tell me any more about it. I _____ you.
a. believe b. am believing
6. Dinosaurs became extinct a long time ago. They _____ anymore.
a. don't exist b. aren't existing

Exercise 10. Looking at grammar. (Charts 2-1 → 2-3)

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

1. Look. It (*begin*) is beginning to rain. Unfortunately, I (*have, not**)
 my umbrella with me. I (*own, not*)
 an umbrella. Spiro is lucky. He (*wear*)
 a raincoat. I (*wear*)
 a waterproof hat on rainy days.
2. Right now Martha is in the science building.
The chemistry experiment she (*do*)
 is dangerous, so she (*be*)
 very careful. She
(*want, not*) to spill
any of the acid. She (*be, always*)
 careful when
she does a chemistry experiment.



*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*.

3. 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.
4. A: How (*you, like*) _____ the soup? (*it, need*) _____ _____ more garlic?
B: No, it (*taste*) _____ delicious. It (*remind*) _____ me of my grandmother's soup.
5. A: What (*you, look*) _____ at?
B: You! You (*look*) _____ like your father.
A: (*you, think*) _____ so? Many people tell me I (*resemble*) _____ my mother.
B: I (*see*) _____ your father's face when I look at you.
6. Right now I (*look*) _____ around the classroom. Yoko (*write*) _____ in her book. Carlos (*bite*) _____ his pencil. Wan-Ning (*scratch*) _____ his head. Ali (*stare*) _____ out the window. He (*seem*) _____ to be daydreaming, but perhaps he (*think*) _____ hard about verb tenses. What (*you, think*) _____ Ali (*do*) _____?



□ **Exercise 11. Let's write.** (Charts 2-1 → 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.*

2-4 Regular and Irregular Verbs

Regular Verbs: The simple past and past participle end in *-ed*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hope	hoped	hoped	hoping
stop	stopped	stopped	stopping
listen	listened	listened	listening
study	studied	studied	studying
start	started	started	starting

English verbs have four principal parts:

- (1) simple form
- (2) simple past
- (3) past participle
- (4) present participle

Irregular Verbs: The simple past and past participle do not end in *-ed*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
hit	hit	hit	hitting
find	found	found	finding
swim	swam	swum	swimming
break	broke	broken	breaking

Some verbs have irregular past forms.

Most of the irregular verbs in English are given in the alphabetical list on the inside front and back covers.

2-5 Irregular Verb List

Group 1: All three forms are the same.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
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: Past participle ends in *-en*.

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-got.

Group 3: Vowel changes from *a* in the simple past to *u* in the past participle.

begin	began	begun	shrink	shrank	shrunk
drink	drank	drunk	sing	sang	sung
ring	rang	rung	sink	sank	sunk
run	ran	run	swim	swam	swum

Group 4: Past tense and past participle forms are the same.

bend	bent	bent	mislay	mislaid	mislaid
bleed	bled	bled	pay	paid	paid
bring	brought	brought	read	read	read
build	built	built	say	said	said
burn	burnt	burnt	seek	sought	sought
buy	bought	bought	sell	sold	sold
catch	caught	caught	send	sent	sent
dig	dug	dug	shoot	shot	shot
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	slide	slid	slid
find	found	found	sneak	snuck/sneaked	snuck/sneaked
flee	fled	fled	speed	sped/spedded	sped/spedded
grind	ground	ground	spend	spent	spent
hang	hung	hung	spin	spun	spun
have	had	had	stand	stood	stood
hear	heard	heard	stick	stuck	stuck
hold	held	held	sting	stung	stung
keep	kept	kept	strike	struck	struck
lay	laid	laid	sweep	swept	swept
lead	led	led	swing	swung	swung
leave	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
mean	meant	meant	win	won	won
meet	met	met			

Group 5: Past participle adds **-n** to the simple form, with or without a spelling change.

blow	blew	blown	see	saw	seen
do	did	done	swear	swore	sworn
draw	drew	drawn	tear	tore	torn
fly	flew	flown	throw	threw	thrown
grow	grew	grown	wear	wore	worn
know	knew	known	withdraw	withdrawn	withdrawn
lie	lay	lain			

Group 6: The first and third forms are the same.

become	became	become
come	came	come
run	ran	run

Group 7: One of the three forms is very different.

be	was, were	been
go	went	gone

Group 8: Both regular and irregular forms are used. (The regular form is more common in AmE, and the irregular form is more common in BrE.)

burn	burned/burnt	burned/burnt	learn	learned/learnt	learned/learnt
dream	dreamed/dreamt	dreamed/dreamt	smell	smelled/smelt	smelled/smelt
kneel	kneeled/knelt	kneeled/knelt	spill	spilled/spilt	spilled/spilt
lean	leaned/leant	leaned/leant	spoil	spoiled/spoilt	spoiled/spoilt

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.

 **Exercise 12. Listening.** (Charts 2-4 and 2-5)

CD 1
Track 8

Listen to the questions. Complete each answer with the correct form of the verb you hear.
NOTE: Exercises 12 through 19 are quick reviews of the simple past of irregular verbs. Which irregular verbs are easy for you? Which ones are more troublesome? Which ones don't you know? Make a note of the verbs that are difficult for you and review them.

Example: You will hear: Did Sara go to class yesterday?

You will write: Yes, she went to class yesterday.

SITUATION 1: Sara is a lazy student. She doesn't care about studying. She was at school yesterday.

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.

SITUATION 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.

SITUATION 3: Ms. Brooks is a good English teacher. She's also friendly. She taught yesterday.

11. Yes, she _____ class on time.
12. Yes, she _____ clearly.
13. Yes, she _____ a fair test.
14. Yes, she _____ extra time helping her students.
15. Yes, she _____ 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.

Change roles.

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 you 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.



CD 1
Track 9

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.

Exercise 15. 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.

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.

Change roles.

- | | |
|---|--|
| 1. Did you have a great trip?
2. Did you come back feeling rested?
3. Did you meet many people?
4. Did you hang out with* local people?
5. Did you do a lot of tourist activities?
6. Did you stand on the Acropolis?
7. Did you spend time in museums? | 8. Did you buy some Greek sandals?
9. Did you speak a little Greek?
10. Did you eat in typical Greek restaurants?
11. Did you get my emails?
12. Did you bring me a present?
13. Did you send me a postcard?
14. Were you sad to leave Greece? |
|---|--|

Exercise 16. Listening. (Charts 2-4 and 2-5)

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



SITUATION: Maria was sick yesterday.

1. Yes, she _____ up sick.
2. Yes, she _____ a cold.
3. Yes, her head _____.
4. Yes, she _____ her temperature.
5. Yes, she _____ a fever.
6. Yes, she _____ bad.
7. Yes, she _____ her pajamas on.
8. Yes, she _____ on the couch.
9. Yes, she _____ for several hours.
10. Yes, she _____ about scary things.
11. Yes, she _____ some chicken soup.
12. Yes, she _____ to the doctor.
13. Yes, she _____ some medicine.
14. Yes, she _____ the instructions on 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 **Yes** 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.

Change roles.

- | | |
|--|--|
| 1. Did your roommate wake you up a lot? | 8. Did she/he grind some coffee beans first? |
| 2. Did you hear a lot of noise? | 9. Did she/he feed the neighbor's cats? |
| 3. Did your roommate's cell phone ring many times? | 10. Did she/he sweep the floor afterwards? |
| 4. Did she/he fight with someone? | 11. Did she/he know you were awake? |
| 5. Did she/he put on a CD? | 12. Did she/he mean to wake you up? |
| 6. Did she/he sing loudly? | 13. Did she/he upset you? |
| 7. Did she/he make breakfast at midnight? | 14. Were you upset? |

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

CD 1
Track 11

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

- | | | |
|--------------------------|-------------------------|---------------------------|
| 1. happy. | 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)

CD 1
Track 12

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 F | 4. T F |
| 2. T F | 5. T F |
| 3. T F | 6. T F |

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

I a terrible experience last night. You won't believe
1 what happened! A thief into my apartment
while I was asleep. There I was, just sleeping peacefully when
someone the glass in the sliding door!
3

The sound me up. I
4 5 the sliding door open, so I reached for the phone by the bed and
called the police. My voice as I told the
operator there was an intruder in my home.

I in my bedroom closet while the thief was sneaking around my office. Soon
7 I 8 sirens as the police to my building. From the crack in
the closet door, I 10 the thief as he 11 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 12 back in their cars and drove after
him. Later I learned that they 13 the thief a few miles from my building.

I 14 really frightened by all this. It really 15 me, as you
can imagine. I think I'll stay at my sister's house tonight.



Exercise 20. Warm-up: listening. (Chart 2-6)

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

Examples: You will hear: talked, pushed

You will choose: same different

You will hear: rented, called

You will choose: same different

1. same different

4. same different

7. same different

2. same different

5. same different

8. same different

3. same different

6. same different

9. same different

2-6 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) looked clapped missed watched finished laughed	→ look/t/ → clap/t/ → miss/t/ → watch/t/ → finish/t/ → laugh/t/	Final -ed 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 saved cleaned robbed played	→ smell/d/ → save/d/ → clean/d/ → rob/d/ → 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: "l," "v," "n," "b," and all vowel sounds.
(c) decided needed wanted invited	→ decide/əd/ → need/əd/ → want/əd/ → invite/əd/	Final -ed 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.

- CD 1 Track 14 1. /t/ /d/ /əd/ 4. /t/ /d/ /əd/ 7. /t/ /d/ /əd/
2. /t/ /d/ /əd/ 5. /t/ /d/ /əd/ 8. /t/ /d/ /əd/
3. /t/ /d/ /əd/ 6. /t/ /d/ /əd/ 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.

- CD 1 Track 15 1. Olga blinked /t/, yawned / /, and stretched / /.
2. Mrs. Olsen mopped / / the kitchen floor, vacuumed / / 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
believe
chase

complain
die
fix

miss
need
play

push
rain
request

thank
work
worry

/t/	/d/	/əd/

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

Practice pronouncing the -ed endings.

Part I. Check (✓) 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.

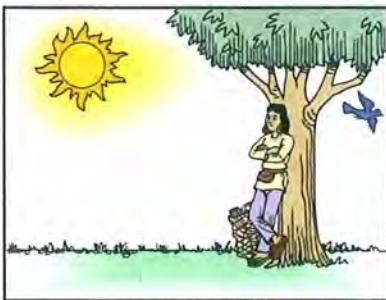


1st: It began to rain.



2nd: Rita stood under a tree.

SCENE 1:



1st: Rita stood under a tree.



2nd: It began to rain.

SCENE 2: _____

2-7 Simple Past

	<p>(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.</p>	<p>The simple past indicates that an activity or situation <i>began and ended at a particular time in the past</i>.</p>
	<p>(d) Rita stood under a tree <i>when it began to rain</i>. (e) <i>When Mrs. Chu heard</i> a strange noise, she got up to investigate. (f) <i>When I dropped</i> my cup, the coffee spilled on my lap.</p>	<p>If a sentence contains when and has the simple past in both clauses, the action in the <i>when</i>-clause happens first.</p> <p>In (d): 1st: The rain began. 2nd: Rita stood under a tree.</p>

2-8 Past Progressive

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

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.

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

2. Jane's cousin was at the party last night.
 - a. Were you meeting him?
 - b. Did you meet him?
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?

Exercise 27. Looking at grammar. (Charts 2-7 and 2-8)

Complete 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*) _____ 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?
B: No, I (*listen, not*) _____. I (*think*) _____ about something else.
9. I really enjoyed my last vacation. While it (*snow*) _____ in Iowa, the sun (*shine*) _____ in Florida. While you (*shovel*) _____ snow in Iowa all last week, I (*lie*) _____ on a beach in Florida.

Exercise 28. Let's talk: pairwork. (Charts 2-7 and 2-8)

Work with a partner. Complete the sentences with the given verbs and the words in parentheses. Use the simple past or the past progressive. Role-play one of the dialogues for the rest of the class or a small group of classmates. Try not to look at your book when you perform the dialogue.

1. *call, wait*

A: Why weren't you at the meeting?

B: I _____ for an overseas call from my family.

A: (they) _____?

B: Yes. It was wonderful to hear from them.

2. *break, cross, slip*

A: How (you) _____
your arm?

B: I _____ on the ice while
I _____ the street in
front of the dorm.



3. *find, look, park*

A: You're late again! You were supposed to be here ten minutes ago. Where were you?

B: I _____ for a place to park.

A: (you) _____ one?

B: 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. *drive, get, happen, keep, pay, see*

A: I had a bad day yesterday.

B: Oh? What _____?

A: I _____ a traffic ticket.

B: Really? That's too bad. What was it for?

A: For running a red light. I _____ home and (not)
_____ attention to the road. I (not) _____
the red light and just _____ driving.

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

Complete the sentences. Use the simple past or the past progressive form of the verbs in the list. Then listen to the passage to check your completions. Use each verb only one time.

CD 1
Track 16

be find look sit speak stop walk

It was my first day of class. I finally 1 the right room. The room
2 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 3 in Spanish or Portuguese. It sounded like the United Nations. Some of the students, however, 4 quietly by themselves, not talking to anyone.

I 5 for an empty seat in the last row and sat down. In a few minutes, the teacher 6 into the room, and all the multilingual conversation suddenly 7.

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.

Possible pantomime subjects:

opening a door with a key
taking a picture with a camera

reading a newspaper while drinking a cup of coffee
being unable to start a car; looking under the hood

Exercise 31. Let's write. (Charts 2-7 and 2-8)

In writing, describe one or more of your classmates' pantomimes. Give a title to the pantomime and identify the pantomimist. Use a few time words to show the order in which the actions were performed: *first, next, then, after that, before, when, while, etc.*

Exercise 32. Let's write. (Charts 2-1 → 2-8)

First, write about your first day or two in this country or city. Use past tense verbs. What did you do? What did you think? What did you see? Who did you meet? Did you have any interesting experiences? How did you feel about this place?

Second, write about how you feel about this place now. In what ways are your present experiences here different from your earlier experiences?

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

Check (✓) 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.

2-9 Using Progressive Verbs with *Always*

(a) Mary <i>always leaves</i> 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

1. mess up
2. leave
3. borrow
4. try
5. brag
6. crack
7. forget

Column B

- a. about himself
- ✓ b. the kitchen
- c. my clothes without asking me
- d. to give me my phone messages
- e. his dirty dishes on the table
- f. to show me he's smarter than me*
- 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 _____!

1

*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 forever _____!
2

B: That must be a hassle for you.

A: It is. And what's more, she's constantly _____!
3

Can you believe that? And she's always _____!
4

B: I think you're right. You need to find a new roommate.

□ Exercise 36. Warm-up. (Chart 2-10)

Read the two short dialogues. What do you notice about the word order? How is the focus different?

1. A: What was Hans doing when you arrived?
B: He was reading a book in bed.
2. A: Where was Hans when you arrived?
B: He was in bed reading a book.

2-10 Using Expressions of Place with Progressive Verbs

(a) — What is Kay doing? — She's <i>studying in her room</i> .	In usual word order, an expression of place follows a verb. In (a): <i>is studying + in her room</i> = the focus is on Kay's activity.
(b) — Where's Kay? — She's <i>in her room studying</i> .	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): <i>was + in her room + studying</i> = the focus is on Kay's location.

□ Exercise 37. Looking at grammar. (Chart 2-10)

Work individually, in small groups, or as a class. Use the given verbs and expressions of place to complete the dialogues. Use usual word order if the focus is on an activity in progress. If the focus is on the person's location, put the expression of place between *be* and the *-ing* verb.

1. *listen to music \ in her room*

A: Where's Sally?

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

2. *listen to music \ in the living room*

A: What's Soon doing?

B: He's _____ *listening to music in the living room.* _____

3. *watch TV \ in his bedroom*

A: Where was Jim when you got home?

B: He was _____

4. *watch TV \ 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 \ 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.



Chapter 3

Perfect and Perfect Progressive Tenses

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

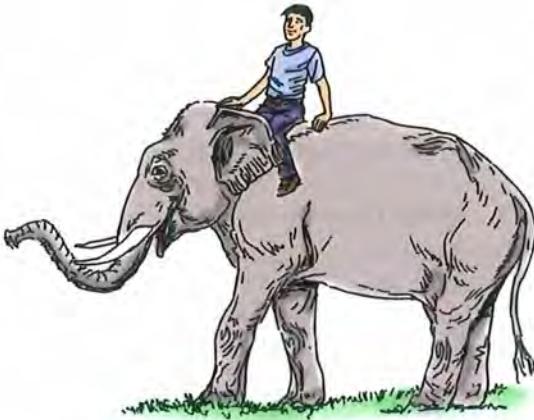
Work with a partner to review past participles. Partner A asks questions beginning with **Have you ever**. Partner B answers the questions with **No, I haven't. I've never**

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

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

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 yes or no. Tell another student some of the things you have and haven't done.

CD 1
Track 17

Example: You will hear: I took an English test. Have you ever . . . ?

You will write: Have you ever taken an English test? yes no

1. Have you ever a book? yes no
2. Have you ever your wallet? yes no
3. Have you ever a mountain? yes no
4. Have you ever a speech to a large audience? yes no
5. Have you ever a lie? yes no
6. Have you ever in public? yes no
7. Have you ever on a motorcycle? yes no
8. Have you ever Turkish coffee? yes no
9. Have you ever a cooking class? yes no
10. Have you ever hands with a famous person? yes no
11. Have you ever another person with English? yes no
12. Have you ever in a tent? yes no
13. Have you ever a truck? yes no
14. Have you ever a car accident? yes no
15. Have you ever biology? yes no
16. Have you ever a violin? yes no



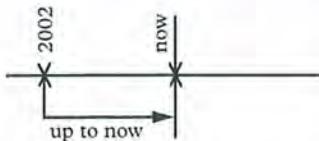
Exercise 3. Warm-up. (Chart 3-1)

Complete the sentences with your own words. What do you notice about the verb tenses in blue? In which sentences do the situations continue from the past until now?

1. I **got up** at (*time*) today.
2. I **have been** awake since (*time*).
3. I am studying English grammar in this class. I **have come** to this class (*number*) times so far this month.
4. I **took** my first English class in (*year*).

3-1 Present Perfect

(a)



- (a) Mrs. Oh **has been** a teacher *since* 2002.
- (b) I **have been** in this city *since* last May.
- (c) We **have been** here *since* nine o'clock.
- (d) Rita knows Rob. They met two months ago. She **has known** him *for* two months. I met him three years ago. I **have known** him *for* three years.
- (e) I **have known** Rob *since* I was in high school.

The present perfect is often used with *since* and *for* to talk about *situations that began in the past and continue up to now*.

In (a): SITUATION = being a teacher
TIME FRAME = from 2002 up to now

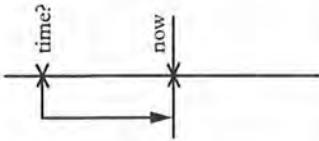
Notice the use of *since* vs. *for* in the examples:

since + a specific point in time (e.g., 2002, last May, nine o'clock)

for + a length of time (e.g., two months, three years)

In (e): *since* + a time clause (i.e., a subject and verb may follow *since*).*

(f)



- (f) — **Have you ever seen** snow?
— No, I **haven't**. I've **never seen** snow. But Anna has **seen** snow.
- (g) **Have you finished** your homework **yet**? I still **haven't finished** mine. Jack **has already finished** his.

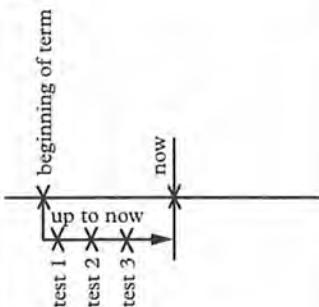
The present perfect can talk about events that have (or haven't) happened before now. The exact time of the event is unspecified.

The adverbs *ever*, *never*, *yet*, *still*, and *already* are often used with the present perfect.

In (f): EVENT = seeing snow
TIME FRAME = from the beginning of their lives up to now

In (g): EVENT = doing homework
TIME FRAME = from the time the people started up to now

(h)



- (h) We **have had** three tests *so far* this term.
- (i) I've **met** many people *since* I came here.

The present perfect can also express an event that has occurred repeatedly from a point in the past up to the present time. The event may happen again.

In (h): REPEATED EVENT = taking tests
TIME FRAME = from the beginning of the term up to now

In (i): REPEATED EVENT = meeting people
TIME FRAME = from the time I came here up to now

CONTRACTIONS:

- (j) I've been there. You've been there. We've been there.
They've been there.
He's been there. She's been there. It's been interesting.

Have and **has** are usually contracted with personal pronouns in informal writing, as in (j).

NOTE: **He's there.** **He's** = **He is**
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 *since* or *for*.

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 since the first of June.

I have had this book for two 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.

TEACHER: Or, using *since*?

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?

CD 1

Track 18

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.



3-2 Have and Has in Spoken English

- (a) **How have** you been?

Spoken: *How/v/* you been? OR
How/əv/ you been?

- (b) **Jane has** already eaten lunch.

Spoken: *Jane/z/* already eaten lunch. OR
Jane/əz/ already eaten lunch.

- (c) **Mike has** already left.

Spoken: *Mike/s/* already left. OR
Mike/əs/ already left.

In spoken English, the present perfect helping verbs **has** and **have** are often reduced following nouns and question words.*

In (a): **have** can sound like /v/ or /əv/.

In (b): **has** can sound like /z/ or /əz/.

In (c): **has** can sound like /s/ or /əs/.**

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

*In very informal writing, **has** is sometimes contracted with nouns (e.g., *Jane's already eaten.*) and question words (e.g., *Where's he gone?*). **Have** is rarely contracted in writing except with pronouns (e.g., *I've*). See Chart 3-1 for written contractions of **have** and **has** with pronouns. See Appendix Chart C for more information about contractions in general.

**See Chart 6-1, p. 85, for the pronunciation of final -s after voiced and voiceless sounds.

Exercise 11. Listening. (Chart 3-2)

Listen to the sentences. You will hear reduced forms for **have**, **has**, and **is**, but you will write their full (non-reduced) forms and any other words you hear.

CD 1

Track 19

Example: You will hear: Sorry I'm late. How long have you been here?

You will write: How long have you been here?

1. My teacher _____ in the classroom.
2. Your teacher _____.
3. All of the other teachers _____ too.
4. You're late! Where _____?
5. Susan has a guilty look on her face. 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 _____ an independent country since 1947.
11. The weather _____ very nice.
12. The weather _____ warm lately.
13. The children _____ their drawings.
14. Ruth _____ four novels so far this month.

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

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



3-3 Present Perfect vs. Simple Past

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

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 parentheses.

1. Fatima is from a hot, arid part of her country. She (*see, never*) _____ snow.
2. Last January, I (*see*) _____ snow for the first time in my life.
3. Last night my friend and I (*have*) _____ some free time, so we (*go*) _____ to a show.
4. Since classes began, I (*have, not*) _____ much free time. My classes keep me really busy.
5. Ming Won (*be*) _____ in this class for three months. His English is getting better and better. He plans to take this class until the end of May.
6. Mrs. Perez (*be*) _____ in our class for three months, but then she left school to get a job.
7. Late-breaking news! A major earthquake (*occur, just*) _____ in southern California. It (*occur*) _____ at 9:25 A.M. Pacific Standard Time.
8. I admit that I (*get**) _____ older since I last (*see*) _____. You, but with any luck at all, I (*get, also*) _____ wiser.
9. A: Are you taking Chemistry 101 this semester?
B: No, I (*take, already***) _____ it. I (*take*) _____ it last semester. This semester I'm in 102.
10. Greg Adams? Yes, I know him. I (*know*) _____ him since college.
11. Joe North passed away? I'm sorry to hear that. I (*know*) _____ him well when we were in college together.

*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 . . . ?

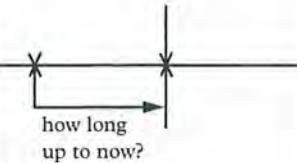
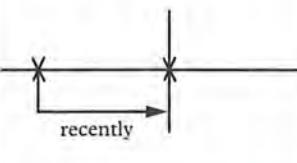
Exercise 15. Warm-up. (Chart 3-4)

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 Perfect Progressive

	<p>(a) Right now I <i>am sitting</i> at my desk.</p> <p>(b) I <i>have been sitting</i> at my desk <i>since</i> seven o'clock. I <i>have been sitting</i> here <i>for</i> two hours.</p> <p>(c) It's <i>been raining all day</i>. It's still raining right now.</p>	<p>COMPARE:</p> <p>In (a): The PRESENT PROGRESSIVE expresses <i>an activity in progress right now</i>. (See Chart 2-2, p. 14.)</p> <p>In (b): The PRESENT PERFECT PROGRESSIVE expresses <i>how long</i> an activity has been in progress. In other words, it expresses <i>the duration of an activity that began in the past and continues to the present</i>.</p>
		<p>Time expressions often used with this tense are</p> <ul style="list-style-type: none"> • <i>since</i> and <i>for</i>, as in (b). • <i>all day/all morning/all week</i>, as in (c).
		<p>NOTE: In (c): <i>It's been raining</i>. <i>It's</i> = <i>It has</i> <i>It's still raining</i>. <i>It's</i> = <i>It is</i></p>
	<p>(d) I've <i>known</i> Alex <i>since</i> he was a child.</p> <p>INCORRECT: I've <i>been knowing</i> Alex since he was a child.</p>	<p>For non-progressive verbs such as <i>know</i>, the present perfect (not the present perfect progressive) is used to express the <i>duration of a situation that began in the past and continues to the present</i>.</p> <p>(See Charts 2-3, p. 16, and 3-1, p. 38.)</p>
	<p>(e) How long <i>have</i> you <i>been living</i> here?</p> <p>(f) How long <i>have</i> you <i>lived</i> here?</p> <p>(g) Al <i>has been wearing</i> glasses <i>since</i> he was ten.</p> <p>(h) Al <i>has worn</i> glasses <i>since</i> he was ten.</p>	<p>For some (not all) verbs, the idea of <i>how long</i> can be expressed by either tense — the present perfect progressive or the present perfect.</p> <p>NOTE: (e) and (f) have the same meaning; (g) and (h) have the same meaning.</p> <p>Either tense can be used only when the verb expresses the duration of present activities or situations that happen regularly, usually, habitually: e.g., <i>live, work, teach, study, wear glasses, play chess, etc.</i></p>
	<p>(i) I've <i>been thinking</i> about looking for a different job. This one doesn't pay enough.</p> <p>(j) All of the students <i>have been studying</i> hard. Final exams start next week.</p>	<p>When the tense is used without any mention of time, it expresses a general activity in progress recently, lately. For example, (i) means <i>I've been thinking about this recently, lately</i>.</p>

Exercise 16. Looking at grammar. (Chart 3-4)

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

1. Mr. and Mrs. Jones (*sit*) are sitting outside on their porch right now. They (*sit*) have been sitting there since after dinner.
2. The test begins at 1:00. Right now it's 11:00. Sara is at the library. She (*review*) is reviewing her notes right now. She (*review*) has been reviewing her notes all morning.
3. Marco is in a store. He (*stand*) is standing at a checkout counter right now. He (*stand*) has been standing 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*) has been playing in the mud.
5. The children are excited about the concert. They (*practice*) have been practicing a lot in the last few weeks. They're going to sing for their parents.
6. My back hurts, so I (*sleep*) have been sleeping on a pad on the floor lately. The bed is too soft.



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

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



cook fix memorize plant 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.

Exercise 18. Listening. (Charts 3-1 and 3-4)

Listen to the dialogue one time with your book closed. Then, with your book open, listen again and write the words you hear.

CD 1

Track 20

A: Good to see you! So what _____ up to lately? 1

B: Not too much. _____ it easy. 2

A: How nice! Glad to hear you _____ too hard. 3

By the way, _____ your parents? I _____ them 5
for a while. 4

B: _____ great. 7 now
that they're retired. 6

A: How long _____ retired? 8

B: Gosh, I don't know. 9 a couple of years now.

A: So _____ a lot*? 10

B: Yeah. _____ in warm, sunny places in the winter and
_____ summers here. 11 12

A: What a great way to spend retirement! I'm glad to hear _____
themselves. 13

Exercise 19. Looking at grammar. (Charts 3-1 and 3-4)

Complete the sentences. Use the verb in *italics* in the first sentence of each item to complete the remaining sentence(s). Use the present perfect or the present perfect progressive. In some sentences, either verb form is correct.

1. I'm *trying* to study. I have been trying to study **for** the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. Joe *has* an old bicycle. He has had the same bicycle **for** twenty years.
3. Matt *works* at the ABC Company. He has worked / has been working there **since** 2005.
4. Toshi *is waiting* for his friend. He _____ for her **since** five o'clock. She's late for their date.
5. I *like* cowboy movies. I _____ cowboy movies ever **since** I was a child.

*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 _____ it for over two hours without a break.
7. Dr. Chang *teaches* math. He is an excellent teacher. He _____ math at this school **for** more than 25 years.
8. 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 better tennis player. She _____ tennis **since** she was ten. Rick started playing only last year.

Exercise 20. Listening. (Charts 3-1 and 3-4)

Listen to the description of each item and complete the sentence that follows it. Use the present perfect and the present perfect progressive.

CD 1

Track 21 Example: You will hear: Manuel has called Eva five times in the last hour, but her line is busy. He'll keep trying until he reaches her.

You will write: Manuel (*try*) _____ to reach Eva for _____ to talk about their plans for the weekend.

1. Susan (*wait*) _____ in the doctor's office since _____. She hopes she doesn't have to wait much longer.
2. Alexi (*own*) _____ his motorcycle for _____.
3. Joe (*decide, not*) _____ which job to take yet. He'll decide soon.
4. Mika is frustrated. She (*sit*) _____ in rush-hour traffic since _____. She's going to be very late for work.
5. Andrew and Donna (*play*) _____ chess for _____ hours.

Exercise 21. Let's write. (Charts 3-1, 3-3, and 3-4)

Choose one topic to write about.

Topics:

1. Write about your first day in this class. What did you see, hear, feel, think? Then write about what you have done and have been doing in this class since the first day.
2. Describe your last week at home before you came to this city/country. Then describe what you have done and have been doing since you arrived here.

Exercise 22. Warm-up. (Chart 3-5)

Each of the following talks about two events. Which event happened first?

1. The teacher *stood up*. Someone *had knocked* on the classroom door.
2. I *looked* at the chalkboard. The teacher *had written* my name there.

3-5 Past Perfect



<p>Ann left.</p> <p>X X</p>	<p>Sam arrived.</p> <p>X </p>	<p>(a) Sam arrived at 10:00. Ann left at 9:30. In other words, Ann had already left when Sam arrived.</p>	<p>The past perfect expresses an activity that was complete before another activity or time in the past.</p>
<p>(b) <i>By the time</i> Sam got there, Ann had already left.</p>		<p>In (a): 1st: Ann left. 2nd: Sam arrived. Adverb clauses with <i>by the time</i> are frequently used with the past perfect in the main clause, as in (b).*</p>	
<p>(c) Sam had left before Ann got there. (d) Sam left before Ann got there. (e) <i>After</i> the guests had left, I went to bed. (f) <i>After</i> the guests left, I went to bed.</p>		<p>If either <i>before</i> or <i>after</i> 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.</p>	
<p>(g) <i>Actual spoken words:</i> I lost my keys. (h) <i>Reported words:</i> Jenny said that she had lost her keys.</p>		<p>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 <i>tell (someone)</i>, <i>say</i>, <i>find out</i>, <i>learn</i>, and <i>discover</i>.</p>	
<p>(i) <i>Written:</i> Bill fell 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.</p>		<p>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 (<i>Bill fell great</i>), and then uses the past perfect to explain what had happened before that event.</p>	
<p>(j) I'd finished. You'd finished. We'd finished. They'd finished. She'd finished. He'd finished. It'd finished.</p>		<p>Had is often contracted with personal pronouns in informal writing. NOTE: <i>I'd finished. I'd = I had</i> <i>I'd like to go. I'd = I would</i></p>	

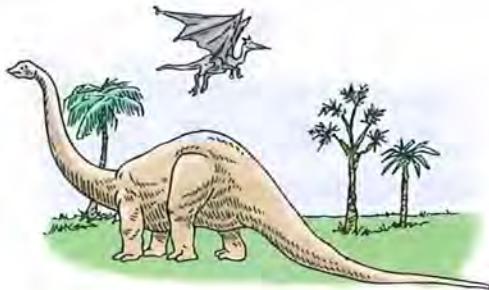
*For more information about *by the time*, see Chart 17-2, p. 368.

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

Exercise 23. Looking at grammar. (Charts 2-6 and 3-5)

Use the simple past or the past perfect form of the verbs in parentheses to complete the sentences. In some cases, either tense is correct.

1. Samir (*be*) was / had been a newspaper reporter before he (*become*) became a businessman.
2. I (*feel*) a little better after I (*take*) the medicine.
3. I was late. The teacher (*give, already*) a quiz when I (*get*) to class.
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*) any of Picasso's paintings before I (*visit*) the art museum.
7. After work, I went to Rosa's office to give her a ride home, but I couldn't find her. She (*leave*) with someone 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 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 challenge 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?



CD 1
Track 22

1. I'm sorry we missed the meeting. We had forgotten about it.
2. 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.

3-6 Had in Spoken English

- (a) **Joe had** already heard the story.

Spoken: Joe/d/ already heard the story. OR
Joe/əd/ already heard the story.

- (b) **Who had** been there before you?

Spoken: Who/d/ been there before you? OR
Who/əd/ been there before you?

- (c) The dog **had** a bone.

Spoken: The dog **had** a bone.

In spoken English, the helping verb **had** in the past perfect is often reduced following nouns and question words. It can be pronounced as /d/ or as /əd/.*

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

Exercise 26. Listening. (Chart 3-6)

 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.

CD 1
Track 23

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.

CD 1
Track 24

1. You're a new student, aren't you? How long have _____ 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. 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. Cho _____ been 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.



CD 1
Track 25



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, _____ dinner and was washing the dishes. With a worried tone in his voice, he **asked** her where

_____. She **told** him _____ to work late, and then, on her way home, _____ a big accident that had slowed traffic to a crawl. He **asked** her why she _____. She **said** _____ 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. _____ a long day!

7

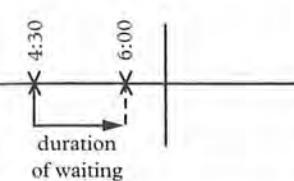
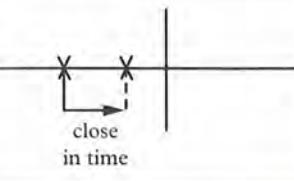
Exercise 29. Warm-up. (Chart 3-7)

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.

3-7 Past Perfect Progressive

	<p>(a) Eric finally came at six o'clock. I had been waiting for him since four-thirty.</p> <p>(b) The police had been looking for the criminal for two years before they caught him.</p>	<p>The past perfect progressive emphasizes the <i>duration of an activity that was in progress before another activity or time in the past</i>.</p> <p>NOTE: The past perfect progressive is used infrequently compared to other verb tenses.</p>
	<p>(c) When Judy got home, her hair was still wet because she had been swimming.</p> <p>(d) I went to Ed's house after the funeral. His eyes were red because he had been crying.</p>	<p>This tense also may express an activity <i>in progress close in time to another activity or time in the past</i>.</p>
<p>(e) Actual spoken words: I have been waiting for you.</p> <p>(f) Reported words: Lia told me that she had been waiting for me.</p>		<p>The past perfect progressive also occurs in reported speech. See Chart 3-5, examples (g) and (h).</p>

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. 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, . . .

1. She learned that a few students _____ *had been singing* _____ loudly.
2. She found out that a couple of students _____ on cell phones.
3. Someone told her that one student _____ loud music.
4. She heard that several students _____ in the aisles.
5. She found out that a group of students _____ in her grade book.
6. She saw that a couple of students _____ pictures on the board.
7. She happily discovered that a few students _____ the whole time.

Exercise 32. Let's talk: class activity. (Chapters 1 → 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 → 3)

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

CD 1
Track 26

Example: You will hear: 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.

1. 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 → 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 → 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.

Example: (Pierre) had a terrible day yesterday. The trouble began early in the morning. His 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 → 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 → 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.



Chapter 4

Future Time

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

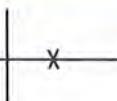


□ **Exercise 2. Warm-up.** (Chart 4-1)

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.

4-1 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.

Will

- (c) Anna *will come* tomorrow around 5:00.

INCORRECT: Anna -wills- come.

INCORRECT: Anna -will- comes.

INCORRECT: Anna -will- to come.

Will typically expresses predictions about the future, as in (c).

Will does not take a final **-s**.

Will is followed immediately by the simple form of a verb.

- (d) Alex *will not be* here tomorrow.

Peter *won't be* here either.

NEGATIVE: **will** + **not** = **won't**

- (e) *Will you be* here tomorrow?

How *will you get* here?

QUESTION: **will** + **subject** + **main verb**

In (e): The speaker is asking for information about a future event.*

- (f) Spoken or written: *I'll be there.*

(g) Spoken: *Tom'll be there too.*

Written: *Tom will be there too.*

CONTRACTIONS WITH PRONOUNS AND NOUNS:

Will is often contracted with pronouns in both speaking and informal writing: *I'll, you'll, she'll, he'll, it'll, we'll, they'll.*

Will is also often contracted with nouns in speaking but usually not in writing, as in (g).

In very informal writing, **will** may be contracted with other kinds of pronouns and *there*, as in (h).

Be Going To

- (i) Anna *is going to come* tomorrow around 5:00.

(j) Informally spoken: Anna's *gonna come* tomorrow around 5:00.

Be going to also commonly expresses predictions about the future. In informal speech, *going to* is often pronounced "gonna."

- (k) Tom *isn't going to come*.

NEGATIVE: **be** + **not** + **going to**, as in (k)

- (l) *Are you going to come?*

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

***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.

Exercise 3. Listening. (Chart 4-1)

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



CD 1
Track 27

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

I have time to see you tomorrow.

yes

no

yes

no

1. yes no

5. yes no

2. yes no

6. yes no

3. yes no

7. yes no

4. yes no

8. yes no

Exercise 4. Pronunciation. (Chart 4-1)

Practice pronouncing contractions with *will*.

1. Bob will be here soon.
→ *Bob'll be here soon.*
2. I'll come. He'll come. You'll come.
3. She'll help us. They'll help us too.
4. I'm sure we'll do well on the test.
5. It'll probably rain tomorrow.
6. The weather will be hot in August.
7. Mary will come tomorrow.
8. Bill will be here too.
9. The children will be home at 3:00.
10. Who will be at the meeting?
11. Where will you be around five?
12. How long will Tom be here?
13. Nobody will recognize you in that wig.
14. That will be interesting.
15. What will you do?

Exercise 5. Listening. (Chart 4-1)

 CD 1
Track 28

Complete the sentences with the words you hear. Write the non-contracted forms of the verbs you hear.

1. _____ to turn in all your assignments by tomorrow.
2. _____ for the final exam on Monday.
3. The _____ 50 questions.
4. _____ 50 questions on the exam.
5. _____ the whole hour to complete the test.
6. It's a long exam. Sorry, but _____ early.
7. _____ a lot of work. Study hard!
8. The _____ available in my office the next day.

Exercise 6. Listening. (Chart 4-1)

 CD 1
Track 29

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

- | | | | |
|-------------|-------|-------------|-------|
| 1. going to | gonna | 3. going to | 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.
- (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

- (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.
- (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.

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.

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>I'll set</i> the table. | prediction | plan | willingness |
| 2. Ivan has some vacation time. He <i>is going to take</i> next week off. | prediction | plan | willingness |
| 3. Heidi <i>will love</i> her birthday present. It's just what she wants. | prediction | plan | willingness |
| 4. I don't like my job. <i>I'm going to quit</i> when I get back from vacation. | prediction | plan | willingness |
| 5. That's okay. Don't worry about the spilled coffee. <i>I'll clean</i> 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>I'll get</i> a new one from the supply room. | prediction | plan | willingness |
| 8. I'm <i>going to</i> 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 shopping with me? 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?
B: I (*do*) _____ it!
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.

Exercise 12. Listening. (Chart 4-2)



Listen to the sentences and choose the expected response (a. or b.).

1. a. I'm going to work at a summer resort in the mountains.
b. I'll work at a summer resort in the mountains.
2. a. Sure. I'm going to drop it off on my way to work.
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.
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.

Exercise 13. Warm-up. (Chart 4-3)

Complete the sentences with your own words. All the sentences talk about future time. What do 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 _____.

*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:

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

I am meeting Larry at Alice's Restaurant at six.

4-3 Expressing the Future in Time Clauses

<p>(a) Bob will come soon. <i>When Bob comes</i>, we will see him.</p> <p>(b) Linda is going to leave soon. <i>Before she leaves</i>, she is going to finish her work.</p> <p>(c) I will get home at 5:30. <i>After I get home</i>, I will eat dinner.</p> <p>(d) The taxi will arrive soon. <i>As soon as it arrives</i>, we'll be able to leave for the airport.</p> <p>(e) They are going to come soon. I'll wait here <i>until they come</i>.</p>	<p>In (a): When Bob comes is a time clause.* when + subject + verb = a time clause When the meaning of the time clause is future, the SIMPLE PRESENT tense is used. Will or be going to is not used in the time clause.</p> <p>A time clause begins with such words as <i>when</i>, <i>before</i>, <i>after</i>, <i>as soon as</i>, <i>until</i>, and <i>while</i> 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 sentence:</p> <p style="padding-left: 40px;"><i>When he comes</i>, we'll see him. OR We'll see him <i>when he comes</i>.</p> <p>Notice: A comma is used when the time clause comes first in a sentence.</p>
<p>(f) <i>While I am traveling in Europe next year</i>, I'm going to save money by staying in youth hostels.</p>	<p>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).</p>
<p>(g) I will go to bed <i>after I finish my work</i>.</p> <p>(h) I will go to bed <i>after I have finished my work</i>.</p>	<p>Occasionally, the PRESENT PERFECT is used in a time 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 act occurs in the future.</p>

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

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.

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 _____.

- I'm going to eat lunch at 12:30. After I (*eat*) _____, I (*take, probably*) _____ a nap.
- I'll get home around six. When I (*get*) _____ home, I (*give*) _____ Sharon a call.
- I'm going to watch a TV program at nine, but before I (*watch*) _____ the program, I (*call*) _____ my parents.
- Bakir will come soon. I (*wait*) _____ here until he (*come*) _____.
- I'm sure it will stop raining soon. As soon as the rain (*stop*) _____, I (*walk*) _____ to the store to get some film.
- I'm a junior in college this year. After I (*graduate*) _____ with a B.A. 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*) _____ my master's degree.
- I (*listen*) _____ to an English language course while I (*sleep*) _____ tonight. Do you think it will help me learn English faster?



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

Make questions using the given words. Ask two students each question. Share some of their answers with the class. Use ***be going to*** for the future verb.

- What \ you \ do \ after \ you \ wake up \ tomorrow?
- What \ you \ do \ as soon as \ class \ end \ today?
- Before \ you \ go \ to bed \ tonight \ what \ you \ do?
- What \ you \ do \ when \ you \ have \ free time \ this weekend?
- When \ you \ finish \ school \ what \ you \ do?

Exercise 17. Warm-up. (Chart 4-4)

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)

Decide the meaning of each *italicized* verb. Write *in the future, now, or habitually*.

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

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



□ **Exercise 19. Looking at grammar.** (Chart 4-4)

Complete 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 am meeting 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 am flying 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 am going to start tomorrow, and this time I mean it.

4. A: Your cough sounds terrible! You should see a doctor.

B: I know. It just won't go away. I _____

Dr. Murray later this afternoon.



5. A: Where are you and your family going for your vacation this summer?

B: Ontario, Canada.

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.

4-5 Future Progressive

	(a) I will begin to study at seven. You will come at eight. I <u>will be studying</u> when you come.	The future progressive expresses an activity that <i>will be in progress at a time in the future</i> .
	(b) Don't call me at nine because I won't be home. I <u>am going to be studying</u> at the library.	The progressive form of <i>be going to</i> : <i>be going to + be + -ing</i> , as in (b)
	(c) Don't worry. She <u>will be coming</u> soon. (d) Don't worry. She <u>will come</u> 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).

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

Complete the sentences. Use the future progressive form of the given verbs.

1. *finish, sleep, study*

Please don't call our house after 9:00 tonight. The baby _____ *is going to be sleeping* _____
OR *will be sleeping* _____. My husband _____
for a test. I _____ a project for work.

2. *talk, do, see*

Dr. Roberts is the town's only medical doctor and works long hours. Tomorrow she has an especially busy schedule. From early in the morning until lunch, she _____
_____ patients at her clinic. After lunch, she _____
research at the hospital. In the evening, she _____ to
medical students about rural health care.

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

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

1. Tomorrow I'm going to leave for home. When I (*arrive*) _____ at the airport, my whole family (*wait*) _____ for me.

2. When I (*get*) _____ up tomorrow morning, the sun (*shine*) _____, the birds (*sing*) _____, and my roommate (*lie, still*) _____ in bed fast asleep.

3. 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.

4. A: Are you going to be in town next Saturday?

B: No. I (*visit, in Chicago**) _____ my aunt.

5. A: Where are you going to be this evening?

B: I (*work, at the library*) _____ on my research paper.



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

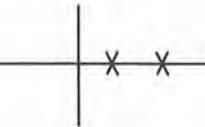
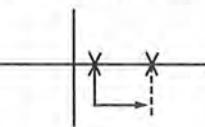
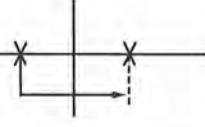
Exercise 24. Warm-up. (Chart 4-6)

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

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

4-6 Future Perfect and Future Perfect Progressive

NOTE: These two tenses are rarely used compared to the other verb tenses.

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

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.

- 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.

- 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.

June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*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.

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

Example: A hundred years ago, the automobile hadn't been invented. Today it is one of the 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



Chapter 5

Review of Verb Tenses

Exercise 1. What do I already know? (Chapters 1 → 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.

Exercise 2. Looking at grammar. (Chapters 1 → 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*) _____ breakfast when he (*leave*) _____ for class at 8:45.

3. John (*eat, always*) _____ breakfast before he (*go*)
_____ to class. Tomorrow before he (*go*) _____ to
class, he (*eat*) _____ breakfast.
4. John is in class every morning from 9:00 to 12:00. Two days ago, I (*call*)
_____ him at 11:30, but I could not reach him because he (*attend*)
_____ class at that time.
5. Don't try to call John at 11:30 tomorrow morning because he (*attend*)
_____ class at that time.
6. Yesterday John took a nap from 1:00 to 2:00. I arrived at 1:45. When I (*get*)
_____ there, John (*sleep*) _____. He (*sleep*)
_____ for 45 minutes by the time I got there.
7. Right now John (*take*) _____ a nap. He (*fall*)
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*) _____ dinner by the
time he (*go*) _____ to the movie.
9. Three days ago, John (*start*)
to read *The Old Man and the Sea*, 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.
10. Since the beginning of the semester, John
(*finish*)
three
novels. Right now he (*read*)
_____ *The Old Man
and the Sea*. He (*read*)
that novel for the past three
days. He (*intend*)
to finish it by next week. In his lifetime, he
(*read*)
many novels, but this is the first Hemingway novel he
(*read, ever*) _____ .



Exercise 3. Let's talk. (Chapters 1 → 4)

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.
CD 1
Track 31

- | | | |
|---|---|---|
| 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. | T | F |

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

When I 1 home to my apartment last night, I 2 out my key to open the door as usual. As always, I 3 it in the lock, but the door 4. I 5 my key again and again with no luck. So I 6 on the door for my wife to let me in. Finally the door 7, but I 8 my wife on the other side. I 9 a stranger. I 10 to get into the wrong apartment! I quickly 11 and 12 to my own. I 13 very stupid about what I 14.

Exercise 5. Let's talk and write. (Chapters 1 → 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.

Exercise 6. Looking at grammar. (Chapters 1 → 4)

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

Dear Anna,

I (*get*) ₁ your long email about two weeks ago and (*try*) ₂ to find time to write you back ever since. I (*be*)

 ₃ very busy lately. In the past two weeks, I (*have*) ₄ four tests, and

I have another one next week. In addition, a friend (*stay*)

 ₅ with me since last Thursday. She wanted to see the city, so we (*spend*) ₆ a lot of time visiting some of the interesting places here. We (*be*) ₇ to the zoo, the art museum, and the botanical gardens.

Yesterday we (*go*) ₈ to the park and (*watch*) ₉ a balloon race. Between showing her the city and studying for my exams, I (*have, barely*) ₁₀ enough time to breathe.

Right now it (*be*) ₁₁ 3:00 A.M., and I (*sit*) ₁₂ at my desk. I (*sit*) ₁₃ here for five hours doing my studying. My friend's plane (*leave*) ₁₄ in a few hours, so I (*decide*) ₁₅ not to go to bed. That's why I (*write*) ₁₆ to you at such an early hour in the day. I (*get*) ₁₇ a little sleepy, but I would rather stay up. I (*take*) ₁₈ a nap after I (*get*) ₁₉ back from taking her to the airport.

How (*you, get*) ₂₀ along? How (*your classes, go*) ₂₁? Please write soon.

Yours,
Yoko



Exercise 7. Let's write. (Chapters 1–4)

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 1–4)

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



CD 1
Track 32

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

Exercise 9. Looking at grammar. (Chapters 1–4)

Complete the sentences with the words in parentheses. Use any appropriate tense.

Almost every part of the world (*experience*) _____ an _____

earthquake in recent years, and almost every part of the world (*experience*) _____

_____ earthquakes in the years to come. Since the ancient _____

Chinese (*begin*) _____ to keep records several thousand years ago, more than 13 _____

million earthquakes (*occur*) _____ worldwide by some estimates. _____

What (*cause*) _____ earthquakes? Throughout time, different cultures _____

(*develop*) _____ 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 one elephant (*move*) _____ 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*) ⁹ its fat tail around in the mud. The result? Earthquakes.

Nowadays, although scientists (*know*) ¹⁰ more about the causes of earthquakes, they still cannot prevent the terrible damage. One of the strongest quakes in the last hundred years (*happen*) ¹¹ in Anchorage, Alaska, on March 24, 1964, at about six o'clock in the evening. When the earthquake (*strike*) ¹² that evening, many families (*sit*) ¹³ down to eat dinner. People in the city (*find, suddenly*) ¹⁴ themselves in the dark because most of the lights in the city went out when the earthquake occurred. Many people (*die*) ¹⁵ instantly when tall buildings (*collapse*) ¹⁶ and (*send*) ¹⁷ tons of brick and concrete crashing into the streets. When (*the next earthquake, occur*) ¹⁸? No one really knows for sure.

Interestingly enough, throughout history animals (*help, often*) ¹⁹ people predict earthquakes shortly before they happen. At present, some scientists (*study*) ²⁰ catfish because catfish swim excitedly just before an earthquake.

According to some studies, snakes, monkeys, and rodents (*appear, also*) ²¹ to be sensitive to the approach of violent movement in the earth's surface. Some animals (*seem*) ²² to know a great deal more than humans about when an earthquake will occur.

In recent years, scientists (*develop*) ²³ many extremely sensitive instruments. Perhaps someday the instruments (*be*) ²⁴ able to give us a sufficiently early warning so that we can be waiting calmly in a safe place when the next earthquake (*strike*) ²⁵.



Exercise 10. Let's talk: pairwork. (Chapters 1 → 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**....

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 → 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 → 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.
9. Why did you writing a children's book?
10. I'm really glad you to visit my hometown next year.
11. While I was visiting my cousin in Los Angeles, we went to a restaurant and eat Thai food.
12. When I was a child, I viewed things from a much 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*.

1. Erica miss ^{*-s*} 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 <i>costs</i> a lot of money.	x			x
2. New <i>cars</i> cost a lot of money.				
3. My neighbor <i>makes</i> a lot of noise.				
4. My <i>neighbors</i> make a lot of noise.				
5. Bill <i>drinks</i> tea for breakfast.				
6. Cold <i>drinks</i> taste good on a hot day.				

6-1 Final -s/-es: Use, Pronunciation, and Spelling

Use

(a) Noun + -s : Friends are important. Noun + -es : I like my classes.	A final -s or -es is added to a noun to make the noun plural. Friend and class = singular nouns Friends and classes = plural nouns
(b) Verb + -s : Mary works at the bank. Verb + -es : John watches birds.	A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., <i>Mary</i> , <i>my father</i> , <i>the machine</i>) or third person singular pronoun (<i>she</i> , <i>he</i> , <i>it</i>). Mary works = singular She works = singular The students work = plural They work = plural

Pronunciation

(c) seats ropes backs	→ seat/s/ → rope/s/ → back/s/	Final -s is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*
(d) seeds robes bags sees	→ seed/z/ → robe/z/ → bag/z/ → see/z/	Final -s is pronounced /z/ after voiced sounds, as in (d): "d," "b," "g," and "ee" are examples of voiced sounds.*
(e) dishes catches kisses mixes prizes edges	→ dish/əz/ → catch/əz/ → kiss/əz/ → mix/əz/ → prize/əz/ → edge/əz/	Final -s and -es are pronounced /əz/ after "sh," "ch," "s," "x," "z," and "ge"/"dge" sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.

Spelling

(f) sing song	→ sings → songs	For most words (whether a verb or a noun), simply add a final -s to spell the word correctly.
(g) wash watch class buzz box	→ washes → watches → classes → buzzes → boxes	Final -es is added to words that end in -sh , -ch , -s , -z , and -x .
(h) toy buy	→ toys → buys	For words that end in -y : In (h): If -y is preceded by a vowel, only -s is added.
(i) baby cry	→ babies → cries	In (i): If -y is preceded by a consonant, the -y is changed to -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 each word.

Track 33

- | | | | | | |
|-----------|-----|-----------|--|-----------|--|
| 1. rides | /z/ | 4. rugs | | 7. wishes | |
| 2. writes | | 5. sleeps | | 8. pages | |
| 3. robs | | 6. locks | | 9. months | |



Exercise 4. Spelling and pronunciation. (Chart 6-1)

Add **-s** or **-es** to the given words to make them plural. Practice saying them aloud. Write the pronunciation for each ending.

- | | | | |
|-------------------|-------|--------------------|-------|
| 1. floor <u>s</u> | /z/ | 7. season _____ | _____ |
| 2. tax <u>es</u> | /əz/ | 8. develop _____ | _____ |
| 3. talk <u>s</u> | /s/ | 9. touch _____ | _____ |
| 4. bush _____ | _____ | 10. cough _____ | _____ |
| 5. hat _____ | _____ | 11. method _____ | _____ |
| 6. rise _____ | _____ | 12. language _____ | _____ |

Exercise 5. Listening and pronunciation. (Chart 6-1)

Complete the sentences with the words you hear. Practice pronouncing final **-s/-es** by reading the sentences aloud.

CD 1

Track 34

1. _____ eighteen _____ a day.
2. People come in many _____ and _____.
3. Maria _____ pronunciation by reading _____ aloud.
4. The _____ good _____.
5. Our _____ us to speak English outside of class.
6. When Jack has a cold, he _____ and _____.

Exercise 6. Let's talk: pairwork. (Chart 6-1)

Work with a partner. Each item contains a subject and a verb. Make two sentences for each item. Help each other with the use of final **-s/-es** if necessary. Partner A uses a plural subject. Partner B uses a singular subject and begins with *A/An*.

Example: alarm clock \ ring

PARTNER A: Alarm clocks ring.

PARTNER B: An alarm clock rings.

1. opera singer \ sing
2. teacher \ teach
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 classroom. | 4. a. Vegetables are good for you.
b. Eating vegetables is good for you. |

6-2 Basic Subject-Verb Agreement

Singular Verb	Plural Verb	
(a) My friend <i>lives</i> in Boston.	(b) My friends <i>live</i> in Boston.	<i>Verb + -s/-es</i> = third person singular in the simple present tense <i>Noun + -s/-es</i> = plural
	(c) My brother and sister <i>live</i> in Boston. (d) My brother, sister, and cousin <i>live</i> in Boston.	Two or more subjects connected by and require a plural verb.
(e) Every man, woman, and child <i>needs</i> love. (f) Each book and magazine is listed in the bibliography.		EXCEPTION: Every and each 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 and , the verb is singular.
(g) That book on political parties <i>is</i> interesting. (i) The book that I got from my parents <i>was</i> very interesting.	(h) The ideas in that book <i>are</i> interesting. (j) The books 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 on political parties does not change the fact that the verb <i>is</i> must agree with the subject book . In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k) Watching old movies <i>is</i> fun.		A gerund (e.g., <i>watching</i>) 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)

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



CD 1

Track 35

Example: You will hear: The student . . .

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

1. (*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.
6. (*know, knows*) how to use the internet.
7. (*know, knows*) how to use sign language.
8. (*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. | 4. Most of the book is interesting. |
| 2. Some of those books are interesting. | 5. One of those books is Linda's. |
| 3. Most of those books are interesting. | 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) <i>Some of the book is</i> good. (c) <i>A lot of the equipment is</i> new. (e) <i>Two-thirds of the money is</i> mine. (g) <i>Most of our homework is</i> easy.	(b) <i>Some of the books are</i> good. (d) <i>A lot of my friends are</i> here. (f) <i>Two-thirds of the boys are</i> here. (h) <i>Most of our assignments are</i> easy.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <i>of</i> . For example, in (a) and (b): <i>some of + singular noun = singular verb</i> <i>some of + plural noun = plural verb</i>
(i) <i>One of my friends is</i> here. (j) <i>Each of my friends is</i> here. (k) <i>Every one of my friends is</i> here.		EXCEPTIONS: <i>One of, each of, and every one of</i> take singular verbs. <i>one of</i> <i>each of</i> <i>every one of</i> } + plural noun = singular verb
(l) <i>None of the boys is</i> here.	(m) <i>None of the boys are</i> 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) <i>The number of students in the class is</i> fifteen.	(o) <i>A number of students were</i> 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. Underline the word(s) that determine whether the verb is singular or plural.

1. Some of the fruit in this bowl (*is, are*) rotten.
2. 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.

1. The story → *The story is unusual.*
2. The stories
3. Some of the story
4. Some of the stories
5. Two-thirds of the story
6. One of the stories
7. Each of the stories
8. None of the story
9. None of the stories
10. A number of stories

... *is/are* secondhand.

11. The furniture
12. A lot of the furniture
13. A lot of the chairs
14. Some of the furniture
15. Half of the furniture
16. None of the furniture
17. Some of the chairs
18. Three-fourths of the furniture
19. Seventy-five percent of the furniture
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.

6-4 Subject-Verb Agreement: Using *There + Be*

(a) <i>There is a fly</i> in the room. (b) <i>There are three windows</i> in this room.	<p><i>There + be</i> introduces the idea that something exists in a particular place.</p> <p><i>There + be + subject + expression of place*</i></p> <p>The subject follows <i>be</i> when <i>there</i> is used.</p> <p>In (a): The subject is <i>a fly</i>. (singular)</p> <p>In (b): The subject is <i>three windows</i>. (plural)</p>
(c) INFORMAL: There's <i>two sides</i> 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.

*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 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 in the house?*



Example: You will hear: There's a spider on the wall.

You will choose: *There is* *There are*

- | | | | |
|-------------|-----------|-------------|-----------|
| 1. There is | There are | 5. Is there | Are there |
| 2. there is | there are | 6. Is there | Are there |
| 3. There is | There are | 7. there is | there are |
| 4. There is | There are | 8. Is there | Are there |

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 (<i>is, are</i>) good public transportation. | yes | no |
| 2. There (<i>is, are</i>) clean air. | yes | no |
| 3. There (<i>is, are</i>) enough recreation areas. | yes | no |
| 4. There (<i>is, are</i>) good restaurants. | yes | no |
| 5. There (<i>is, are</i>) 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.

6-5 Subject-Verb Agreement: Some Irregularities

Singular Verb

(a) <i>The United States</i> is big. (b) <i>The Philippines</i> consists of more than 7,000 islands. (c) <i>The United Nations</i> has its headquarters in New York City. (d) <i>Harrods</i> 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 <i>it</i> is used (not the plural pronoun <i>they</i>) because the noun is singular. In (a): <i>The United States</i> = <i>it</i> (not <i>they</i>)
(e) The <i>news</i> is interesting.	<i>News</i> is singular.
(f) <i>Mathematics</i> is easy for her. <i>Physics</i> is easy for her too.	Fields of study that end in -ics require singular verbs.
(g) <i>Diabetes</i> is an illness.	Certain illnesses that end in -s are singular: <i>diabetes, measles, mumps, rabies, rickets, shingles</i> .
(h) <i>Eight hours</i> of sleep is enough. (i) <i>Ten dollars</i> is too much to pay. (j) <i>Five thousand miles</i> is too far to travel.	Expressions of time, money, and distance usually require a singular verb.
(k) <i>Two and two</i> is four. <i>Two and two</i> equals four. <i>Two plus two</i> is/equals four. (l) <i>Five times five</i> is twenty-five.	Arithmetic expressions require singular verbs.

Plural Verb

(m) <i>Those people</i> are from Canada. (n) <i>The police</i> have been called. (o) <i>Cattle</i> are domestic animals. (p) <i>Fish</i> live under water.	<i>People,* police, cattle, and fish</i> do not end in -s , but they are plural nouns in the example sentences and require plural verbs.	
Singular Verb	Plural Verb	
(q) <i>English</i> is spoken in many countries. (s) <i>Chinese</i> is his native language.	(r) <i>The English</i> drink tea. (t) <i>The Chinese</i> have an interesting history. (u) <i>The poor</i> have many problems. (v) <i>The rich</i> get richer.	In (q): <i>English</i> = language In (r): <i>The English</i> = people from England Some nouns of nationality that end in -sh, -ese, and -ch can mean either language or people, e.g., <i>English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French</i> . A few adjectives can be preceded by <i>the</i> and used as a plural noun (without final -s) 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.*

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

Choose the correct completions.

1. The United States (*has, have*) a population of around 300 million.
2. The news about Mr. Gonzalez (*is, are*) surprising.
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*) _____ 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 Netherlands, The Philippines*) _____ 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 → 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 | 7. Chinese |
| 2. One of the countries I would like to visit | 8. The Chinese |
| 3. Some of the cities I would like to visit | 9. The poor in my country |
| 4. A number of students | 10. Washing the dishes |
| 5. Ten minutes | 11. The United States |
| 6. Most people | 12. This exercise on subject-verb agreement |

Exercise 23. Looking at grammar. (Charts 6-2 → 6-5)

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

Example:

TEACHER (*book open*): His idea \ interesting

STUDENT A (*book closed*): His idea *is* interesting.

- | | |
|----------------------------------|---|
| 1. His ideas \ interesting | 5. Two-thirds of the food \ gone |
| 2. Some of the people \ friendly | 6. The clothes in that store \ expensive |
| 3. One of the girls \ absent | 7. The clothing in those stores \ inexpensive |
| 4. Italian \ a Romance language | 8. Most of the stores in tourist towns \ overpriced |

Exercise 24. Let's talk. (Charts 6-2 → 6-5)

Choose the correct verb in each sentence. Are the sentences true in your opinion? Circle *yes* or *no*. Share some of your answers with the class.

- | | |
|---|-------------|
| 1. The United Nations (<i>has, have</i>) an important role in today's world. | yes no |
| 2. Mathematics (<i>is, are</i>) an interesting subject. | yes no |
| 3. Both boys and girls (<i>needs, need</i>) to learn how to do housecleaning. | yes no |
| 4. Every girl and boy in my country (<i>needs, need</i>) to have immunizations for certain diseases before entering public school. | yes no |
| 5. Two hours of homework per day (<i>is, are</i>) too much for elementary school children. | yes no |
| 6. Having good computer skills (<i>is, are</i>) necessary if you want to get a high-paying job. | yes no |
| 7. One of the biggest problems in the world today (<i>is, are</i>) 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 (<i>is, are</i>) more alike than different. | yes no |

Exercise 25. Game. (Charts 6-2 → 6-5)

Work in teams. Decide if the sentences are correct (C) or incorrect (I). If incorrect, make the necessary changes. Your teacher will give you a time limit. The team with the most correct answers wins.

C I

— ✓

1. The news about the economy ~~were~~^{was} disappointing.

✓ —

2. The economy is not doing well.

— —

3. Economists is worried.

— —

4. Economics is a field of study.

- — 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.
- — 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.

Exercise 26. Looking at grammar. (Chapter 6)

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

1. My alarm clock (*ring*) rings 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 (*appear*) _____ 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.

are

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.

Example: Once upon a time, there was a mother duck who was sitting on her nest of eggs.

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.



Chapter 7

Nouns

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

Write the plural forms of the given nouns.

- | | | | |
|--------------------|-----------------------------------|-------------------------|-----------------------------------|
| 1. one child, two | <u>children</u> | 8. one woman, two | <u> </u> |
| 2. one branch, two | <u> </u> | 9. one echo, two | <u> </u> |
| 3. one mouse, two | <u> </u> | 10. one photo, two | <u> </u> |
| 4. one enemy, two | <u> </u> | 11. one zero, two | <u> </u> |
| 5. one valley, two | <u> </u> | 12. one crisis, two | <u> </u> |
| 6. one shelf, two | <u> </u> | 13. one curriculum, two | <u> </u> |
| 7. one belief, two | <u> </u> | 14. one offspring, two | <u> </u> |

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

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

Last night I ate a lot of ____.

Did you see any ____ at the zoo?

- | | | | |
|--------------|-----------------------------------|-------------|-----------------------------------|
| 1. tomato | <u>tomatoes</u> | 7. kangaroo | <u> </u> |
| 2. potato | <u> </u> | 8. goose | <u> </u> |
| 3. fish | <u> </u> | 9. donkey | <u> </u> |
| 4. sandwich | <u> </u> | 10. deer | <u> </u> |
| 5. carrot | <u> </u> | 11. wolf | <u> </u> |
| 6. vegetable | <u> </u> | 12. sheep | <u> </u> |



7-1 Regular and Irregular Plural Nouns

(a) song— <i>songs</i>	The plural of most nouns is formed by adding final -s .*		
(b) box— <i>boxes</i>	Final -es is added to nouns that end in -sh , -ch , -s , -z , and -x .*		
(c) baby— <i>babies</i>	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— <i>oxen</i> foot— <i>feet</i> goose— <i>geese</i>	tooth— <i>teeth</i> mouse— <i>mice</i> louse— <i>lice</i>	The nouns in (d) have irregular plural forms that do not end in -s .
(e) echo— <i>echoes</i> hero— <i>heroes</i>	potato— <i>potatoes</i> tomato— <i>tomatoes</i>		Some nouns that end in -o add -es to form the plural.
(f) auto— <i>autos</i> ghetto— <i>ghettos</i> kangaroo— <i>kangaroos</i> kilo— <i>kilos</i> memo— <i>memos</i>	photo— <i>photos</i> piano— <i>pianos</i> radio— <i>radios</i> solo— <i>solos</i> soprano— <i>sopranos</i>	studio— <i>studios</i> tattoo— <i>tattoos</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— <i>mementoes/mementos</i> mosquito— <i>mosquitoes/mosquitos</i> tornado— <i>tornadoes/tornados</i>		volcano— <i>volcanoes/volcanos</i> zero— <i>zeroes/zeros</i>	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— <i>calves</i> half— <i>halves</i> knife— <i>knives</i> leaf— <i>leaves</i>	life— <i>lives</i> loaf— <i>loaves</i> self— <i>selves</i> shelf— <i>shelves</i>	thief— <i>thieves</i> wolf— <i>wolves</i> scarf— <i>scarves/scarfs</i>	Some nouns that end in -f or -fe are changed to -ves to form the plural.
(i) belief— <i>beliefs</i> chief— <i>chiefs</i>	cliff— <i>cliffs</i> roof— <i>roofs</i>		Some nouns that end in -f simply add -s to form the plural.
(j) one deer— <i>two deer</i> one fish— <i>two fish</i> ** one means— <i>two means</i> one offspring— <i>two offspring</i>		one series— <i>two series</i> one sheep— <i>two sheep</i> one shrimp— <i>two shrimp</i> *** one species— <i>two species</i>	Some nouns have the same singular and plural form: e.g., <i>One deer is</i> <i>Two deer are</i>
(k) criterion— <i>criteria</i> phenomenon— <i>phenomena</i>	(m)	analysis— <i>analyses</i> basis— <i>bases</i> crisis— <i>crises</i>	Some nouns that English has borrowed from other languages have foreign plurals.
(l) bacterium— <i>bacteria</i> curriculum— <i>curricula</i> datum— <i>data</i> medium— <i>media</i> memorandum— <i>memoranda</i>		hypothesis— <i>hypotheses</i> parenthesis— <i>parentheses</i> thesis— <i>theses</i>	

*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	

-s	-es	-ves	no change
beliefs	heroes	knives	deer

Exercise 5. Looking at grammar. (Chart 7-1)

Write the correct forms of the given nouns. Use each noun only one time.

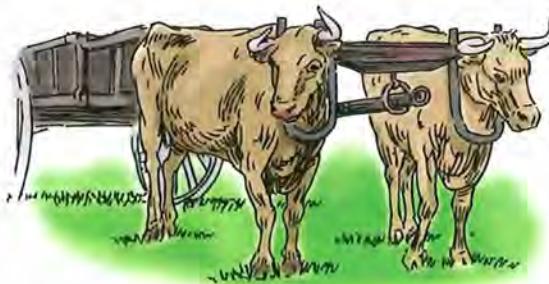
attorney
beach
box
cliff

discovery
laboratory
man

✓match
medium
ox

piano
phenomenon
✓tooth

1. The baby has been crying and not sleeping well at night because she is getting her first teeth.
2. I need some matches 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 _____.



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)

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 <i>sisters'</i> opinions ____ | 4. my <i>sons'</i> school ____ |
| 2. his <i>sister's</i> opinions ____ | 5. the <i>men's</i> hats ____ |
| 3. my <i>son's</i> school ____ | 6. the <i>man's</i> 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.*

7-2 Possessive Nouns

Singular Noun	Possessive Form	
(a) the girl (b) Tom (c) my wife (d) a lady (e) Thomas	<i>the girl's</i> <i>Tom's</i> <i>my wife's</i> <i>a lady's</i> <i>Thomas's/Thomas'</i>	To show possession, add an apostrophe ('') and -s to a singular noun: <i>The girl's book is on the table.</i>
Plural Noun	Possessive Form	
(f) the girls (g) their wives (h) the ladies (i) the men (j) my children	<i>the girls'</i> <i>their wives'</i> <i>the ladies'</i> <i>the men's</i> <i>my children's</i>	If a singular noun ends in -s , there are two possible forms: 1. Add an apostrophe and -s : <i>Thomas's book</i> . 2. Add only an apostrophe: <i>Thomas' book</i> .
(k) <i>Alan and Lisa's</i> apartment is on the third floor.		Add only an apostrophe to a plural noun that ends in -s : <i>The girls' books are on the table.</i>
		Add an apostrophe and -s to plural nouns that do not end in -s : <i>The men's books are on the table.</i>
		When two (or more) names are connected by and , only the final name shows possession.

Exercise 8. Looking at grammar. (Chart 7-2)

Complete the sentences. Use the possessive form of the nouns in parentheses.

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 dinner.

Exercise 9. Looking at grammar. (Chart 7-2)

Correct the errors. Use the possessive nouns by adding apostrophes and final **-s/-es** as necessary.

friends'

1. I enjoy visiting friend houses.
friend's
2. When I was in Chicago, I stayed at a friend house.
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.

Exercise 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

pilot

screen

skills

ticket

1. computer _____
2. computer _____
3. computer _____

2. airplane _____
3. airplane _____
4. airplane _____

7-3 Nouns as Adjectives

The soup has vegetables in it.

- (a) It is *vegetable soup*.

The building has offices in it.

- (b) It is an *office building*.

The test lasted two hours.

- (c) It was a *two-hour test*.

Her son is five years old.

- (d) She has a *five-year-old son*.

When a noun is used as an adjective, it is in its singular form.*

INCORRECT: vegetable -s soup

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

Exercise 12. Looking at grammar. (Chart 7-3)

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

1. *shoe* They sell shoes at that store. It is a shoe 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 _____. It is a _____ 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 _____ net.



8. *two + hour* The plane was late. We had a _____ wait.
We had to wait for _____.
9. *ten + year + old* My brother is _____, I have a _____ brother.
10. *three + letter* Arm and dog are _____ words. Each word has _____.

Exercise 13. Game. (Chart 7-3)

Work in teams. Think of common expressions in which the given nouns are used to modify other nouns. The team that comes up with the most expressions in the given time wins.

Example: flower → a flower vase, a flower garden, a flower shop, etc.

- | | | | |
|-------------|---------------|---------------|---------------|
| 1. cotton | 5. telephone | 9. morning | 13. kitchen |
| 2. grammar | 6. mountain | 10. street | 14. baby |
| 3. birthday | 7. government | 11. newspaper | 15. vegetable |
| 4. chicken | 8. football | 12. hotel | 16. bicycle |

Exercise 14. Listening. (Chart 7-3)

Listen to the sentences. Choose the words you hear.



Examples: You will hear: Ted is a professor at two well-known colleges.

You will choose: **professor** professors college **colleges**

You will hear: Ted is a highly respected college professor.

You will choose: **college** colleges **professor** professors

- | | | | |
|-------------|-----------|----------|------------|
| 1. taxi | taxis | driver | drivers |
| 2. driver | drivers | taxi | taxis |
| 3. office | offices | manager | managers |
| 4. manager | managers | office | offices |
| 5. airplane | airplanes | seat | seats |
| 6. airplane | airplanes | seat | seats |
| 7. school | schools | activity | activities |
| 8. school | schools | activity | activities |

Exercise 15. Warm-up. (Chart 7-4)

Choose all the correct completions.

1. I got one _____.
a. letter b. postcard c. package d. mail

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

NC

- I bought some *chairs*, *tables*, and *desks*. In other words, I bought some *furniture*.
- Michiko likes to wear *jewelry*. Today she is wearing four *rings*, six *bracelets*, and a *necklace*.
- We saw beautiful *mountains*, *fields*, and *lakes* on our trip. We saw beautiful *scenery*.
- Gold* and *iron* are *metals*.
- I used an *iron* to press my wrinkled shirt.
- 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

(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): <i>furniture</i> represents a whole group of things that is made up of similar but separate items.
(b) I put some <i>sugar</i> in my <i>coffee</i> .	In (b): <i>sugar</i> and <i>coffee</i> 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) <i>Sunshine</i> is warm and cheerful.	A phenomenon of nature, such as <i>sunshine</i> , is frequently used as a noncount noun, as in (d).
(e) NONCOUNT: Ann has brown <i>hair</i> . COUNT: Tom has a <i>hair</i> on his jacket.	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.)
(f) NONCOUNT: I opened the curtains to let in some <i>light</i> . COUNT: Don’t forget to turn off the <i>light</i> before you go to bed.	

*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) SOLIDS: 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* 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 a lot of *tree*, *bush*, *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
2. jewelry
3. clothing
4. garbage
5. traffic
6. office equipment

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

Exercise 19. Looking at grammar. (Charts 7-5 and 7-6)

Complete the sentences with the given nouns. Add final **-s/-es** if necessary. Use each noun only one time. In one sentence, you will need to choose the 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 money. I have a few coins in my pocket. In other words, I have some change in my pocket.
2. The Mississippi, the Amazon, and the Nile are well-known _____.
3. I like to listen to operas, _____, and folk songs. I enjoy _____ and listen to it often on my iPod.
4. The street is full of cars, _____, and buses. In other words, it is full of _____.
5. There are _____, copiers, telephones, and staplers in a typical business office. A business office needs a lot of _____.
6. Tonight I have to read 20 pages in my history book, do 30 algebra _____, and write a composition. In other words, I have a lot of _____ to do tonight.
7. Antonio is studying the meaning of English words. He learned some new _____ today. For example, he learned that the word *fly* has at least two _____.
8. Toronto is 365 feet/109 meters above sea level. The average annual precipitation in Toronto is 32 inches/81 centimeters. The population of the metropolitan area is over 3,000,000. I found (*this / these*) _____ on the internet.
9. I didn't feel good. Ann said, "You should see a doctor." Nick said, "You should go home and go to bed." Martha said, "You should drink fruit juice and rest." I got _____ from three people.
10. My English is slowly getting better. My vocabulary is increasing. It's getting easier for me to write, and I make fewer mistakes. I can often understand people even when they talk fast. I'm satisfied with the _____ I've made 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.

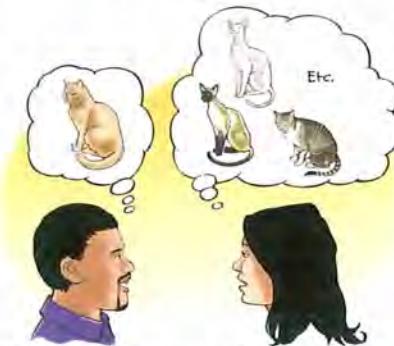
Dialogue 1



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

ANNA: Good.

Dialogue 2



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

ANNA: Oh? What does it look like?

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?

7-7 Basic Article Usage

I. Using *A* or *Ø*: Generic Nouns

Singular Count Noun	(a) <i>A banana</i> 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 Noun	(b) <i>Ø Bananas</i> are yellow.	In (a) and (b): The speaker is talking about any banana, all bananas, bananas in general.
Noncount Noun	(c) <i>Ø Fruit</i> is good for you.	In (c): The speaker is talking about any and all fruit, fruit in general. Notice that no article (<i>Ø</i>) 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 Nouns

Singular Count Noun	(d) I ate <i>a banana</i> .	Indefinite nouns are actual things (not symbols), but they are not specifically identified.
Plural Count Noun	(e) I ate <i>some bananas</i> .	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 or need to know which specific banana was eaten; it was simply one banana out of all bananas.
Noncount Noun	(f) I ate <i>some fruit</i> .	In (e) and (f): <i>Some</i> is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to <i>some</i> , a speaker might use <i>two</i> , <i>a few</i> , <i>several</i> , <i>a lot of</i> , etc., with plural count nouns, or <i>a little</i> , <i>a lot of</i> , etc., with noncount nouns. (See Chart 7-4.)

III. Using *The*: Definite Nouns

Singular Count Noun	(g) Thank you for <i>the banana</i> .	A noun is definite when both the speaker and the listener are thinking about the same specific thing.
Plural Count Noun	(h) Thank you for <i>the bananas</i> .	In (g): The speaker uses <i>the</i> because the listener knows which 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 and with noncount nouns.
Noncount Noun	(i) Thank you for <i>the fruit</i> .	

*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.

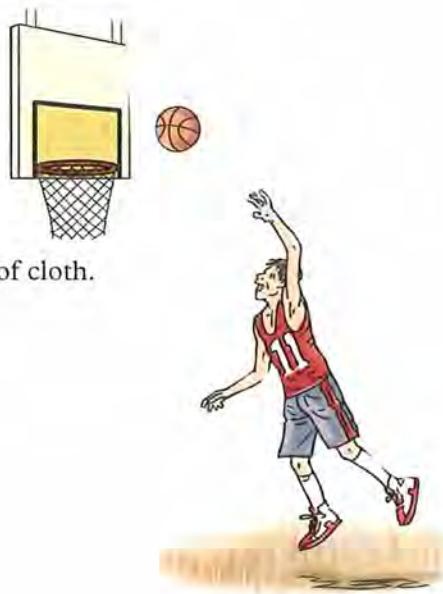
However, *the* is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). "Generic *the*" is commonly used with, in particular:

- (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 *Ø* if the noun is noncount. Capitalize as necessary.

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



Exercise 22. Looking at grammar. (Chart 7-7)

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

1. The teacher made an announcement.
2. I saw a bird.
3. I saw some birds.
4. Rosa borrowed some money from her uncle.
5. I had an accident.
6. I have some homework to do tonight.
7. There is one table in the room.
8. There is some furniture in the room.
9. There are several chairs in the room.
10. My father gave me some advice.
11. Sonya is carrying a bag.
12. Sonya is pulling some luggage.
13. There was one earthquake in California.
14. I got some letters in the mail.
15. Helen got one letter from her mother.
16. Mr. Alvarez got some mail yesterday.
17. A computer is a machine that can solve problems.
18. The factory bought some new machinery.
19. Some machines are powered by electricity. Some use other sources of energy.
20. I threw away some junk.
21. I threw away an old basket that was falling apart.
22. I threw away some 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 **Ø**.

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

You will choose: a **an** Ø

- | | |
|---------------------|---------------------|
| 1. a an Ø | 5. a an Ø |
| 2. a an Ø | 6. a an Ø |
| 3. a an Ø | 7. a an Ø |
| 4. a an Ø | 8. a an Ø |

Exercise 24. Game. (Charts 7-4 → 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:

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 Usage

(a) <i>The sun</i> is bright today. Please hand this book to <i>the teacher</i> . Please open <i>the door</i> . Omar is in <i>the kitchen</i> .	GUIDELINE: Use the 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) Yesterday I saw <i>some dogs</i> . <i>The dogs</i> were chasing <i>a cat</i> . <i>The cat</i> was chasing <i>a mouse</i> . <i>The mouse</i> ran into <i>a hole</i> . <i>The hole</i> was very small.	GUIDELINE: Use the for the second mention of an indefinite noun.* In (b): first mention = <i>some dogs</i> , <i>a cat</i> , <i>a mouse</i> , <i>a hole</i> ; second mention = <i>the dogs</i> , <i>the cat</i> , <i>the mouse</i> , <i>the hole</i>
(c) <i>CORRECT:</i> <i>Apples</i> are my favorite fruit. <i>INCORRECT:</i> The apples are my favorite fruit.	GUIDELINE: Do NOT use the 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.
(d) <i>CORRECT:</i> <i>Gold</i> is a metal. <i>INCORRECT:</i> The gold is a metal.	
(e) <i>CORRECT:</i> (1) I drove <i>a car</i> . / I drove <i>the car</i> . (2) I drove <i>that car</i> . (3) I drove <i>his car</i> . <i>INCORRECT:</i> I drove car.	GUIDELINE: A singular count noun (e.g., <i>car</i>) is always preceded by: (1) an article (<i>a/an</i> or <i>the</i>); OR (2) <i>this/that</i> ; OR (3) a possessive pronoun.

**The* is NOT used for the second mention of a generic noun. COMPARE:

- (1) *What color is a banana* (generic noun)? *A banana* (generic noun) is *yellow*.
(2) *Joe offered me a banana* (indefinite noun) or *an apple*. I chose *the banana* (definite noun).

Exercise 26. Looking at grammar. (Charts 7-7 and 7-8)

Complete the dialogues with *a*, *an*, or *the*. Capitalize as necessary.

1. A: I have an idea. Let's go on a picnic Saturday.
B: Okay.
2. A: Did you have fun at the picnic yesterday?
B: Sure did. And you?
3. A: You'd better have good reason for being late!
B: I do.
4. A: Did you think reason Mike gave for being late was believable?
B: Not really.
5. A: Where's my blue shirt?
B: It's in washing machine.
A: That's okay. I can wear different shirt.
6. A: I wish we had washing machine.
B: So do I. It would make it a lot easier to do our laundry.
7. A: Have you seen my boots?
B: They're in closet in front hallway.

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. 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.

□ Exercise 27. Looking at grammar. (Charts 7-7 and 7-8)

Complete the sentences with *a*, *an*, *the*, or *Ø*. Capitalize as necessary.

1. *B*
_____ beef is a kind of _____ meat.

2. *The* beef we had for dinner last night was excellent.

3. Lucy is wearing *a* 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.

Exercise 28. Grammar and speaking. (Charts 7-7 and 7-8)

Complete the sentences with *a*, *an*, *the*, or *Ø*. Do you agree or disagree with the statements? Circle *yes* or *no*. Share some of your answers with the class. Capitalize as necessary.

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 replacing _____ watches. 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

Exercise 29. Looking at grammar. (Charts 7-7 and 7-8)

Complete the sentences with *a*, *an*, *the*, or *Ø*. Capitalize as necessary.

1. We need to get _____ new phone.
2. Alex, would you please answer _____ phone?
3. _____ people use _____ plants in _____ many different ways. Plants supply us with oxygen. They are a source of _____ lifesaving medicines. We use plant products to build _____ 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, and _____ keys. It can kill _____ person with one kick.
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.



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)

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



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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.
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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 cannot 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.

1. two
2. a couple of
3. both
4. several
5. some
6. a lot of
7. plenty of
8. too many
9. too much
10. a few
11. a little
12. a number of
13. a great deal of
14. hardly any
15. no

I received ____ mail.

16. two
17. a couple of
18. both
19. several
20. some
21. a lot of
22. plenty of
23. too many
24. too much
25. a few
26. a little
27. a number of
28. a great deal of
29. hardly any
30. no

7-9 Expressions of Quantity Used with Count and Noncount Nouns

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

*Ø = 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 grammar. (Chart 7-9)

Draw a line through the expressions that cannot be used to complete the sentences. The first column has been started for you.

Jake has ____ homework.

Isabel has ____ assignments.

- | | |
|---------------------|---------------------|
| 1. three | 13. three |
| 2. several | 14. several |
| 3. some | 15. 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 |
| 12. no | 24. no |

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.

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.

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



6. I can't go with you because I have too _____ work to do.
7. A: How _____ side does a pentagon have?
B: Five.
8. I couldn't find _____ information in that book.
9. I haven't met _____ people since I came here.
10. How _____ postage 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.

Exercise 34. Looking at grammar. (Chart 7-9)

If the given noun can be used to complete the sentence, write it in its correct form (singular or plural). If the given noun cannot be used to complete the sentence, write Ø.

1. *Helen bought several* _____.
lamp lamps

3. *Jack bought too much* _____.
shoe _____

furniture Ø

salt _____

jewelry Ø

equipment _____

necklace necklaces

tool _____

2. *Sam bought a lot of* _____.
stamp _____

4. *Alice bought a couple of* _____.
bread _____

rice _____

loaf of bread _____

stuff _____

honey _____

thing _____

jar of honey _____

5. I read a few ____.

novel _____

literature _____

poem _____

poetry _____

9. Nick has a number of ____.

shirt _____

homework _____

pen _____

chalk _____

6. I bought some ____.

orange juice _____

light bulb _____

hardware _____

computer _____

software _____

10. I don't have a great deal of ____.

patience _____

wealth _____

friend _____

pencil _____

7. We need plenty of ____.

sleep _____

information _____

fact _____

help _____

11. I need a little ____.

money _____

advice _____

time _____

minute _____

8. I saw both ____.

woman _____

movie _____

scene _____

scenery _____

12. The author has many ____.

idea _____

theory _____

hypothesis _____

knowledge _____

Exercise 35. Let's talk: interview. (Chart 7-9)

Interview two other students. Ask them to complete the given sentences. Share some of their answers with the class.

1. I have a number of
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 drink *a little water*.
 - 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*

COUNT: (a) We sang *a few songs*.

NONCOUNT: (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*.)

A few and ***a little*** give a positive idea; they indicate that something exists, is present, as in (c) and (d).

(d) 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*.)

(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 *(very) little money*. 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.
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.



Exercise 38. Looking at grammar. (Chart 7-10)

Complete 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 unpopular. 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."

Exercise 39. Listening. (Chart 7-10)

Choose the sentence (a. or b.) that best describes the situation you hear.

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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.

- | | |
|---|--|
| 1. a. I add a little salt to my food.
b. I add little salt to my food. | 5. a. Linda has a few problems, I'd say.
b. Linda has few problems in her life. |
| 2. a. I packed a few sandwiches
b. I packed few sandwiches. | 6. a. Billy has a few problems, I'd say.
b. Billy has very few problems, I'd say. |
| 3. a. Mr. Hong knows a little English.
b. Mr. Hong knows little English. | 7. a. A few people like working for him.
b. 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.

too much*	too little	(not) enough	just the right amount of
too many	too few	(not) nearly enough	just the right number of

The food in Dan and Eva's kitchen:

40 apples	10 bags of rice	1 kilo of coffee
1 banana	20 cans of tomatoes	2 teabags
6 oranges	0 fresh vegetables	1 box of breakfast cereal
1 quart of orange juice	1 bottle of olive oil	2 slices of bread
4 gallons of ice cream	1 cup of sugar	5 pounds of cheese

Exercise 41. Warm-up. (Chart 7-11)

Notice the words in blue. Complete the sentences with **country** or **countries**.

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.
Each _____ is special.
4. I've had wonderful experiences in each of the _____ I've visited during my travels.

*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) <i>One student</i> was late to class. (b) <i>Each student</i> has a schedule. (c) <i>Every student</i> has a schedule.	<i>One, each, and every</i> are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) <i>One of the students</i> was late to class. (e) <i>Each (one) of the students</i> has a schedule (f) <i>Every one of the students</i> has a schedule.	<i>One of, each of, and every one of*</i> are followed by specific plural count nouns (never singular nouns; never noncount nouns).

*COMPARE:

Every one (two words) is an expression of quantity (e.g., *I have read every one of those books*).

Everyone (one word) is an indefinite pronoun. It has the same meaning as *everybody* (e.g., *Everyone/Everybody has a schedule*).

NOTE: *Each* and *every* have essentially the same meaning.

Each is used when the speaker is thinking of one person/thing at a time: *Each student has a schedule*. = *Mary has a schedule*.

Hiroshi has a schedule. *Carlos has a schedule*. *Sabrina has a schedule*. *Etc.*

Every is used when the speaker means *all*: *Every student has a schedule*. = *All of the students have schedules*.

Exercise 42. Looking at grammar. (Chart 7-11)

Complete the sentences. Use the singular or plural form of the nouns in parentheses.

1. There is only one (*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 (*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.
9. All of the students enjoyed the debate. The teacher was very excited when every (*student*) _____ in the class participated in the discussion.
10. Each of the (*student*) _____ joined the conversation.

Exercise 43. Check your knowledge. (Chart 7-11)

Correct the errors. Some of the sentences do not contain any errors.

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.
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 *Ø*. How do you know when to use *of* in expressions of quantity?

I saw ____.

1. some Ø 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 <i>one book</i> . (b) I bought <i>many books</i> .	With some expressions of quantity, <i>of</i> is not used when the noun is nonspecific, as in (a) and (b).
(c) <i>One of those books</i> is mine. (d) <i>Some of the books</i> are yours. (e) <i>Many of my books</i> are in Spanish. (f) <i>Most of them</i> are paperbacks.	<i>Of</i> is used with: <ul style="list-style-type: none">• specific nouns, as in (c), (d), and (e).• pronouns, as in (f).
(g) I have <i>a lot of books</i> . (h) I've read <i>a lot of those books</i> .	Some 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)	all (of)	some (of)
two (of)	each (of)	several (of)
half of	every	(a) few (of)
50 percent of	almost all (of)	(a) little (of)
three-fourths of	most (of)	hardly any (of)
a majority of	many (of)	none of
hundreds of	much (of)	no
thousands of	a number of	
millions of	a great deal of	
	a lot of	

Exercise 45. Looking at grammar. (Chart 7-12)

Complete the sentences with *of* or \emptyset .

- I know several of Jack's friends.
- I've made several \emptyset friends lately.
- Some students are lazy. Most students are hard-working.
- Some the students in Mrs. Gray's class are a little lazy.
- I usually get a lot mail.
- A lot the mail I get is junk mail.
- Most books have an index.
- Most Ali's books are written in Arabic.
- I bought a few books yesterday.
- I've read a few those books.
- I'm new here. I don't know many people yet.
- I've just moved into a new apartment. I don't know many my neighbors yet.
- Millions people watch World Cup soccer.



mailbox

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
almost all of
most of

the majority of
some of
about half of

several of
a few of
very few of

a couple of
hardly any of
one of

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 → 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 → 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 → 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

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

CORRECT: *All of* my classmates . . .

CORRECT: *All* my classmates are . . .

 **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.
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.



Chapter 8

Pronouns

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 → *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?

8-1 Personal Pronouns

	Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective
Singular	<i>I you she, he, it</i>	<i>me you her, him, it</i>	<i>mine yours hers, his, its</i>	<i>my (name) your (name) her, his, its (name)</i>
Plural	<i>we you they</i>	<i>us you them</i>	<i>ours yours theirs</i>	<i>our (names) your (names) their (names)</i>
(a) I read a <i>book</i> . <i>It</i> was good.			A PRONOUN is used in place of a noun. The noun it refers to is called the "antecedent."	
(b) I read <i>some books</i> . <i>They</i> were good.			In (a): The pronoun <i>it</i> refers to the antecedent noun <i>book</i> . A singular pronoun is used to refer to a singular noun, as in (a). A plural pronoun is used to refer to a plural noun, as in (b).	
(c) <i>I</i> like tea. Do <i>you</i> like tea too?			Sometimes the antecedent noun is understood, not explicitly stated. In (c): <i>I</i> refers to the speaker, and <i>you</i> refers to the person the speaker is talking to.	
(d) John has a car. <i>He</i> drives to work.			SUBJECT PRONOUNS are used as subjects of sentences, as <i>he</i> in (d).	
(e) John works in my office. I know <i>him</i> well.			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).	
(f) I talk to <i>him</i> every day.				
(g) That book is <i>hers</i> . <i>Yours</i> is over there.			POSSESSIVE PRONOUNS are not followed immediately by a noun; they stand alone, as in (g).	
(h) <i>INCORRECT:</i> That book is <i>her's</i> . <i>Your's</i> is over there.			Possessive pronouns DO NOT take apostrophes, as in (h). (See Chart 7-2, p. 105, for the use of apostrophes with possessive nouns.)	
(i) <i>Her book</i> is here. <i>Your book</i> is over there.			POSSESSIVE ADJECTIVES are followed immediately by a noun; they do not stand alone.	
(j) A bird uses <i>its</i> wings to fly.			COMPARE: <i>Its</i> has NO APOSTROPHE when it is used as a possessive, as in (j).	
(k) <i>INCORRECT:</i> A bird uses <i>it's</i> wings to fly.				
(l) <i>It's</i> cold today.			<i>It's</i> has an apostrophe when it is used as a contraction of <i>it is</i> , as in (l), or <i>it has</i> when <i>has</i> is part of the present perfect tense, as in (m).	
(m) The Harbour Inn is my favorite old hotel. <i>It's been</i> in business since 1933.			NOTE: <i>It's</i> vs. <i>its</i> is a common source of error for native speakers of English.	

Exercise 3. Looking at grammar. (Chart 8-1)

Identify the personal pronouns and their antecedents.

1. Jack has a part-time job. He works at a fast-food restaurant.
→ (*he* = a pronoun; **Jack** = the antecedent)
2. Most monkeys don't like water, but they can swim well when they have to.
3. The teacher graded the students' papers last night. She returned them during class today.
4. Nancy took an apple with her to work. She ate it at lunchtime.
5. A dog makes a good pet if it is properly trained.
6. 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.

Exercise 4. Looking at grammar. (Chart 8-1)

Choose the words in *italics* that are grammatically correct. NOTE: A number of native English speakers commonly use subject pronouns after **and**, 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 *she / her* the truth, and you can't stop me.
5. Alex introduced Sally and *I / me* to his cousin from Mexico City.

Exercise 5. Looking at grammar. (Chart 8-1)

Complete the sentences in each situation with pronouns for the word in *italics*.

SITUATION 1: There's *Sarah*.

1. I need to go talk to _____.
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 _____ friend Sami to tell him 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 *italics*.

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.

1. This pen is mine, and that pen is yours.
2. This pen is hers, and that pen is his.
3. These are ours, and those are theirs.
4. This one is yours, and that one is his.
5. Their pens are there, and her pen is here.
6. This isn't hers. It's his.

□ **Exercise 8. Looking at grammar.** (Chart 8-1)

Complete the sentences with *its* or *it's*.

1. Are you looking for the olive oil? *It'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.

- Tom has a pet. _____ name is Squeak. _____ a turtle. _____ been his pet for several years.
- A nation that does not educate _____ children has no future.
- All of us can help create peace in the world. Indeed, _____ our responsibility to do so.

Exercise 9. Looking at grammar. (Chart 8-1)

Choose the correct words in *italics*.

When I was in Florida, I observed an interesting bird called 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, pointed bill. After emerging from the water, *it* / *they* tosses / *toss* the fish into the air and *catches/catch* *it* / *them* in mid-air, and then *swallows/swallow* *it* / *them* headfirst. *Its* / *It's* interesting to watch anhingas in action. I enjoy watching *it* / *them* a lot.



Exercise 10. Listening. (Chart 8-1)

Pronouns can be hard to hear in spoken English because they are usually unstressed. Additionally, if the pronoun begins with "h," the /h/ sound is often dropped in rapid, relaxed speech. Complete each conversation with the words you hear.

CD 1
Track #1

- Where's Kim?
 - I don't know. I haven't seen _____ this morning.
 - I think _____ in the restroom.
 - I'm looking for _____ too.
 - Ask _____ assistant. He'll know.
 - Have you tried looking in _____ office? I know _____ not there much, but maybe _____ surprise you.
- The Nelsons are giving their daughter a motorcycle for graduation.
 - Hmmm. _____ like motorcycles that much?
 - Really? _____ a motorcycle rider?
 - That's an odd gift. I wonder what _____ were thinking.
 - That's what the Smiths gave _____ son. I think _____ already had an accident.
 - 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.

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 seat belts as soon as they get in their cars.

8-2 Personal Pronouns: Agreement with Generic Nouns and Indefinite Pronouns

(a) <i>A student</i> walked into the room. <i>She</i> 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) <i>A student</i> walked into the room. <i>He</i> was looking for the teacher.	
(c) <i>A student</i> should always do <i>his</i> assignments.	A GENERIC NOUN* does not refer to any person or thing in particular; rather, it represents a whole group.
(d) <i>A student</i> should always do <i>his or her</i> assignments.	In (c): <i>A student</i> is a generic noun; it refers to <i>anyone who is a student</i> . 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) <i>Students</i> should always do <i>their</i> 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).

Indefinite pronouns

everyone	someone	anyone	no one**
everybody	somebody	anybody	nobody
everything	something	anything	nothing

(f) <i>Somebody</i> left <i>his</i> book on the desk. (g) <i>Everyone</i> has <i>his or her</i> 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: <i>Somebody</i> left <i>their</i> book on the desk. <i>Everyone</i> has <i>their</i> 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.

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

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.*

- 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*)
- 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.
- A citizen has two primary responsibilities. He should vote in every election, and he should serve willingly on a jury.
- We listened to a really interesting lecturer last night. 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.

- One classmate to another:* Look. Somebody left their* book on my desk. Is it yours?
- One friend to another:* Of course you can learn to dance! Anyone can learn how to dance if _____ (*wants, want*) to.
- Business textbook:* An effective corporate manager must be able to motivate _____ employees.
- 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.
- 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!
- A university lecture:* I will end my lecture today by saying that I believe a teacher needs to work in partnership with _____ students.
- 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.

- 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.
- 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> is composed of nine members.	When a collective noun refers to a single impersonal unit, a singular gender-neutral pronoun (<i>it</i> , <i>its</i>) is used, as in (a).
(b) My <i>family</i> is loving and supportive. <i>They</i> are always ready to help me.	When a collective noun refers to a collection of various individuals, a plural pronoun (<i>they</i> , <i>them</i> , <i>their</i>) is used, as in (b).*

Examples of collective nouns

audience
class
committee

couple
crowd
faculty

family
government
group

public
staff
team

*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.)

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.

- I have a wonderful family. I love _____ *them* very much, and _____ *they* _____ (*loves, love*) me.
- I looked up some information about the average American family. I found out that _____ (*consists, consist*) of 2.3 children.
- The audience clapped enthusiastically. Obviously _____ had enjoyed the concert.
- The crowd at the soccer game was huge. _____ exceeded 100,000 people.
- The crowd became more and more excited as the premier's motorcade approached. _____ began to shout and wave flags in the air.



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 canceled.

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?



8-4 Reflexive Pronouns

Singular

myself
yourself
himself, herself, itself, oneself

Plural

ourselves
yourselves
themselves

(a) Larry was in the theater. <i>I saw him.</i> <i>I talked to him.</i>	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.)
(b) <i>I saw myself</i> in the mirror. <i>I looked at myself</i> for a long time.	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.
(c) <i>INCORRECT:</i> <i>I saw -me-</i> in the mirror.	
— Did someone email the report to Mr. Lee? — Yes. — Are you sure?	Reflexive pronouns are also used for emphasis.
(d) — Yes. <i>I myself</i> emailed the report to him.	In (d): The speaker would say "I myself" strongly, with emphasis.
(e) — <i>I emailed the report to him myself.</i>	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).
(f) Anna lives <i>by herself.</i>	The expression <i>by + a reflexive pronoun</i> means "alone."

*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.*

Exercise 17. Looking at grammar. (Chart 8-4)

Complete the sentences with appropriate reflexive pronouns.

1. Everyone drew self-portraits. I drew a picture of myself.
2. Rosa drew a picture of _____.
3. Yusef drew a picture of _____.
4. The children drew pictures of _____.
5. We drew pictures of _____.
6. Olga, you drew a picture of _____, didn't you?
7. All of you drew pictures of _____, didn't you?
8. When one draws a picture of _____, it is called a self-portrait.

Exercise 18. Looking at grammar. (Chart 8-4)

Complete the sentences with appropriate reflexive pronouns.

1. Tommy told a lie. He was ashamed of himself.
2. Masako cut _____ while she was chopping vegetables.
3. People surround _____ with friends and family during holidays.
4. Omar thinks Oscar is telling the truth. So does Ricardo. I _____ don't 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. 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 good care of _____. People who take care of _____ have a better chance of staying healthy than those who don't.

Exercise 19. Looking at grammar. (Chart 8-4)

Complete each sentence with a word or expression from the list and an appropriate reflexive pronoun. Use each word/expression only one time.

angry at
enjoy
entertained
feeling sorry for

introduced
killed
laugh at
pat

promised
proud of
talking to
✓ taught

1. Karen Williams never took lessons. She taught herself how to play the piano.
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 back.
5. A man down the street committed suicide. We were all shocked by the news that he had _____.
6. The children played very well without adult supervision. They _____ by playing school.
7. I had always wanted to meet Hong Tran. When I saw her at a party last night, I walked over and _____ to her.
8. Nothing good ever comes from self-pity. You should stop _____, George, and start doing something to solve your problems.
9. People might think you're a little crazy, but _____ is one way to practice using English.
10. Humor can ease the problems we encounter in life. Sometimes we have to be able to _____.
11. Carol made several careless mistakes at work last week, and her boss is getting impatient with her. Carol has _____ to do better work in the future.
12. Yesterday Fred's car ran out of gas. He had to walk a long way to a gas station. He is still _____ for forgetting to fill the tank.



Exercise 20. Listening. (Chart 8-4)

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

CD 1 Track 42 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 | yourself |
| 2. yourself | myself | ourselves |
| 3. ourselves | themselves | myself |
| 4. themselves | himself | herself |
| 5. ourselves | yourselves | themselves |
| 6. himself | herself | myself |

Exercise 21. Looking at grammar. (Chapters 6 → 8)

Choose the correct words in *italics*.

- (Penguin, **Penguins**) are interesting (*creature, creatures*). They are (*bird, birds*), but (*it, they*) cannot fly.
- (Million, Millions) of (*year, years*) ago, they had (*wing, wings*). (*This, These*) wings changed as the birds adapted to (*its, their*) environment.
- (*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.
- Penguins (*spends, spend*) most of their lives in (*water, waters*). However, they lay their (*egg, eggs*) on (*land, lands*).
- Emperor penguins have interesting egg-laying (*habit, habits*).
- The female (*lays, lay*) one (*egg, eggs*) on the (*ice, ices*) in Antarctic regions and then immediately (*returns, return*) to the ocean.
- 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*).
- (*This, These*) process (*takes, take*) seven to eight (*week, weeks*). During (*this, these*) time, the male (*doesn't, don't*) eat.
- 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*).
- (*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.

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

8-5 Using You, One, and They as Impersonal Pronouns

(a) <i>One</i> should always be polite. (b) How does <i>one</i> get to Fifth Avenue from here? (c) <i>You</i> should always be polite. (d) How do <i>you</i> 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." <i>One</i> is much more formal than <i>you</i> . Impersonal <i>you</i> , rather than <i>one</i> , is used more frequently in everyday English.
(e) Iowa is an agricultural state. <i>They</i> grow a lot of corn there.	<i>They</i> is used as an impersonal pronoun in spoken or very informal English to mean "people in general" or "an undefined group of people." <i>They</i> 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*.

- 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.
- Jake, if *you* really want my advice, I think *you* should find a new job.
→ The pronouns refer to Jake, a specific person.
- 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.
- Alex, I told *you* not to wash *your* sweater in hot water. Now look at it. It's ruined!
- Generosity is its own reward. *You* always get back more than *you* give.
- Sonya, let's make a deal. If *you* wash the dishes, I'll take out the garbage.
- 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.
- 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.
- I would have loved to have gone to the concert last night. *They* played Beethoven's Seventh Symphony. I heard it was wonderful.
- 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 time, and you can fool all of the people some 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

8-6 Forms of Other

	Adjective	Pronoun	
Singular Plural	<i>another book</i> (is) <i>other books</i> (are)	<i>another</i> (is) <i>others</i> (are)	Forms of other are used as either adjectives or pronouns. Notice: <ul style="list-style-type: none"> • Another is always singular. • A final -s is used only for a plural pronoun (others).
Singular Plural	<i>the other book</i> (is) <i>the other books</i> (are)	<i>the other</i> (is) <i>the others</i> (are)	The meaning of another : "one more in addition to or different from the one(s) already mentioned." The meaning of other/others (without the): "several more in addition to or different from the one(s) already mentioned."
(a) (b) (c) (d) (e) (f)	The students in the class come from many countries. One of the students is from Mexico. <i>Another student</i> is from Iraq. <i>Another</i> is from Japan. <i>Other students</i> are from Brazil. <i>Others</i> are from Algeria. I have three books. Two are mine. <i>The other book</i> is yours. (<i>The other</i> is yours.) I have three books. One is mine. <i>The other books</i> are yours. (<i>The others</i> are yours.) I will be here for <i>another three years</i> . I need <i>another five dollars</i> . We drove <i>another ten miles</i> .	 	The meaning of the other(s) : "all that remains from a given number; the rest of a specific group."
			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.

Exercise 26. Looking at grammar. (Chart 8-6)

Complete the sentences with a form of *other*.

1. I got three letters. One was from my father. _____ Another _____ one was from my sister. _____ The other _____ letter was from my girlfriend.
2. Look at your hand. You have five fingers. One is your thumb. _____ is your index finger. _____ is your middle finger. _____ finger is your ring finger. And _____ finger (the last of the five) is your little finger.
3. Look at your hands. One is your right hand. _____ is your left hand.
4. I lost my dictionary, so I bought _____.
5. Some people have red hair. _____ have brown hair.
6. Some people have red hair. _____ people have brown hair.
7. I have four children. One of them has red hair. _____ children have brown hair.
8. I have four children. One of them has red hair. _____ have brown hair.

Exercise 27. Looking at grammar. (Chart 8-6)

Read each pair of sentences and answer the question that follows.

1. a. One North African country Helen plans to visit is Algeria. Another is Morocco.
b. One North African country Alex plans to visit is Tunisia. The other is Algeria.
QUESTION: Who is planning to visit more than two countries in North Africa?
2. a. Purple is one of Mai's favorite colors. The others she likes are blue and green.
b. Purple is one of Elaine's favorite colors. Others she likes are blue and green.
QUESTION: Who has only three favorite colors?
3. a. Kazuo took a cookie from the cookie jar and ate it. Then he took another one and ate it too.
b. Susie took a cookie from the cookie jar and ate it. Then she took the other one and ate it too.
QUESTION: Whose cookie jar had only two cookies?
4. a. Some of the men at the business meeting on Thursday wore dark blue suits. Others wore black suits.
b. Some of the men at the business meeting on Friday wore dark blue suits. The others wore black suits.
QUESTION: Mr. Anton wore a gray suit to the business meeting. Which day did he attend the meeting, Thursday or Friday?

□ **Exercise 28. Looking at grammar.** (Chart 8-6)

Complete the sentences with a form of **other**.

1. There are two women standing on the corner. One is Helen Jansen, and
the other is Pat Hendricks.
2. They have three children. One has graduated from college and has a job.
_____ is at Yale University. _____ 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 any _____
newspapers.
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 telephone,
the television, and the computer.
9. Some babies begin talking as early as six months; _____ don't speak until
they are more than two years old.
10. One common preposition is *from*. _____ common one is *in*.
_____ 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 the
instability of the government.
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.
13. When his alarm went off this morning, Toshi shut it off, rolled over, and slept for
_____ hour.
14. Individual differences in children must be recognized. Whereas one child might have a
strong interest in mathematics and science, _____ child might be more
artistic.

Exercise 29. Let's talk. (Chart 8-6)

Complete the sentences, using an appropriate form of **other**. Work in pairs, in small groups, or as a class.

Example:

SPEAKER A (*book open*): There are two books on my desk. One is

SPEAKER B (*book closed*): One is red. The other is blue.

1. I speak two languages. One is
2. I speak three languages. One is
3. I lost my textbook, so I had to buy
4. Some people have brown hair, but
5. Hawaii is a popular tourist destination. Italy is
6. I have two books. One is

(Change roles if working in pairs.)

7. Some TV programs are excellent, but
8. Some people need at least eight hours of sleep each night, but
9. Only two of the students failed the quiz. All of
10. There are three colors that I especially like. One is
11. I have two candy bars. I want only one of them. Would you like . . . ?
12. There are three places in particular I would like to see when I visit (*a city/country*). One is

Exercise 30. Listening. (Chart 8-6)

Complete each sentence with the form of **other** you hear.



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. Where 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 _____ beautiful day.

Exercise 31. Warm-up. (Chart 8-7)

Read about Kate and Lisa. Are the statements about them true? Circle "T" for true and "F" for false.

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 |
| 4. Lisa's children were walking in a line. | T | F |

8-7 Common Expressions with *Other*

(a) Mike and I write to <i>each other</i> every week. We write to <i>one another</i> 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.	Every other can give the idea of "alternate." 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 <i>the other day</i> , <i>the other morning</i> , <i>the other week</i> , etc., to refer to the recent past. In (c): <i>the other day</i> 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 <i>one after the other</i> . (e) They slipped into the water <i>one after another</i> .	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 .



(f) No one knows my secret <i>other than</i> Rosa. (g) No one knows my secret <i>except (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.

Exercise 32. Looking at grammar. (Charts 8-6 and 8-7)

Complete the sentences with a form of *other*.

- Two countries border on the United States. One is Canada. _____ *The other* _____ is Mexico.
- 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 few plants _____ than cactuses. In _____ words, this area of the country is a desert.
6. 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 _____. In _____ 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.



Exercise 33. Looking at grammar. (Charts 8-6 and 8-7)

Complete the sentences with your own words. Use a form of **other** where indicated.

Example: Some people like ____ while (**other**) ____ prefer ____.

→ *Some people like coffee while others prefer tea.*

1. I have two _____. One is _____, and (**other**) ____ is _____.
2. One of the longest rivers in the world is _____. (**other**) ____ is _____.
3. Some people like to ____ in their free time. (**other**) ____ prefer _____.
4. 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 _____.


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Exercise 34. Listening. (Chart 8-7)

Listen to the way **other** and **except** are used. Choose the sentence that is closest in meaning to the one you hear.

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.

1. 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.

Exercise 35. Check your knowledge. (Chapters 6 → 8)

Correct the errors.

- are s s
1. There ~~is~~ many different kind ^s of animal ^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.
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

Exercise 37. Let's write and talk. (Chapters 6→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.

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→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.

see

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	had better	might	ought (to)	should	would
could	may	must	shall	will	

Modal Auxiliaries

I You He She It We You They	+ { <i>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.</i>	Modals do not take a final <i>-s</i> , even when the subject is <i>she</i> , <i>he</i> , or <i>it</i> . <i>CORRECT:</i> <i>She can do it.</i> <i>INCORRECT:</i> She cans do it. Modals are followed immediately by the simple form of a verb. <i>CORRECT:</i> <i>She can do it.</i> <i>INCORRECT:</i> She can to do it. / She can does it. / She can did it. The only exception is <i>ought</i> , which is followed by an infinitive (<i>to + the simple form of a verb</i>). <i>CORRECT:</i> <i>He ought to go to the meeting.</i>
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Phrasal Modals

<i>be able to do it be going to do it be supposed to do it have to do it have got to do it</i>	Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: <i>be able to</i> is similar to <i>can</i> ; <i>be going to</i> is similar to <i>will</i> . An infinitive (<i>to + the simple form of a verb</i>) is used in these similar expressions.
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*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.
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 Polite Requests with “I” as the Subject

May I Could I	(a) <i>May I borrow</i> your pen (please)? (b) <i>Could I</i> (please) <i>borrow</i> 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) <i>Can I borrow</i> 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. <i>INFORMAL:</i> 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**.

9-3 Polite Requests with “You” as the Subject

<i>Would you</i>	(a) <i>Would you pass</i> the salt (please)?	The meaning of <i>would you</i> and <i>will you</i> in a polite request is the same. <i>Would you</i> is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.
<i>Will you</i>	(b) <i>Will you</i> (please) <i>pass</i> the salt?	
<i>Could you</i>	(c) <i>Could you pass</i> the salt (please)?	Basically, <i>could you</i> and <i>would you</i> have the same meaning. The difference is slight. <i>Would you</i> = <i>Do you want to do this please?</i> <i>Could you</i> = <i>Do you want to do this please, and is it possible for you to do this?</i> <i>Could you</i> and <i>would you</i> are equally polite.
<i>Can you</i>	(d) <i>Can you</i> (please) <i>pass</i> the salt?	<i>Can you</i> is often used informally. It usually sounds a little less polite than <i>could you</i> or <i>would you</i> .
	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?	<i>May</i> is used only with <i>I</i> or <i>we</i> 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.)

SPEAKER A (*book open*): Certainly. I'd be glad to. Here you are.

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.

9-4 Polite Requests with *Would You Mind*

Asking Permission

- (a) *Would you mind if I closed* the window?
(b) *Would you mind if I used* the phone?

TYPICAL RESPONSES

No, not at all.
No, of course not.
No, that would be fine.

Notice in (a): *Would you mind if I* is followed by the simple past.*

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 "uh-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 "Okay" 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.

*Sometimes, in informal spoken English, the simple present is used: *Would you mind if I close the window?*

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. → *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.

Exercise 6. Looking at grammar. (Chart 9-4)

Complete the sentences with the verbs in parentheses. Use *if I + the past tense* OR the *-ing form of the verb*. In some of the sentences, either response is possible, but the meaning is different.

1. A: I'm very tired and need to sleep. Would you mind (*go*) _____ if I went _____ to bed?
B: I'm sorry. I didn't understand what you said. Would you mind (*repeat*)
_____ that?
2. A: Are you coming with us?
B: I know I promised to go with you, but I'm not feeling very good. Would you mind
(*stay*) _____ home?
A: Of course not.
3. A: It's getting hot in here. Would you mind (*open*) _____ the window?
B: No.
4. A: This is probably none of my business, but would you mind (*ask*) _____
you a personal question?
B: It depends.
5. A: Would you mind (*smoke*) _____?
B: I'd really rather you didn't.
6. A: Excuse me. Would you mind (*speak*)
_____ a little more slowly? I didn't catch what you said.
B: Oh, of course. I'm sorry.
7. A: I don't like this TV program. Would you mind (*change*) _____ the
channel?
B: Unh-uh.



Exercise 7. Listening. (Chart 9-4)

CD 1
Track 45 Listen to each request. Choose the expected response (a. or b.). In relaxed speech, the *you* in **would you** may sound like "ju" or "juh."

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 be glad to.
2. a. Yes. b. No, that would be fine.
3. a. Yes. b. No, I'd be happy to.
4. a. Sure. b. Yes.
5. a. Yes. b. No problem.

Exercise 8. Let's talk: pairwork. (Chart 9-4)

Work with a partner. Read each situation and create a dialogue. Partner A makes a polite request using **Would you mind**. Partner B gives a typical response.

Example: You have a library book. You want the other person to take it back to the library for you.

PARTNER A: Are you going to the library?

PARTNER B: Yes.

PARTNER A: This book is due. Would you mind taking it back to the library for me?

PARTNER B: Not at all. I'd be glad to.

1. You've finished dinner. You're about to wash the dinner dishes. You want the other person to dry them.
2. You're feeling tired. A friend has arrived to pick you up for a party, but you've decided not to go.
3. One of you says that you're going to a particular store. The other one also wants something from that store but doesn't have time to go there.
4. One of you wants to ask the other a personal question.
5. You've bought a new cell phone. You don't know how to send a text message, but your friend does. You want to learn how to do it.

Exercise 9. Looking at grammar. (Charts 9-2 → 9-4)

Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation.

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: Would you 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.

6. SHELLEY: Are you enjoying the movie?

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 → 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 |
| 2. at an airport | 4. at a grocery store | 6. at a clothing store |

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

9-5 Expressing Necessity: Must, Have To, Have Got To

Must, Have To

- (a) All applicants *must take* an entrance exam.
(b) All applicants *have to take* an entrance exam.

Must and **have to** both express necessity. The meaning is the same in (a) and (b): *It is necessary for every applicant to take an entrance exam. There is no other choice. The exam is required.*

- (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 meeting at 1:00.
(d) Where's Sue? I *must talk* to her right away. I have an urgent message for her.

In everyday statements of necessity, **have to** is used more commonly than **must**.

Must is usually stronger than **have to** and can indicate urgency or stress importance.

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 minutes.
(h) I *have to go* now. I have a class in ten minutes.

Have got to also expresses the idea of necessity: (g) and (h) have the same meaning.

Have got to is informal and is used primarily in spoken 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 OR FUTURE
I *have to / have got to / must study* tonight.
(k) PAST
I *had to study* last night.

Had to expresses past necessity.

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.

9-6 Lack of Necessity and Prohibition: *Have To* and *Must* in the Negative

Lack of Necessity	
(a) Tomorrow is a holiday. We <i>don't have to go</i> to class. (b) I can hear you. You <i>don't have to shout</i> .*	When used in the negative, <i>must</i> and <i>have to</i> have different meanings. Negative form: <i>do not have to</i> = lack of necessity. The meaning in (a): <i>We don't need to go to class tomorrow because it is a holiday</i> .
Prohibition	
(c) You <i>must not tell</i> anyone my secret. Do you promise? (d) <i>Don't tell</i> anyone my secret. (e) You <i>can't tell</i> anyone my secret. (f) You ' <i>d</i> ' <i>better not tell</i> anyone my secret.	<i>must not</i> = prohibition (DO NOT DO THIS!) The meaning in (c): <i>Do not tell anyone my secret. I forbid it. Telling anyone my secret is prohibited.</i> Negative contraction: <i>mustn't</i> . (The first "t" is silent: "muss-ənt.") 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. 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 married in order to lead a happy and fulfilling life.

Exercise 16. Let's talk. (Chart 9-6)

What do you look for in a leader? What qualities do you think a leader needs in order to be effective? Complete the sentences with **must**, **must not**, **has to**, or **doesn't have to**. Discuss your answers.

An effective leader of a country . . .

1. _____ be well educated.
2. _____ be flexible and open to new ideas.
3. _____ be wealthy.
4. _____ have a family (spouse and children).
5. _____ have a military background.
6. _____ use his or her power for personal financial gain.
7. _____ ignore the wishes of the majority of the people.
8. _____ be a good public speaker.

Exercise 17. Listening. (Chart 9-6)



Complete the sentences with **must**, **must not**, or **don't have to** using the information you hear. Finish the first situation before moving on to the second.

SITUATION 1: Class registration

1. New students _____ register in person.
2. Returning students _____ register in person.
3. New students _____ forget their ID.

SITUATION 2: Class changes and tuition

4. All students _____ make class changes in person.
5. Students _____ pay their tuition at the time of registration.
6. Students _____ pay their tuition late.

Exercise 18. Warm-up. (Chart 9-7)

Read the situation. What advice would you give Amir?

SITUATION: Amir has a bad toothache.

1. He should see a dentist immediately.
2. He should wait and see if the pain goes away.
3. He should call an ambulance.
4. He should put an ice-pack on his cheek.
5. He should take some pain medicine.
6. He should get his cousin to pull the tooth right away.

9-7 Advisability: *Should*, *Ought To*, *Had Better*

(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 (<i>This is a good idea</i>) to a statement about responsibility or duty (<i>This is a very important thing to do</i>). The meaning in (a): <i>This is a good idea. This is my advice.</i> In (b): <i>This is an important responsibility.</i>
(c) You <i>shouldn't leave</i> 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 ought to as "otta" in informal speech.
(e) The gas tank is almost empty. We <i>had better stop</i> at the next gas station.	In meaning, had better is close to should and ought to , but had better is usually stronger. Often had better implies a warning or a threat of possible bad consequences. The meaning in (e): <i>If we don't stop at a service station, there will be a bad result. We will run out of gas.</i>
(f) You <i>had better take</i> care of that cut on your hand soon, or it will get infected.	Notes on the use of had better : <ul style="list-style-type: none">• 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.
(g) You <i>'d better</i> take care of it. (h) You <i>better</i> take care of it.	Contraction: 'd better , as in (g). Sometimes in speaking, had is dropped, as in (h).
(i) You <i>'d better not</i> be late.	Negative form: had better + not

**Ought 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. (Chart 9-7)

Complete the dialogues with your own words. Use **should**, **ought to**, or **had better** to give advice.

1. A: The shoes I bought last week don't fit.
B: You _____
2. A: Have you gotten your airplane ticket?
B: No, not yet.
A: 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 _____
4. A: I have the hiccups.
B: You _____
5. A: I bought these organic apples, and all of them are rotten inside.
B: You _____

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.

1. I can't see the board when I sit in the back row.
2. My roommate snores, and I can't get to sleep.
3. 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.

1. A: Oops! I spilled _____ coffee on my shirt.
B: You'd better _____ run it under hot water before the stain sets.
2. A: My doctor said I should _____, but I _____
B: Well, I think you'd better _____
3. A: I've been studying for three days straight.
B: I know. You should _____
4. A: Do you think I ought to _____ or _____
B: I think you'd better _____
If you don't, _____
5. A: Lately I can't seem to concentrate on anything. I feel _____
B: Maybe you should _____
Or have you thought about _____

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.

- | | |
|--|---|
| 1. a. You <i>should go</i> to a doctor. | 4. a. I <i>have to go</i> to the post office. |
| b. You'd <i>better go</i> to a doctor. | b. I <i>should go</i> to the post office. |
| 2. a. Mary <i>should go</i> to work today. | 5. a. We <i>shouldn't go</i> into that room. |
| b. Mary <i>must go</i> to work today. | b. We <i>must not go</i> into that room. |
| 3. a. We've <i>got to go</i> to class. | 6. a. You'd <i>better not go</i> there alone. |
| b. We <i>ought to go</i> to class. | b. You <i>shouldn't go</i> there alone. |

Exercise 23. Looking at grammar. (Charts 9-5 → 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 should eat a balanced diet.
3. If you want to become a doctor, you _____ 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.
10. This pie is excellent! You _____ try a piece.*



Exercise 24. Listening. (Charts 9-5 → 9-7)

Listen to each sentence and choose the answer (a. or b.) that has the same meaning. In some cases both answers are correct.



CD 1

Track 47

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 your 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."



Jason



Jim

9-8 The Past Form of *Should*

- (a) I had a test this morning. I didn't do well on the test because I didn't study for it last night. I *should have studied* last night.
- (b) You were supposed to be here at 10:00 P.M., but you didn't come until midnight. We were worried about you. You *should have called* us. (You did not call.)
- (c) My back hurts. I *should not have carried* that heavy box up two flights of stairs. (I carried the box, and now I'm sorry.)
- (d) We went to a movie, but it was a waste of time and money. We *should not have gone* to the movie.

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."

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)

Listen to each situation and choose the best advice (a. or b.). In some cases, both answers are correct.

 CD 1 Track 48 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.** (Chart 9-8)

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**.

is

1. The building custodian ^{is} ~~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!

*COMPARE: *He is supposed to* = *He is expected to.*
I suppose = *I guess, I think, I believe.*

9-9 Obligation: *Be Supposed To*

(a) The game <i>is supposed to begin</i> at 10:00. (b) The committee <i>is supposed to vote</i> by secret ballot.	<p>Be supposed to expresses the idea that someone (<i>I, we, they, the teacher, lots of people, my father, etc.</i>) expects something to happen.</p> <p>Be supposed to often expresses expectations about scheduled events, as in (a), or correct procedures, as in (b).</p>
(c) I <i>am supposed to go</i> to the meeting. My boss told me that he wants me to attend. (d) The children <i>are supposed to put away</i> their toys before they go to bed.	<p>Be supposed to also expresses expectations about behavior.</p> <p>The meaning is the same in (c) and (d): <i>Someone else expects (requests or requires) certain behavior.</i></p>
(e) Jack <i>was supposed to call</i> me last night. I wonder why he didn't.	<p>Be supposed to in the past (<i>was/were supposed to</i>) expresses unfulfilled expectations.</p> <p>The meaning in (e): <i>I expected Jack to call, but he didn't.</i></p>

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 → 9-9)

Which sentence in each pair is stronger?

- | | |
|---|---|
| 1. a. You <i>had better wear</i> a seat belt. | 4. a. We <i>are supposed to bring</i> pens. |
| b. You <i>ought to wear</i> a seat belt. | b. We <i>have to bring</i> pens. |
| 2. a. You <i>must wear</i> a seat belt. | 5. a. We <i>ought to bring</i> pens. |
| b. You <i>had better wear</i> a seat belt. | b. We <i>have got to bring</i> pens. |
| 3. a. You <i>have to wear</i> a seat belt. | 6. a. We <i>had better bring</i> pens. |
| b. You <i>are supposed to wear</i> a seat belt. | b. We <i>should bring</i> pens. |

Exercise 33. Let's talk or write. (Charts 9-5 → 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 → *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
3. nurse
4. taxi driver
5. salesclerk
6. plumber
7. artist
8. veterinarian



Exercise 34. Let's write or talk. (Charts 9-5 → 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
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

Topics:

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?

INTENTION/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.	Was/were going to talks about past intentions. Usually, these are unfulfilled intentions, i.e., activities someone intended to do but did not do. The meaning in (b): <i>Jack was planning to go to the concert, but he didn't go.</i>
(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. (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.	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).

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.

- I had planned to call you, but I couldn't get cell phone reception.
- 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) <i>Let's go</i> to a movie.	<i>let's = let us</i> <i>Let's</i> is followed by the simple form of a verb.
(b) <i>Let's not go</i> to a movie. <i>Let's stay</i> home instead.	Negative form: <i>let's + not + simple verb</i> <i>Let's</i> means <i>I have a suggestion for us</i> .
(c) <i>Why don't we go</i> to a movie? (d) <i>Why don't you come</i> around seven? (e) <i>Why don't I give</i> Mary a call?	<i>Why don't</i> is used primarily in spoken English to make a friendly suggestion. The meaning in (c): <i>Let's go to a movie</i> . In (d): <i>I suggest that you come around seven</i> . In (e): <i>Should I give Mary a call? Do you agree with my suggestion?</i>
(f) <i>Shall I open</i> the window? Is that okay with you? (g) <i>Shall we leave</i> at two? Is that okay?	When <i>shall</i> is used with <i>I</i> or <i>we</i> 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 <i>shall + I/we</i> is relatively formal and infrequent in American English.
(h) Let's go, <i>shall we</i> ? (i) Let's go, <i>okay</i> ?	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 conversations with your own words.

- A: A new Japanese restaurant just opened downtown. Let's _____ eat there tonight.
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.
- 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.
- A: Shall _____ or _____ first?
B: Let's _____ first; then we can take our time over dinner.
A: Why don't _____
B: Good idea.
- 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 vs. Should

— What should we do tomorrow?

- (a) Why don't we go on a picnic?
(b) 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.

— I'm having trouble in math class.

- (c) You **should talk** to your teacher.
(d) **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.*

In (d), the use of **maybe** softens the strength of the advice.

— I'm having trouble in math class.

- (e) 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.

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.**

— I failed my math class.

- (f) 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.*

— I failed my math class.

- (g) 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.
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* you. 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



Chapter 10

Modals, Part 2

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.

50% sure or less: { He **may be** sick.
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
be at a meeting

fit Jimmy
have the wrong number

miss them very much

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 must be very proud 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*."

10-2 Degrees of Certainty: Present Time Negative

100% sure:	Sam <i>isn't</i> hungry.
99% sure:	{ Sam <i>couldn't be</i> hungry. Sam <i>can't be</i> hungry.
95% sure:	Sam <i>must not be</i> hungry.
50% sure or less:	{ Sam <i>may not be</i> hungry. Sam <i>might not be</i> hungry.

NOTE: These percentages are approximate.

(a) Sam doesn't want anything to eat. He <i>isn't</i> 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 <i>couldn't/can't be</i> 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, <i>couldn't</i> and <i>can't</i> forcefully express the idea that the speaker believes something is impossible.
(c) Sam isn't eating his food. He <i>must not be</i> hungry. That's the only reason I can think of.	In (c): The speaker is expressing a logical conclusion, a "best guess."
(d) I don't know why Sam isn't eating his food. He <i>may not/might not be</i> 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 <i>may not/might not</i> 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."
Linda says, "That *must not be* true."
Hamid says, "That *can't 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?



Exercise 7. Let's talk. (Chart 10-2)

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 . . . → *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 . . .

3. A: 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.
B: She must not . . .
4. A: I offered Mr. Chang some nuts, but he refused them. Then I offered him some candy, and he accepted.
B: He must not . . .
5. A: Mrs. Garcia seems very lonely to me.
B: I agree. She must not . . .

□ **Exercise 8. Let's talk: pairwork.** (Chart 10-2)

Work with a partner. Give possible reasons for Speaker B's conclusions.

Example: 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.)

1. A: Someone left this wool hat here. I think it belongs to Alex.
B: It couldn't belong to him. *(Reason?)*
2. A: Someone told me that Karen is in Norway.
B: That can't be right. She couldn't be in Norway. *(Reason?)*
3. A: Look at that big animal. Is it a wolf?
B: It couldn't be a wolf. *(Reason?)*
4. A: Someone told me that Marie quit her job.
B: You're kidding! That can't be true. *(Reason?)*

□ **Exercise 9. Listening.** (Charts 10-1 and 10-2)



Listen to the conversation and write the verbs you hear.

CD 1
Track 49

SITUATION: Tom and his young son Billy hear a noise on the roof.

TOM: I wonder what that noise is.

BILLY: It _____ a bird.

1

TOM: It _____ a bird. It's running across the roof. Birds _____ 3
2 across roofs.

BILLY: Well, some birds do. It _____ a big bird that's running fast.

4

TOM: No, I think it _____ some kind of animal. It _____ a
5 mouse.

BILLY: It sounds much bigger than a mouse. It _____ a dragon!

7

TOM: Son, it _____ a dragon. We don't have any dragons around here.
8 They exist only in storybooks.

BILLY: It _____ a little dragon that you don't
9 know about.

TOM: Well, I suppose it _____ some kind
10 of lizard.

BILLY: _____ look.
11

TOM: That's a good idea.

BILLY: Guess what, Dad. It _____ a rat!
12



□ **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 <i>was</i> sick.	In (b): The speaker is making a logical conclusion, e.g., "I saw Mary yesterday and found out that she was sick. I assume that is the reason why she was absent. I can't think of any other good reason."
(b)	95%: She <i>must have been</i> sick.	In (c): The speaker is mentioning one possibility.
(c) 50% sure or less:	{ She <i>may have been</i> sick. She <i>might have been</i> sick. She <i>could have been</i> sick.	

Past Time: Negative

— Why didn't Sam eat?		In (d): The speaker is sure.
(d)	100%: Sam <i>wasn't</i> hungry.	In (e): The speaker believes that it is impossible for Sam to have been hungry.
(e)	99%: { Sam <i>couldn't have been</i> hungry. Sam <i>can't have been</i> hungry.	In (f): The speaker is making a logical conclusion.
(f)	95%: Sam <i>must not have been</i> hungry.	In (g): The speaker is mentioning one possibility.
(g) 50% sure or less:	{ Sam <i>may not have been</i> hungry. Sam <i>might not have been</i> hungry.	

□ 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?

Exercise 16. Looking at grammar. (Charts 10-1 → 10-3)

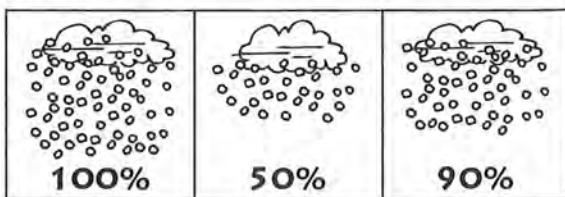
Complete the dialogues with **must** and the verbs in parentheses. Use **not** if necessary.

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.
B: He (*like*) _____ onions.
3. A: Marco had to give a speech in front of 500 people.
B: Whew! That's a big audience. He (*be*) _____ nervous.
A: He was, but no one could tell.
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 asked him a question in English, he just smiled and nodded.
B: He (*speak*) _____ much English.
6. A: Listen. Do you hear a buzzing sound in the kitchen?
B: No, I don't hear a thing.
A: You don't? Then something (*be*) _____ wrong with your hearing.
7. 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.

Exercise 17. Warm-up. (Chart 10-4)

Match 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: Future Time

100% sure: Kay *will do* well on the test. → The speaker feels sure.

90% sure: { Kay *should do* well on the test.
Kay *ought to do* well on the test. } → The speaker is almost sure.

50% sure or less: { She *may do* well on the test.
She *might do* well on the test.
She *could do* well on the test. } → The speaker is guessing.

- (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/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.

Exercise 18. Looking at grammar. (Chart 10-4)

Complete the sentences with the speakers' names based on how certain they are.

SITUATION: Jan asked her roommates, "What time are you going to be home tonight?"

CERTAINTY: Marco feels 100% sure.

Linda is almost sure.

Ned doesn't know. He's guessing.

1. _____ said, "I might be back by ten."
2. _____ said, "I'll be home by eight."
3. _____ said, "I should be here around nine."

Exercise 19. Looking at grammar. (Charts 4-2, 10-1, and 10-4)

Complete the sentences with **will**, **should/ought to**, or **must**. In some cases, more than one modal is possible. Discuss the meanings that the modals convey.*

1. Lots of people are standing in line to get into that movie. It _____ **must** _____ 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. He _____ be at home. Let's stop and visit him.
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. A: Susie is yawning and rubbing her eyes.
B: She _____ be sleepy. Let's put her to bed early tonight.
8. A: Martha has been working all day. She left for work early this morning.
B: She _____ be really tired tonight.
9. A: When's dinner?
B: We're almost ready to eat. The rice _____ be done in five minutes.
10. Ed has been acting strangely lately. He _____ be in love.



11. Hmm. 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 _____ spent it.

Exercise 20. Looking at grammar. (Charts 10-1 → 10-4)

Complete the sentences based on the facts of each situation.

SITUATION 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 by this afternoon.

Alice is a neighbor who sometimes drops by in the middle of the day.

1. It must be Fred .
2. It couldn't be Ross .
3. I suppose it might be Alice .

SITUATION 2: Someone ran into the tree in front of our house. I wonder who did it.

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 couldn't have been _____.

5. It must not have been _____.

6. It could have been _____.

7. It must have been _____.

SITUATION 3: 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.

FACTS: **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 couldn't have been _____.

10. It must have been _____.

SITUATION 4: My friends **Mark** and **Carol** were in the next room with my neighbor. I heard someone playing a very difficult piece on the piano.

FACTS: **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 couldn't have been _____.

12. I suppose it could have been _____.

13. It must have been _____.

SITUATION 5: The meeting starts in fifteen minutes. I wonder who is coming.

FACTS: 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.

Exercise 21. Listening. (Chapter 9 and Charts 10-1 → 10-4)

 CD 1
Track 50

The spoken forms of some modals are often reduced. For example, **may have gone** may sound like “may-uv gone” or “may-uh gone.” Listen for the spoken forms of modals and write the non-reduced forms of the words you hear.

Example: You will hear: You shouldn't have done that.

You will write: You shouldn't have done that.

What's wrong? Your parents look upset.

1. We _____ them.
2. We _____ them.
3. You _____ them.
4. You _____ to find out.
5. Maybe you _____ out so late.
6. You _____ a good excuse for being late.
7. You _____ them what you planned to do.
8. You _____ your behavior would cause problems.

Exercise 22. Let's talk: pairwork. (Charts 10-1 → 10-4)

Work with a partner. Choose one of the given situations and complete the dialogue. Then present your dialogue to the rest of the class. Try to include modals in your conversation.

SITUATION 1: Your teacher is always on time, but today it is fifteen minutes past the time class begins, and he/she still isn't here. You try to figure out why he/she isn't here yet and what you should do.

A: Mr./Mrs./Ms.*/Miss/Dr./Professor (____) should have been here fifteen minutes ago.

I wonder where he/she is. Why do you suppose he/she hasn't arrived yet?

B: I don't know . . .

Etc.

SITUATION 2: The two of you are supposed to meet Anita and Pablo at the park for a picnic. You are almost ready to leave when the sky gets dark and the wind starts blowing very hard.

A: Is the picnic basket all packed?

B: Yes. Everything's ready.

A: Wow! Do you feel that wind?

B: Yeah, and look at the sky!

Etc.

*In American English, a period is used with the abbreviations *Mr./Mrs./Ms.*; British English does not use a period with these abbreviations.

American: *Mr. Black/Mrs. Green/Ms. Brown*

British: *Mr Black/Mrs Green/Ms Brown*

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.

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 PROGRESS?

- | | | |
|--|-----|----|
| 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 |

10-5 Progressive Forms of Modals

(a) Let's just knock on the door lightly. Tom may be sleeping . (right now)	Progressive form, present time: <i>modal + be + -ing</i> Meaning: <i>in progress right now</i>
(b) All of the lights in Ann's room are turned off. She must be sleeping . (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: <i>modal + have been + -ing</i> Meaning: <i>in progress at a time in the past</i>
(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 must have been studying at the library.	

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 who are coming in the door are carrying wet umbrellas.

B: It (**rain**) ____ **must be raining** ____.

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. A: 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: 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 (*joke*) _____?
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.*



Exercise 26. Looking at grammar. (Charts 9-8 and 10-1 → 10-5)

Complete each sentence with the appropriate form of the words in parentheses. Add **not** if necessary.

1. Alex has a test tomorrow that he needs to study for. He (*should + watch*)
shouldn't be watching TV right now.
2. There's Mr. Chang. He's standing at the bus stop. He (*must + wait*)
for the two o'clock bus.
3. Kathy lost her way while driving to River City. She (*should + leave*)
her road map at home.
4. My leather jacket isn't in my closet. I think my roommate (*might + borrow*)
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*) to turn it off before he left the room.
6. A: Why wasn't Mai at the meeting last night?
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 (*might + travel*) in Europe. I think I heard her mention something about spending a few weeks in Europe this spring.
9. A: When I arrived, Tarek looked surprised.
B: He (*must + expect*) you.
10. A: Why didn't Roberto answer the teacher when she asked him a question?
B: He was too busy staring out the window. He (*must + daydream*)
attention. He (*should + stare*) 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 → 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.

MAN: Let me go with you. (*taking out his wallet*) Just give me a minute to pay the bill.

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?

Exercise 29. Looking at grammar. (Charts 10-1 -> 10-5)

Choose 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?
— Hmm. 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.
 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.



10-6 Ability: *Can* and *Could*

(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 lessons for many years.

Can is used to express an acquired skill.

In (c): *can play* = *knows how to play*.

(d) You *can buy* 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:

(e) I'm not quite ready to go, but you *can leave* if you're in a hurry. I'll meet you later.

Can is used to give permission in informal situations, as in (e). In formal situations, *may* rather than *can* is usually used to give permission, as in (f).

(f) When you finish the test, you *may leave*.

Negative form: **cannot** or **can't**

(g) Dogs *can bark*, but they *cannot/can't talk*.

The past form of **can** meaning "ability" is **could**, as in (h). Negative form: **could not** or **couldn't**

Exercise 31. Listening. (Chart 10-6)

 CD 1
Track 51

In spoken English, **can** is typically unstressed and pronounced /kən/. **Can't** is unstressed and is usually pronounced /kænt/ although the “t” is often not heard. Listen to the sentences and write the words you hear.*

1. The secretary _____ help you.
2. My mother _____ speak English.
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. I _____ cook.
9. I _____ drive a stick-shift car.
10. Our son _____ count to ten.

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 closed. Then open your book and answer the questions.

CD 1

Track 52

1. Who did the researcher talk to first?
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 group answered “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?
6. What do you think explains these differences?

Exercise 34. Warm-up. (Chart 10-7)

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.

10-7 Using Would to Express a Repeated Action in the Past

- (a) When I was a child, my father *would read* me a story at night before bedtime.
(b) When I was a child, my father *used to read* me a story at night before bedtime.

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 meaning.

- (c) I *used to live* in California.
He *used to be* a Boy Scout.
They *used to have* a Ford.

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.

Exercise 35. Looking at grammar. (Chart 10-7)

Use **would** and the words in parentheses to express a repeated action in the past. Use **used to** to express a past situation.

1. I (*be*) _____ *used to be* _____ very shy. Whenever a stranger came to our house, I (*hide*) _____ *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.
4. I (*be*) _____ afraid of flying. My heart (*start*) _____ pounding every time I stepped on a plane. But now I’m used to flying and enjoy it.

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: *Would Rather*

(a) I *would rather go* to a movie tonight *than study* grammar.

Would rather expresses preference.

In (a): Notice that the simple form of a verb follows both **would rather** and **than**.

(b) I'd rather study history *than (study)* biology.

In (b): If the verb is the same, it usually is not repeated after **than**.

— How much do you weigh?

Contraction: *I would* = *I'd*
Negative form: **would rather + not**

(c) I'd rather not tell you.

The past form: **would rather have + past participle**.
Usual pronunciation: "I'd rather-əv"

(d) The movie was okay, but I *would rather have gone* to the concert last night.

Progressive form: **would rather + be + -ing**

(e) I'd rather be lying on a beach in India than (*be sitting*) in class right now.

Exercise 37. Looking at grammar. (Chart 10-8)

Complete the sentences with **would rather** and your own words.

1. A: Do you want to go to the concert tonight?

B: Not really. I _____

2. A: Did you go to the concert last night?

B: Yes, but I _____

3. A: What are you doing right now?

B: I'm studying grammar, but I _____

4. A: I _____ than _____

B: Not me. I _____ than _____

Exercise 38. Let's talk: interview. (Chart 10-8)

Interview your classmates. Begin each question with **Would you rather**.

Would you rather . . .

1. go to Paris, Cairo, or Bogota? Why?
2. see a movie, a play, or an opera? Why?
3. use a bike, a motorcycle, or a car for transportation? Why?
4. prepare your own meals, have someone at home prepare them, or eat out? Why?
5. be playing soccer, shopping for clothes, or feeding birds in the park today? Why?
6. have been born in an earlier century? Why?
7. be swimming at a beach or pool right now or doing this interview? Why?

Exercise 39. Warm-up. (Chart 10-9)

Check (✓) each correct sentence.

1. ____ I will can stay late at the office today. 4. ____ I may be able to stay late today.

2. ____ I will be able stay late today. 5. ____ I will have to stay late today.

3. ____ I may have to stay late today. 6. ____ I'm going to have to stay late today.

10-9 Combining Modals with Phrasal Modals

(a) <i>INCORRECT:</i> Janet will can help you tomorrow.	A modal cannot be immediately followed by another modal. In (a): The modal <i>will</i> cannot be followed by <i>can</i> , which is another modal.
(b) Janet <i>will be able to</i> help you tomorrow. (c) You <i>will have to</i> pick her up at her home.	A modal can, however, be followed by the phrasal modals <i>be able to</i> and <i>have to</i> . In (b): The modal <i>will</i> is correctly followed by the phrasal modal <i>be able to</i> .
(d) Tom <i>isn't going to be able to</i> help you tomorrow.	It is also sometimes possible for one phrasal modal to follow another phrasal modal. In (d): <i>be going to</i> is followed by <i>be able to</i> . This form is more common in negatives and questions.

Exercise 40. Looking at grammar. (Chart 10-9)

Complete the sentences with the words in *italics*.

1. *be able to \ you \ get \ will*

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

Jess's wedding next month due to a previously scheduled business trip.

Exercise 41. Looking at grammar. (Chart 10-9)

Complete the sentences with the verb phrases in the list. In some cases, more than one completion may be possible. Discuss the differences in meaning.

have to be able to

must not have been able to

should not have to

would rather 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!

10-10 Summary Chart of Modals and Similar Expressions

Auxiliary	Uses	Present/Future	Past
may	(1) polite request (only with "I" or "we")	<i>May I borrow</i> your pen?	
	(2) formal permission	You <i>may leave</i> the room.	
	(3) 50% or less certainty	— <i>Where's John?</i> He <i>may be</i> at the library.	He <i>may have been</i> at the library.
might	(1) 50% or less certainty	— <i>Where's John?</i> He <i>might be</i> at the library.	He <i>might have been</i> at the library.
	(2) polite request (<i>rare</i>)	<i>Might I borrow</i> 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 <i>should have done</i> well on the test.
ought to	(1) advisability	I <i>ought to study</i> tonight.	I <i>ought to have studied</i> 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 <i>had better be</i> on time, or we will leave without you.	(past form uncommon)
be supposed to	(1) expectation	Class <i>is supposed to begin</i> at 10:00.	
	(2) unfulfilled expectation		Class <i>was supposed to begin</i> at 10:00, but it began at 10:15.
must	(1) strong necessity	I <i>must go</i> to class today.	(I <i>had to go</i> to class yesterday.)
	(2) prohibition (negative)	You <i>must not</i> open that door.	
	(3) 95% certainty	Mary isn't in class. She <i>must be</i> sick.	Mary <i>must have been</i> sick yesterday.
have to	(1) necessity	I <i>have to go</i> to class today.	I <i>had to go</i> to class yesterday.
	(2) lack of necessity (negative)	I <i>don't have to go</i> to class today.	I <i>didn't have to go</i> to class yesterday.
have got to	(1) necessity	I <i>have got to go</i> to class today.	(I <i>had to go</i> to class yesterday.)
will	(1) 100% certainty	He <i>will be</i> here at 6:00.	
	(2) willingness	— <i>The phone's ringing.</i> I'll <i>get</i> it.	
	(3) polite request	<i>Will</i> you please help me?	
be going to	(1) 100% certainty (prediction)	He <i>is going to be</i> here at 6:00.	
	(2) definite plan (intention)	I'm <i>going to paint</i> my bedroom.	
	(3) unfulfilled intention		I <i>was going to paint</i> my room, but I didn't have time.

Auxiliary	Uses	Present/Future	Past
can	(1) ability/possibility	I <i>can run</i> fast.	I <i>could run</i> fast when I was a child, but now I can't.
	(2) informal permission	You <i>can use</i> my car tomorrow.	
	(3) informal polite request	<i>Can I borrow</i> your pen?	
	(4) impossibility (negative only)	That <i>can't be</i> true!	That <i>can't have been</i> true!
could	(1) past ability		I <i>could run</i> fast when I was a child.
	(2) polite request	<i>Could I borrow</i> your pen? <i>Could you help</i> me?	
	(3) suggestion (affirmative only)	— <i>I need help in math.</i> You <i>could talk</i> to your teacher.	You <i>could have talked</i> to your teacher.
	(4) 50% or less certainty	— <i>Where's John?</i> He <i>could be</i> at home.	He <i>could have been</i> at home.
	(5) impossibility (negative only)	That <i>couldn't be</i> true!	That <i>couldn't have been</i> true!
be able to	(1) ability	I <i>am able to help</i> you. I <i>will be able to help</i> you.	I <i>was able to help</i> him.
would	(1) polite request	<i>Would</i> you please <i>help</i> me? <i>Would</i> you <i>mind</i> if I left early?	
	(2) preference	I <i>would rather go</i> to the park than <i>stay</i> home.	I <i>would rather have gone</i> to the park.
	(3) repeated action in the past		When I was a child, I <i>would visit</i> my grandparents every weekend.
	(4) polite for "want" (with "like")	I <i>would like</i> an apple, please.	
	(5) unfulfilled wish		I <i>would have liked</i> 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	<i>Shall I open</i> the window?	
	(2) future with I or we as subject	I <i>shall arrive</i> 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.

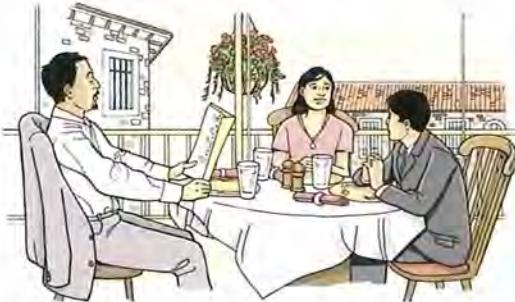
7. — *There's a knock at the door. I think it's Ibrahim.*
a. It may not be Ibrahim.
b. It couldn't be Ibrahim.
c. It can't be Ibrahim.

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.



Exercise 43. Looking at grammar. (Chapters 9 and 10)

Use a modal or phrasal modal with each verb in parentheses. More than one auxiliary may be possible. Use the one that seems most appropriate to you and explain why.

1. It looks like rain. We (*shut*) _____ should / had better / ought to shut _____ the windows.
2. Anya, (*you, hand*) _____ 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 least 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 they are accompanied by a chaperone.
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)

Listen to each situation and choose the statement (a. or b.) you would most likely say. In some cases, both answers may be possible.

CD 1

Track 53

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.

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:

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 differently? What should 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?



Chapter 11

The Passive

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

11-1 Active vs. Passive

Active: (a) subject verb object
 (a) Mary helped the boy.

Passive: (b) subject verb
 (b) The boy was helped by Mary.

In the passive, *the object* of an active verb becomes *the subject* of the passive verb: **the boy** in (a) becomes the subject of the passive verb in (b).

Notice that the subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the "agent." In (b): **Mary** is the agent.

Sentences (a) and (b) have the same meaning.

Passive: **be** + **past participle**
 (c) He **is** **helped** by her.
 He **was** **helped** by her.
 He **will be** **helped** by her.

Form of the passive: **be** + **past participle**

Active: (d) An accident **happened**.

Passive: (e) (none)

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.)

Exercise 2. Looking at grammar. (Chart 11-1)

Decide if the sentences are active (A) or passive (P).

1. A Kate prepared the salad.
2. P The rice was prepared by Jamal.
3. ____ Shirley was preparing the dessert.
4. ____ Andy has prepared the tea.
5. ____ New species of insects are discovered by scientists every year.
6. ____ Our papers will be collected by the teacher next week.
7. ____ Dinosaurs existed millions of years ago.
8. ____ Anna's car was stopped by the police.
9. ____ Mr. Brown painted our house.
10. ____ Hiroki came to our apartment for dinner last night.

Exercise 3. Warm-up. (Chart 11-2)

Complete the sentences. Change the verbs in *italics* from active to passive.

- | | |
|--|---|
| 1. Tom <i>opens</i> the door. | → The door _____ <i>is opened</i> _____ by Tom. |
| 2. Tom <i>is opening</i> the door. | The door _____ by Tom. |
| 3. Tom <i>has opened</i> the door. | The door _____ by Tom. |
| 4. Tom <i>opened</i> the door. | The door _____ by Tom. |
| 5. Tom <i>was opening</i> the door. | The door _____ by Tom. |
| 6. Tom <i>had opened</i> the door. | The door _____ by Tom. |
| 7. Tom <i>will open</i> the door. | The door _____ by Tom. |
| 8. Tom <i>is going to open</i> the door. | The door _____ by Tom. |
| 9. Tom <i>will have opened</i> the door. | The door _____ by Tom. |
| 10. <i>Did</i> Tom <i>open</i> the door? | _____ the door _____ by Tom? |
| 11. <i>Will</i> Tom <i>open</i> the door? | _____ the door _____ by Tom? |
| 12. <i>Has</i> Tom <i>opened</i> the door? | _____ the door _____ by Tom? |

11-2 Tense Forms of the Passive

	Active		Passive		
(a) simple present	Mary <i>helps</i>	the boy.	The boy <i>is</i>	<i>helped</i>	by Mary.
(b) present progressive	Mary <i>is helping</i>	the boy.	The boy <i>is being</i>	<i>helped</i>	by Mary.
(c) present perfect*	Mary <i>has helped</i>	the boy.	The boy <i>has been</i>	<i>helped</i>	by Mary.
(d) simple past	Mary <i>helped</i>	the boy.	The boy <i>was</i>	<i>helped</i>	by Mary.
(e) past progressive	Mary <i>was helping</i>	the boy.	The boy <i>was being</i>	<i>helped</i>	by Mary.
(f) past perfect*	Mary <i>had helped</i>	the boy.	The boy <i>had been</i>	<i>helped</i>	by Mary.
(g) simple future	Mary <i>will help</i>	the boy.	The boy <i>will be</i>	<i>helped</i>	by Mary.
(h) <i>be going to</i>	Mary <i>Is going to help</i>	the boy.	The boy <i>is going to be</i>	<i>helped</i>	by Mary.
(i) future perfect*	Mary <i>will have helped</i>	the boy.	The boy <i>will have been</i>	<i>helped</i>	by Mary.
(j) <i>Was</i> the boy <i>helped</i> by Mary?			In the question form of passive verbs, an auxiliary verb precedes the subject.		
(k) <i>Has</i> the boy <i>been helped</i> by Mary?					

*The progressive forms of the *present perfect*, *past perfect*, and *future perfect* are rarely used in the passive.

Exercise 4. Looking at grammar. (Charts 11-1 and 11-2)

Part I. Change the active to passive.

- Shakespeare *wrote* that play. → *That play was written by Shakespeare.*
- Waitresses and waiters *serve* customers.
- The teacher *is going to explain* the lesson.
- Two horses *were pulling* the farmer's wagon.
- Toshi *will invite* Yoko to the party.
- Alex *is preparing* that report.
- Kathy *had returned* the book to the library.
- Miriam *has designed* several public buildings.
- His tricks *won't fool* me.
- I *didn't write* that note. *Did Jim write it?*
- Does Prof. Shapiro *teach* that course? No, he *doesn't teach* it.
- Mrs. Andrews *hasn't signed* those papers yet. *Has Mr. Andrews signed them yet?*



Part II. Change the passive to active.

- The speech *was given* by Anwar. → *Anwar gave the speech.*
- Our assignments *are going to be corrected* by the teaching assistant.
- Was* the electric light bulb *invented* by Thomas Edison?
- The speed limit on Highway 5 *isn't obeyed* by most drivers.
- 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.

- A strange thing *happened* yesterday. (*no change*)
- Jackie *scored* the winning goal. → *The winning goal was scored by Jackie.*
- I *agree with* Dr. Ikeda's theory.
- Dr. Ikeda *developed* that theory.
- A hurricane *destroyed* the small fishing village.

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 <i>is grown</i> in India. (b) Our house <i>was built</i> in 1980. (c) This olive oil <i>was imported</i> from Crete.	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. 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. (<i>active</i>)	If the speaker knows who performs an action, usually the active is used, as in (d).
(e) This rug <i>was made</i> by my aunt. That rug <i>was made</i> by my mother. (f) <i>Life on the Mississippi</i> <i>was written</i> by Mark Twain.	Sometimes, even when the speaker knows who performs an action, he/she chooses to use the passive with the <i>by</i> -phrase in order to focus attention on the subject of a sentence. In (e): 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.

Exercise 7. Looking at grammar. (Charts 11-1 → 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. Underline 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. 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. 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 \ fall \ 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.

1. a. Someone would like the architect to design the new library.
b. A famous architect would like to design the new 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 _____ yesterday.

2. DECISION ON TAX INCREASE TO BE ANNOUNCED SOON

A decision on a tax increase _____ soon.

3. MORE THAN 2 BILLION CUPS OF COFFEE CONSUMED WORLDWIDE

More than two billion cups of coffee _____ worldwide each day.

4. 200,000 CARS RECALLED FOR BRAKE DEFECTS SINCE LAST YEAR

Two hundred thousand cars _____ for brake defects since last year.

5. NEW HIGH-SPEED COMPUTER CHIPS DELAYED

New high-speed computer chips _____ until next year.

Exercise 12. Game. (Charts 11-1 → 11-3)

Work in teams with your books closed. Your teacher will say a sentence. Change it to passive if possible. Use the *by*-phrase only if necessary. Your team wins one point for each correct sentence.

1. Someone invited you to a party.
2. People grow rice in many countries.
3. Someone is televising the tennis 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.
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 → 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?

Exercise 14. Looking at grammar. (Charts 11-1 → 11-3)

Complete the sentences with the passive form of the verbs in the list. Use any appropriate tense.

build
cause
confuse

divide
expect
frighten

✓invent
kill
offer

order
report
spell

surprise
surround
wear

1. The electric light bulb _____ 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. The Johnsons’ house burned down. According to the inspector, the fire _____ 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.

Exercise 15. Listening. (Charts 11-1 → 11-3)

Listen to the report about chocolate with your book closed. Then open your book and listen again. Complete the sentences with the verbs you hear.



CD 1

Track 55

How Chocolate Is Made

Chocolate _____ from the seeds of roasted cocoa beans. After the seeds

1

_____, the inside of the seed _____ into a liquid. This

2

3

liquid _____ chocolate liquor. The liquor _____ fat,

4

5

which _____ from the liquor. After this _____, a solid

6

7

_____ . This solid, which _____ as cocoa cake,

8

9

_____ up and becomes unsweetened cocoa. This is a very bitter

10

chocolate. To make it taste better, other substances such as cocoa butter and sugar

_____ later.

11

Exercise 16. Looking at grammar. (Charts 11-1 and 11-3)

Complete the sentences with the active or passive form of the verbs in parentheses. Use any appropriate tense.

1. Gold (*discover*) _____ in California in 1848.
2. The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (*produce*) _____ 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*) _____ as a mathematical genius when he was ten. One day a professor gave him an arithmetic problem. Carl (*ask*) _____ to add up 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*) _____ that each pair of numbers ($1 + 100, 2 + 99, 3 + 98$, 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. _____ *Children* _____ *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.

11-4 The Passive Form of Modals and Phrasal Modals

Passive form: **modal*** + ***be*** + **past participle**

(a) Tom	<i>will</i>	<i>be</i>	<i>invited</i>	to the picnic.
(b) The window	<i>can't</i>	<i>be</i>	<i>opened</i> .	
(c) Children	<i>should</i>	<i>be</i>	<i>taught</i>	to respect their elders.
(d)	<i>May I</i>	<i>be</i>	<i>excused</i>	from class?
(e) This book	<i>had better</i>	<i>be</i>	<i>returned</i>	to the library before Friday.
(f) This letter	<i>ought to</i>	<i>be</i>	<i>sent</i>	before June 1st.
(g) Mary	<i>has to</i>	<i>be</i>	<i>told</i>	about our change in plans.
(h) Fred	<i>is supposed to</i>	<i>be</i>	<i>told</i>	about the meeting.

Past-passive form: **modal** + ***have been*** + **past participle**

(i) The letter	<i>should</i>	<i>have been</i>	<i>sent</i>	last week.
(j) This house	<i>must</i>	<i>have been</i>	<i>built</i>	over 200 years ago.
(k) Eric	<i>couldn't</i>	<i>have been</i>	<i>offered</i>	the job.
(l) Jill	<i>ought to</i>	<i>have been</i>	<i>invited</i>	to the party.

*See Chapters 9 and 10 for a discussion of the form and use of modals and phrasal modals.

Exercise 18. Looking at grammar. (Chart 11-4)

Complete the sentences with the words in parentheses. Use the appropriate form, active or passive.

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*) should have been told 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 I get home, including taking out the garbage.
B: Don't worry, Mom. I'll do everything you told me to do.
17. 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 application (*be supposed to + send*) _____
to the personnel department soon.
19. Ann's birthday 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 belated 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.

Exercise 19. Looking at grammar. (Chart 11-4)

Make complete sentences with the given words.

Example: must

- 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
→ *All passengers must wear their seat belts during takeoff and landing.*
1. will a. Many lives \ save \ with the new medical procedure
b. 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 month
b. Smoke alarm batteries \ test \ once a month
4. may a. The typhoon \ kill \ hundreds of villagers yesterday
b. Hundreds of villagers \ kill \ in the typhoon yesterday
c. Hundreds of villagers \ die \ in the typhoon yesterday
5. had better a. Medical supplies \ deliver \ soon
b. Villagers \ receive \ medical supplies soon

Exercise 20. Let's talk. (Chart 11-4)

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*) _____ 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 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 border the Indian Ocean, including Indonesia, Thailand, India, Malaysia, and Somalia, _____ 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 _____ forever. The earthquake _____ at 9.3 on the Richter scale. It was the fourth largest earthquake since 1900 and the second largest that _____ on the Richter scale.

The quake _____ 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 people _____ homeless. Aftershocks from the earthquake _____ for several days.

Tragically, the damage _____ if there had been a tsunami early-warning system. Such a system already _____ for the Pacific Ocean, but it _____ to the Indian Ocean. Since the tsunami disaster, governments _____ 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 → 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. Then someone 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 → 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?

11-5 Non-Progressive Passive

(a) The door is <i>old</i> . (b) The door is <i>green</i> . (c) The door is <i>locked</i> .	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. (e) The door was locked by me five minutes ago. (f) Now the door <i>is locked</i> .	When 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: <ul style="list-style-type: none">• no action is taking place; the action happened earlier.• there is no <i>by</i>-phrase.• the past participle functions as an adjective.
(g) Ann broke the window yesterday. (h) The window was broken by Ann. (i) Now the window <i>is broken</i> .	
(j) I <i>am interested in</i> Chinese art. (k) He <i>is satisfied with</i> his job. (l) Ann <i>is married to</i> 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 <i>am lost</i> . (n) I can't find my purse. It <i>is gone</i> . (o) I <i>am finished with</i> my work. (p) I <i>am done with</i> 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.

Exercise 26. Looking at grammar. (Chart 11-5)

Complete the sentences with the non-progressive passive of the verbs in parentheses. Use the simple present or the simple past.

1. Olga is wearing a blouse. It (*make*) _____ *is made* _____ 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. We are ready to sit down and eat dinner. The table (*set*) _____,
the meat and rice (*do*) _____, and the candles (*light*)
_____.
9. Where's my wallet? It (*go*) _____! Did you take it?
10. Hmm. My dress (*tear*) _____. I wonder how that happened.

Exercise 27. Looking at grammar. (Chart 11-5)

Complete each sentence with an appropriate form of the words in the list.

bear (born)*	crowd	locate	plug in	spoil
block	divorce	✓lose	qualify	stick
confuse	exhaust	marry	schedule	turn off

- Excuse me, sir. Could you give me some directions? I am lost.
- Let's find another restaurant. This one is crowded too. We would have to wait at least an hour for a table.
- The meeting is scheduled for tomorrow at nine.
- That's hard work! I am exhausted. I need to rest for a while.
- You told me one thing, and John told me another. I don't know what to think. I am confused.
- Annie can't close the window. It is stuck.
- Louise is probably sleeping. The lights in her room are turned off.
- Carolyn and Joe were married to each other for five years, but now they are divorced.
- I'm sorry. You do not qualify for the job. We need someone with a degree in electrical engineering.
- I love my wife. I have married to a wonderful woman.
- We can't eat this fruit. It is rotten. We'll have to throw it out.
- We'd better call a plumber. The water won't go down the drain. The drain is clogged with food.
- Vietnam is located in Southeast Asia.
- A: How old is Juan?
B: He was born in 1980.
- A: The TV set isn't working.
B: Are you sure? Is it plugged in?



*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. annoyed by?
4. scared of?
6. accustomed to?

11-6 Common Non-Progressive Passive Verbs + Prepositions

(a) I'm *interested in* Greek culture.

(b) He's *worried about* losing his job.

Many non-progressive verbs are followed by prepositions other than *by*.

be concerned	<i>about</i>	be composed	<i>of</i>	be acquainted
be excited		be made		be associated
be worried		be tired		be cluttered
be discriminated	<i>against</i>	be frightened	<i>of/by</i>	be crowded
be known		be scared		be done
be prepared		be terrified		be equipped
be qualified	<i>for</i>	be accustomed	<i>to</i>	be filled
be remembered		be addicted		be finished
be well known		be committed		be pleased
be divorced	<i>from</i>	be connected	<i>to</i>	be provided
be exhausted		be dedicated		be satisfied
be gone		be devoted		be annoyed
be protected	<i>in</i>	be engaged	<i>with/by</i>	be bored
be dressed		be exposed		be covered
be interested		be limited		
be located	<i>in/with</i>	be married		
be disappointed		be opposed		
be involved		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 about creating toys children enjoy.
2. She is known for creating high-quality toys.
3. She is interested in how children play with one another.
4. She is pleased with the response to her toys.
5. Her toys are made of wood.
6. The materials in her toys are limited to wood.
7. She is disappointed at many of the popular toys in stores today.
8. She worries about toys that don't encourage children to use their imagination.

 **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. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

 **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?

Exercise 32. Looking at grammar. (Chart 11-6)

Complete each sentence with the non-progressive passive form of the given verb and an appropriate preposition. Use the simple present.

1. cover It's winter, and the ground _____ is covered with _____ snow.
2. finish Pat _____ 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 clothes. We are finally _____ our camping trip.
12. do We are _____ this exercise.

Exercise 33. Let's talk. (Chart 11-6)

Think about changes that modern life has brought in communications, travel, work, school, daily life, etc. Complete the phrases with the correct prepositions and answer the questions. Work in pairs or small groups.

What changes or innovations are you (or people you know) . . .

1. excited _____?
2. concerned _____?
3. opposed _____?
4. annoyed _____?
5. addicted _____?
6. not accustomed _____?

Exercise 34. Looking at grammar. (Chart 11-6)
Add the missing preposition to each sentence.

with

1. I'm not acquainted with that man. Do you know him?
2. The department store was filled toys for the holiday sale.
3. 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.



Exercise 35. Warm-up. (Chart 11-7)

Complete the sentences with the words in the list. Notice the word forms that follow the verb *get*.

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* _____.

11-7 The Passive with Get

Get + Adjective

- (a) I'm *getting hungry*. Let's eat soon.
(b) I stopped working because I *got sleepy*.

Get may be followed by certain adjectives. **Get** gives the idea of change — the idea of becoming, beginning to be, growing to be.

In (a): *I'm getting hungry* = I wasn't hungry before, but now I'm beginning to be hungry.

Common adjectives that follow get

angry	cold	fat	hungry	quiet	tall
anxious	comfortable	full	late	ready	thirsty
bald	dark	good	light	rich	warm
better	dizzy	hard	mad	ripe	well
big	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*.
(d) They *are getting married* next month.

Get may also be followed by a past participle. The past participle functions as an adjective; it describes the 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)	get 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.
a. prepare b. prepared c. ready d. readying
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 ____.
a. pack b. finish c. packed d. finished

5. Sam was supposed to be home an hour ago, but he still isn't here. I'm getting _____.
a. nervous b. anxious c. worry d. worried
6. I didn't stay for the end of the movie because I got _____.
a. bore b. bored c. interested d. am bored
7. When are you going to get ____?
a. marriage b. marry c. married d. engage

□ **Exercise 37. Looking at grammar.** (Chart 11-7)

Complete the sentences with any appropriate tense of *get* and the given adjectives.

accustom	do	✓hungry	pay
better	engage	invite	remarry
dark	fire	marry	well
depress	hire	nervous	wet
divorce			

1. What time are we going to eat? I _____ *am getting hungry* _____.
2. I didn't have an umbrella, so I _____ while I was waiting for the bus yesterday.
3. Every time I have to give a speech, I _____.
4. Would you mind turning on the light? It _____ in here.
5. Maria's English is improving. It _____,
6. My friend was sick, so I sent him a card. It said, “ _____ soon.”
7. How long did it take you to _____ to living here?
8. 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 too?
11. I _____ on Fridays. I'll give you the money I owe you next Friday. Okay?
12. After Ed graduated, he _____ by an engineering firm.
13. But later he _____ because he didn't do his work.
14. Ben and Sara have had an interesting relationship. First, they _____. Then, they _____. Later, they _____. Finally, they _____. Today they are a happily married couple.

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?



11-8 Participial Adjectives

— The problem confuses the students.

(a) It is a *confusing* problem.

— The students are confused by the problem.

(b) They are *confused* students.

The *present participle* serves as an adjective with an active meaning. The noun it modifies performs an action.

In (a): The noun **problem** does something; it *confuses*. Thus, it is described as a "confusing problem."

The *past participle* serves as an adjective with a passive meaning.

In (b): The students are confused by something. Thus, they are described as "confused students."

— The story amuses the children.

(c) It is an *amusing* story.

— The children are amused by the story.

(d) They are *amused* children.

In (c): The noun **story** performs the action.

In (d): The noun **children** receives the action.

Exercise 40. Looking at grammar. (Chart 11-8)

Match the sentences to the pictures. Some sentences describe neither picture.



Picture A



Picture B

1. The monster is frightened.
2. The monster is frightening.
3. The child is frightened.
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 *bore* the students. It is a _____ *boring* _____ class.
2. The students *are bored* by the class. They are _____ *bored* _____ students.
3. The game *excites* the people. It is an _____ *excited* _____ game.
4. The people *are excited* by the game. They are _____ *excited* _____ 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.
8. The strange noise *frightened* the child. It was a _____ 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 yourself?

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

1. If a story amazes you, how would you describe the story? How would you describe yourself?
2. If a story depresses you, how would you describe the story? How would you describe yourself?
3. If some work tires you, . . . ?
4. If a movie bores you, . . . ?
5. If a painting interests you, . . . ?
6. If a situation embarrasses you, . . . ?
7. If a book disappoints you, . . . ?
8. If a person fascinates you, . . . ?
9. If an assignment frustrates you, . . . ?
10. If a noise annoys you, . . . ?
11. If an event shocks you, . . . ?
12. If an experience thrills you, . . . ?

Exercise 43. Listening. (Chart 11-8)

Listen to the sentences. Choose the words you hear.



CD 1
Track 58

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 |
| 4. marry | marrying | married |
| 5. scare | scary | scared |
| 6. finish | finishing | finished |

Exercise 44. Listening. (Chart 11-8)

Listen to the sentences. Choose the correct completions.

CD 1
Track 59

Example: You will hear: I attended a great lecture last night. It was _____.

You will choose: fascinating fascinated

You will hear: The audience listened carefully to the lecture. They were _____.

You will choose: fascinating fascinated

- | | | | |
|--------------|----------|---------------|-----------|
| 1. thrilling | thrilled | 5. delightful | delighted |
| 2. thrilling | thrilled | 6. delightful | delighted |
| 3. shocking | shocked | 7. confusing | confused |
| 4. shocking | shocked | 8. confusing | confused |

Exercise 45. Looking at grammar. (Chart 11-8)

Complete the sentences with the present or past participle of the verbs in parentheses.

1. The thief tried to pry open the (*lock*) _____ cabinet.
2. I found myself in an (*embarrass*) _____ situation last night.
3. The (*injure*) _____ woman was put into an ambulance.
4. The teacher gave us a (*challenge*) _____ assignment, but we all enjoyed doing it.
5. The (*expect*) _____ event did not occur.
6. The invention of the (*print*) _____ press was one of the most important events in the history of the world.
7. (*Experience*) _____ travelers pack lightly. They carry little more than necessities.
8. A (*grow*) _____ child needs a (*balance*) _____ diet.
9. No one appreciates a (*spoil*) _____ child.
10. There is an old saying: "Let (*sleep*) _____ dogs lie." It means "Don't bring up past problems."



11. We had a (*thrill*) _____ but hair-raising experience on our backpacking trip into the wilderness.
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 my own. Do you know where I can rent a (*furnish*) _____ apartment?
15. The equator is the (*divide*) _____ line between the Northern and Southern hemispheres.
16. We all expect our (*elect*) _____ officials to be honest.
17. The psychologist spoke to us about some of the (*amaze*) _____ coincidences in the lives of twins living apart from each other from birth.

 **Exercise 46. Let's talk: interview.** (Charts 11-5→11-7)

Make questions with the given words. Interview two students for each question. Share some of their answers with the class.

1. What \ be \ you \ worried about in today's world?
→ *What are you worried about in today's world?*
2. What \ be \ you \ tired of?
3. What (or who) \ be \ you \ pleased with?
4. What \ you \ get \ really nervous about?
5. What \ you \ want \ to be \ remembered for?
6. What \ be \ excite \ to you?
7. What \ you \ get excited about?
8. What \ be \ confuse \ to students?
9. What \ be \ you \ confused by?
10. What \ confuse \ to children?

 **Exercise 47. Listening.** (Chapter 11)

Part I. Listen to the lecture about the early Olympic Games with your book closed. Then open your book and read the statements. Circle "T" for true and "F" for false.



- | | |
|---|----------|
| 1. The Olympic Games were established so that men
and women could compete against one another. | T F |
| 2. Greece invited other nations to the games
to encourage good relationships among countries. | T F |
| 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 small town in Greece. The games _____ for two purposes. One was to showcase the physical qualities and athletic performances of its young men. At that time, only Greek males _____ to compete. In fact, women _____ to watch the games, and the only spectators were men. The other goal _____ to encourage good relationships among Greek cities. People of other nationalities _____ to participate.

The winner of each event _____ with a wreath made of olive leaves. Additionally, his statue _____ in Olympia for all to see. _____ athletes _____ as heroes when they returned to their cities because with their victory, they _____ fame and honor to their hometowns.

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.

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?
7. 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.



Chapter 12

Noun Clauses

□ **Exercise 1. Warm-up.** (Chart 12-1)

Check (✓) the complete sentences.

1. 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?

12-1 Introduction

independent clause (a) Sue lives in Tokyo.	A clause is a group of words containing a subject and a verb.* An INDEPENDENT CLAUSE (or <i>main clause</i>) is a complete sentence. It contains the main subject and verb of a sentence. Examples (a) and (b) are complete sentences. Example (a) is a statement; (b) is a question.
dependent clause (c) where Sue lives	A DEPENDENT CLAUSE (or <i>subordinate clause</i>) is not a complete sentence. Example (c) is a dependent clause.
noun clause (d) I know where Sue lives.	Example (d) is a complete sentence, with a main subject (<i>I</i>) and verb (<i>know</i>) followed by a dependent clause. <i>Where Sue lives</i> is called a <i>noun clause</i> .
S V O (e) I know what he said.	A NOUN CLAUSE has the same uses in a sentence as a noun: it is used as an object or a subject. 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> .
S V (f) What he said is true.	

*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.
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?* **D**id 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 Brad?
 - b. Could you tell me where Brad is?

12-2 Noun Clauses Beginning with a Question Word

Question	Noun Clause	
Where does she live? What did he say? When do they arrive?	(a) I don't know <i>where she lives</i> . (b) I couldn't hear <i>what he said</i> . (c) Do you know <i>when they arrive</i> ?	In (a): <i>where she lives</i> is the object of the verb <i>know</i> . 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 <i>who lives there</i> . (e) I wonder <i>who is at the door</i> .	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 <i>who those men are</i> . (g) I wonder <i>whose house that is</i> .	In (f): <i>those men</i> is the subject of the question, so it is placed in front of the verb <i>be</i> in the noun clause.*
What did she say? What should they do?	(h) <i>What she said</i> surprised me. (i) <i>What they should do</i> is obvious.	In (h): <i>What she said</i> is the subject of the sentence. Notice in (i): A noun clause subject takes a singular verb (e.g., <i>is</i>).

*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 _____ *how old he is* _____.

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.

5. (*When are they coming?*) Do you know _____ ?

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?) _____ is easy.
11. (Who are those people?) I don't know _____.
12. (Whose pen is this?) Do you know _____?

Exercise 7. Looking at grammar. (Chart 12-2)

Change the questions to noun clauses. Begin with **Can you tell me**.

Example: What time does the computer lab close?

→ *Can you tell me what time the computer lab 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?

Exercise 8. Let's talk. (Chart 12-2)

Speaker A asks a question. Speaker B responds beginning with **I don't know** OR **I wonder**. Use the names of your classmates. Work in pairs, in groups, or as a class.

Example: Where is (____)?

SPEAKER A (book open): Where is Marco?

SPEAKER B (book closed): I don't know where Marco is. OR I wonder where Marco is.

- (Change roles if working in pairs.)
1. Where does (____) live?
 2. What country is (____) from?
 3. How long has (____) been living here?
 4. What is (____) telephone number?
 5. Where is the post office?
 6. How far is it to the South Pole?
 7. What kind of watch does (____) have?
 8. Why was (____) absent yesterday?
 9. What is (____) favorite color?
 10. How long has (____) been married?
 11. Why are we doing this exercise?
 12. Who turned off the lights?
 13. Where are you going to eat lunch/dinner?
 14. Where did (____) go after class yesterday?
 15. Why is (____) smiling?
 16. How often does (____) go to the library?
 17. Whose book is that?
 18. How much did that book cost?

Exercise 9. Looking at grammar. (Chart 12-2)

Make questions from the given sentences. The words in parentheses should be the answer to the question you make. Begin with a question word (*who*, *what*, *how*, *when*, *where*, *why*). Then 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 when Tom 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.

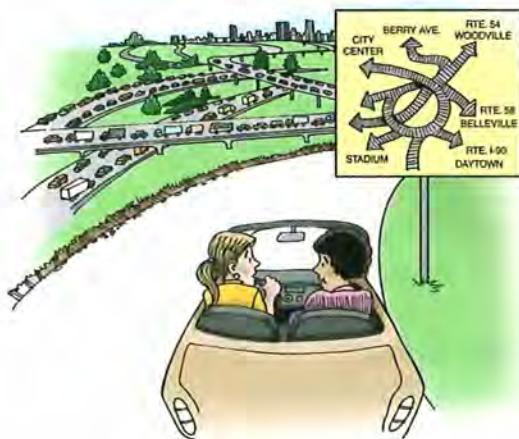
QUESTION: _____

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 (*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.
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.


CD 2
Track 1

1. a. how far it is.
b. How far is it?
2. a. how far it is.
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)

Underline the noun clauses. What words are added when a yes/no question is changed to a noun clause?

QUESTION: 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.

12-3 Noun Clauses Beginning with *Whether* or *If*

Yes/No Question	Noun Clause	
Will she come?	(a) I don't know <i>whether she will come</i> . I don't know <i>if she will come</i> .	When a yes/no question is changed to a noun clause, whether or if is used to introduce the clause.
Does he need help?	(b) I wonder <i>whether he needs help</i> . I wonder <i>if he needs help</i> .	NOTE: Whether is more common than if in formal English. Both whether and if are commonly used in speaking.
	(c) I wonder <i>whether or not</i> she will come. (d) I wonder <i>whether</i> she will come <i>or not</i> . (e) I wonder <i>if</i> she will come <i>or not</i> .	In (c), (d), and (e): Notice the patterns when or not is used.
	(f) <i>Whether she comes or not</i> 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 embarrassed? Why?
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?

Exercise 18. Looking at grammar. (Charts 12-1 → 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.
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 → 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 station.*
- (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.

Exercise 22. In your own words. (Chart 12-4)

Complete the sentences with your own words. Use infinitives in your completions.

1. A: I can't decide _____ *what to wear* _____ to the reception.
B: How about your green suit?
2. A: Where are you going to live when you go to the university?
B: I'm not sure. I can't decide whether _____ or _____.
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 whether _____ or _____. What do you think he should do?
6. Before you leave on your trip, read this tour book. It tells you where _____ and how _____.

Exercise 23. Warm-up. (Chart 12-5)

Check (✓) 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.

12-5 Noun Clauses Beginning with *That*

Verb + *That*-Clause

- (a) I think *that Bob will come*.
(b) I think *Bob will come*.

In (a): *that Bob will come* is a noun clause. It is used as the object of the verb *think*. The word *that* 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 *that*-clause.

agree that	feel that	know that	remember that
believe that	find out that	learn that	say that
decide that	forget that	notice that	tell someone that
discover that	hear that	promise that	think that
explain that	hope that	read that	understand that

Person + Be + Adjective + *That*-Clause

- (c) Jan is happy (*that*) *Bob called*.

That-clauses commonly follow certain adjectives, such as *happy* in (c), when the subject refers to a person (or persons). See the list below.

I'm afraid that*	Al is certain that	We're happy that	Jan is sorry that
I'm amazed that	Al is confident that	We're pleased that	Jan is sure that
I'm angry that	Al is disappointed that	We're proud that	Jan is surprised that
I'm aware that	Al is glad that	We're relieved that	Jan is worried that

It + Be + Adjective + *That*-Clause

- (d) It is clear (*that*) *Ann likes her new job*.

That-clauses commonly follow adjectives in sentences that begin with *it + be*, as in (d). See the list below.

It's amazing that	It's interesting that	It's obvious that	It's true that
It's clear that	It's likely that	It's possible that	It's undeniable that
It's good that	It's lucky that	It's strange that	It's well-known that
It's important that	It's nice that	It's surprising that	It's wonderful that

That-Clause Used as a Subject

- (e) *That Ann likes her new job* is clear.

It is possible but uncommon for *that*-clauses to be used as the subject of a sentence, as in (e). The word *that* is not omitted when the *that*-clause is used as a subject.

- (f) *The fact (that) Ann likes her new job* is clear.

- (g) *It is a fact (that) Ann likes her new job*.

More often, a *that*-clause in the subject position begins with *the fact that*, as in (f), or is introduced by *it is a fact*, as in (g).

*To be afraid has two possible meanings:

- (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
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. *It's a fact that* most spiders have eight eyes.
2. *It 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.

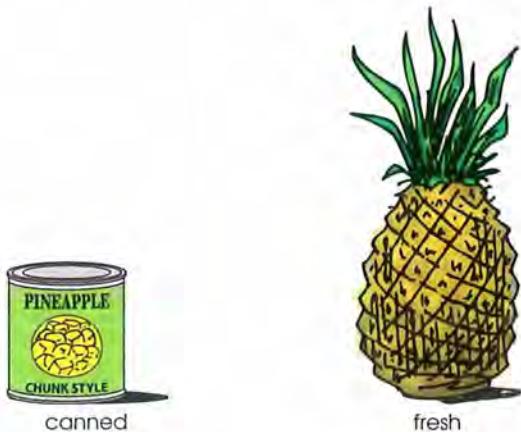
Exercise 30. Let's talk. (Chart 12-5)

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 |
| 3. It's unfortunate that people eat meat. | yes | no |
| 4. It's true that women are more nurturing 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. | yes | 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. 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. T F
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
4. 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! Are you okay?
You look like you're going to fall off that ladder.



1. "Watch out!" Mrs. Brooks said.
2. "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."[†]
- (b) "My brother is a student," she said.
- (c) "My brother," she said, "is a student."

In (a): Use a comma after **she said**. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.
In (b): Use a comma, not a period, at the end of the quoted sentence when it precedes **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.
- (e) "My brother is a student," she said. "He is attending a university."

In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after **student**.
In (e): Since **she said** 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 **she asked**.
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 (**Anna**) follows **said**. 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," **she said**.
VERY RARE: "My brother is a student," **said she**.

- (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



□ **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.

12-7 Reported Speech: Verb Forms in Noun Clauses

Quoted Speech	Reported Speech	
(a) "I <i>watch</i> TV every day."	→ She said she <i>watched</i> TV every day.	<i>Reported speech</i> refers to using a noun clause to report what someone has said. No quotation marks are used.
(b) "I <i>am watching</i> TV."	→ She said she <i>was watching</i> TV.	If the reporting verb (the main verb of the sentence, e.g., <i>said</i>) is simple past, the verb in the noun clause will usually also be in a past form, as in these examples.
(c) "I <i>have watched</i> TV."	→ She said she <i>had watched</i> TV.	
(d) "I <i>watched</i> TV."	→ She said she <i>had watched</i> TV.	
(e) "I <i>had watched</i> TV."	→ She said she <i>had watched</i> TV.	
(f) "I <i>will watch</i> TV."	→ She said she <i>would watch</i> TV.	
(g) "I <i>am going to watch</i> TV."	→ She said she <i>was going to watch</i> TV.	
(h) "I <i>can watch</i> TV."	→ She said she <i>could watch</i> TV.	
(i) "I <i>may watch</i> TV."	→ She said she <i>might watch</i> TV.	
(j) "I <i>must watch</i> TV."	→ She said she <i>had to watch</i> TV.	
(k) "I <i>have to watch</i> TV."	→ She said she <i>had to watch</i> TV.	
(l) "I <i>should watch</i> TV." "I <i>ought to watch</i> TV." "I <i>might watch</i> TV."	→ She said she <i>should watch</i> TV. → She said she <i>ought to watch</i> TV. → She said she <i>might watch</i> TV.	In (l): <i>should</i> , <i>ought to</i> , and <i>might</i> do not change.
(m) Immediate reporting: — What did the teacher just say? I didn't hear him. — He said he <i>wants</i> us to read Chapter 6.		Changing verbs to past forms in reported speech is common in both speaking and writing.
(n) Later reporting: — I didn't go to class yesterday. Did Mr. Jones give any assignments? — Yes. He said he <i>wanted</i> us to read Chapter 6.		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 <i>is</i> round."	→ She said the world <i>is</i> 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 <i>watch</i> TV every day."	→ She <i>says</i> she <i>watches</i> TV every day.	When the reporting verb is simple present, present perfect or future, the noun clause verb is not changed.
(q) "I <i>watch</i> TV every day."	→ She <i>has said</i> that she <i>watches</i> TV every day.	
(r) "I <i>watch</i> TV every day."	→ She <i>will say</i> that she <i>watches</i> TV every day.	
(s) "Watch TV!"	→ She <i>told me to watch</i> 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 want?" Jennifer 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 (*Student A*) want to know?
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 → 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 |

Exercise 40. Looking at grammar. (Chart 12-7)

Complete the sentences with a past form of the verbs in parentheses.

1. A: The test is scheduled for Monday.
B: Really? I heard it (*schedule*) _____ for Tuesday.
2. A: It's raining outside.
B: Really? I thought it (*snow*) _____.
3. A: Tony needs to borrow your bike for Saturday.
B: Are you sure? I heard he (*need*) _____ to borrow 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 at her uncle's company.
5. A: Mikhail can't come tonight.
B: Are you sure? I heard he (*come*) _____ tonight.
6. A: Ms. Alvarez is going to retire.
B: Really? I thought she (*continue*) _____ in her sales position for another year.

Exercise 41. Listening. (Chart 12-7)

Listen to the sentences. Complete them using past verb forms to report speech.



CD 2
Track 2

1. The speaker said that she _____ to the personnel meeting because she _____ finish a report.
2. The speaker said that he _____ Marta any money because his wallet _____ in his coat pocket back at home.
3. The speaker said that someone in the room _____ very strong perfume and it _____ her a headache.
4. The speaker said that he _____ Emma at the coffee shop at 9:00. He said he _____ not to be late.
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 function after work.

Exercise 42. Looking at grammar. (Chart 12-7)

Change quoted speech to reported speech. Study the example carefully and use the same pattern: *said that . . . and that*.

1. "My father is a businessman. My mother is an engineer."

He said that _____ *his father was a businessman and that his mother was an engineer.*

2. "I'm excited about my new job. I've found a nice apartment."

I got an email from my sister yesterday. She said _____

3. "I expect you to be in class every day. Unexcused absences may affect your grades."

Our sociology professor said _____

4. "Highway 66 will be closed for two months. Commuters should seek alternate routes."

The newspaper said _____

5. "Every obstacle is a steppingstone to success. You should view problems in your life as opportunities to prove yourself."

My father often told me _____

Exercise 43. Let's write. (Charts 12-1 → 12-7)

Read each dialogue and write a report about it. Your report should include an accurate idea of the speaker's words, but it doesn't have to use the exact words.

Example: Jack said, "I can't go to the game."

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 money for a ticket.
- When Tom asked Jack why he couldn't go to the game, Jack said he didn't have enough money for a ticket.
- Jack said he couldn't go to the game. When Tom asked him why not, Jack replied that he didn't have enough money for a ticket.

Write reports for these dialogues.

1. "What are you doing?" Alex asked.
"I'm drawing a picture," I said.

2. Asako said, "Do you want to go to a movie Sunday night?"



- 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.
"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 to know English if I want to study at an American university.

Exercise 45. Let's talk. (Charts 12-1 → 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 → 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 → 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 tenses (e.g., *Olga said that 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.

12-8 Using -ever Words

The following **-ever** 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. <i>Anyone who</i> wants to come is welcome.
whatever	(b) He makes friends easily with whoever he meets.* He makes friends easily with <i>anyone who</i> he meets.
whenever	(c) He always says whatever comes into his mind. He always says anything that comes into his mind.
wherever	(d) You may leave whenever you wish. You may leave at any time that you wish.
however	(e) She can go wherever she wants to go. She can go anyplace that she wants to go.
	(f) The students may dress however they please. The students may dress in any way that 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.*

Exercise 49. Looking at grammar. (Chart 12-8)

Complete the sentences with *-ever* words.

1. Mustafa is free to go anyplace he wishes. He can go wherever 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. Do seems best to you.
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 she meets, and dresses she pleases.



Chapter 13

Adjective Clauses

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

<p>(a) I thanked the woman (b) I thanked the woman</p>	<p>I thanked the woman. She helped me. ↓ who helped me. that helped me.</p>	<p>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.</p>
<p>(c) The book which is on the table is mine. (d) The book that is on the table is mine.</p>	<p>The book is mine. It is on the table. ↓ which is on the table is mine. that is on the table is mine.</p>	<p>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.</p>
<p>(e) CORRECT: The book that is on the table is mine. (f) INCORRECT: The book is mine -that is on the table.</p>		<p>who = used for people which = used for things that = used for both people and things</p>
		<p>An adjective clause closely follows the noun it modifies.</p>

*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?
a. who b. that c. which d. it
3. Did I tell you about the car salesman ____ tried to sell me a defective truck?
a. who b. that c. which d. he
4. The house ____ is across the street from us is going to be rented soon.
a. who b. that c. which d. it

Exercise 3. Looking at grammar. (Chart 13-1)

Combine the two sentences. Use the second sentence as an adjective clause.

1. I saw the man. He closed the door. → *I saw the man { who } { that }* closed the door.
2. The girl is happy. She won the race.
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)

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 _____ 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 | 5. have a long commute |
| 2. require him to work on weekends | 6. be close to home |
| 3. include a lot of long-distance travel | 7. demand sixteen-hour work days |
| 4. have minimal travel requirements | 8. have flexible hours |

13-2 Adjective Clause Pronouns Used as the Object of a Verb

The man was Mr. Jones.

I saw **him**.



- (a) The man **who(m)** I saw was Mr. Jones.
(b) The man **that** I saw was Mr. Jones.
(c) The man **Ø** I saw was Mr. Jones.

The movie wasn't very good.

We saw **it** last night.



- (d) The movie **which** we saw last night wasn't very good.
(e) The movie **that** we saw last night wasn't very good.
(f) The movie **Ø** we saw last night wasn't very good.

- (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.

Notice in the examples: The adjective clause pronouns are placed at the beginning of the clause.

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 (**Ø**) from an adjective clause. (A subject pronoun, however, may not be omitted.)

who(m) = used for people

which = used for things

that = used for both people and things

In (g): The pronoun **him** must be removed. It is unnecessary because **who(m)**, **that**, or **Ø** functions as the object of the verb **saw**.

Exercise 7. Looking at grammar. (Chart 13-2)

Choose all the possible completions for each sentence. Do not add any commas or capital letters.

- Tell me about the people ____ you visited when you were in Oxford.
a. who b. that c. which d. she e. whom f. Ø
- Do you want to see the pictures ____ the photographer took?
a. who b. that c. which d. they e. whom f. Ø
- The people ____ I call most often on my cell phone are my mother and my sister.
a. who b. that c. which d. she e. whom f. Ø
- The apartment ____ we wanted to rent is no longer available.
a. who b. that c. which d. it e. whom f. Ø
- The children ____ the Smiths adopted are from three different countries.
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.

- The book was good. I read it.
→ *The book that/which/Ø I read was good.*
- I liked the woman. I met her at the party last night.
- I liked the composition. You wrote it.
- The people were very nice. We visited them yesterday.
- The man is standing over there. Ann brought him to the party.

Exercise 9. Warm-up. (Chart 13-3)

Compare the underlined 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 the art school to which Lori applied?

13-3 Adjective Clause Pronouns Used as the Object of a Preposition

<p>She is the woman. I told you about her.</p> <p style="text-align: center;">↓</p> <p>(a) She is the woman about whom <i>I told you.</i> (b) She is the woman who(m) <i>I told you about.</i> (c) She is the woman that <i>I told you about.</i> (d) She is the woman Ø <i>I told you about.</i></p>	<p>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.</p> <p>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.</p> <p>INCORRECT: She is the woman about who- I told you.</p> <p>INCORRECT: The music to that we listened last night was good.</p>
<p>The music was good. We listened to it last night.</p> <p style="text-align: center;">↓</p> <p>(e) The music to which <i>we listened</i> last night <i>was good.</i> (f) The music which <i>we listened</i> to last night <i>was good.</i> (g) The music that <i>we listened</i> to last night <i>was good.</i> (h) The music Ø <i>we listened</i> to last night <i>was good.</i></p>	

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 → 13-3)

Give all the possible completions for each sentence.

1. The dress that / which / Ø she is wearing is new.
2. Did I tell you about the woman _____ I met last night?
3. The report _____ Joe is writing must be finished by Friday.
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 → 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.
→ *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.
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 (✓) 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.

13-4 Using Whose

I know the man.

His bicycle was stolen.
↓

- (a) I know the man *whose bicycle was stolen*.

The student writes well.

I read *her composition*.
↓

- (b) The student *whose composition I read* writes well.

Whose is used to show possession. It carries the same meaning as other possessive pronouns used as adjectives: *his*, *her*, *its*, and *their*.

Like *his*, *her*, *its*, and *their*, **whose** is connected to a noun:

his bicycle → *whose bicycle*
her composition → *whose composition*

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 **company** *whose employees* 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 in (f).

- (f) That's the boy *who's been living* at our house since his mother was arrested.*

*When **has** is a helping verb in the present perfect, it is usually contracted with **who** in speaking and sometimes in informal writing, as in (f).

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 doctor 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.
5. The professor teaches art history is excellent.
6. 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.
→ *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 residents come 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)



CD 2
Track 4 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 |
| 2. who's | whose | 6. who's | whose |
| 3. who's | whose | 7. who's | 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.
→ 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. Listening. (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.

Example: You will hear: I know a woman who's a taxi driver.

You will choose: whose **who is** who has

- | | | | | | |
|----------|--------|---------|----------|--------|---------|
| 1. whose | who is | who has | 5. whose | 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 → 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.

13-5 Using *Where* in Adjective Clauses

The building is very old.
He lives **there** (*in that building*).

Where is used in an adjective clause to modify a place (*city, country, room, house, etc.*).

- (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 **Ø** he lives **in** is very old.

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).

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)**.

When is used in an adjective clause to modify a noun of time (*year, day, time, century, etc.*).

- (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 **that** I met you.
(d) I'll never forget the day **Ø** I met you.

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 → 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 → 13-6)

Listen to the sentences. Choose the correct meanings for each sentence.



CD 2
Track 6

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.** (Charts 13-1 → 13-6)

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.

(Change leaders if working in groups.)

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?
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.)

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.)

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)

Underline 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.

13-7 Using Adjective Clauses to Modify Pronouns

(a) There is <i>someone I want you to meet.</i>	Adjective clauses can modify indefinite pronouns (e.g., <i>someone, everybody</i>).
(b) <i>Everything he said</i> was pure nonsense.	Object pronouns (e.g., <i>who(m), that, which</i>) are usually omitted in the adjective clause, as in (a) and (b).
(c) <i>Anybody who wants to come</i> is welcome.	
(d) Paula was <i>the only one I knew at the party.</i>	Adjective clauses can modify <i>the one(s)</i> and <i>those.*</i>
(e) Scholarships are available for <i>those who need financial assistance.</i>	
(f) <i>INCORRECT:</i> I who am a student at this school come 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 <i>I who am responsible.</i>	Example (g) is possible, but very formal and uncommon.
(h) <i>He who laughs last</i> 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").

*An adjective clause with *which* can also be used to modify the demonstrative pronoun *that*:

We sometimes fear that which we do not understand.

The bread my mother makes is much better than that which you can buy at a store.

Exercise 32. Looking at grammar. (Chart 13-7)

Complete the sentences with adjective clauses.

1. Ask Jackie. She's the only one _____ who 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 nothing _____.
5. I know someone _____.
6. What was Mr. Wood talking about? I didn't understand anything _____.

7. I listen to everything _____.
8. You shouldn't believe everything _____.
9. All of the students are seated. The teacher is the only one _____.

10. The test we took yesterday was easier than the one _____.
11. The courses I'm taking this term are more difficult than the ones _____.

12. The concert had already begun. Those _____ had to wait until intermission to be seated.



Exercise 33. Listening. (Charts 13-1 → 13-7)

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.

CD 2

Track 7

A: Do you see that guy _____ wearing the baseball cap?
1

B: I see two guys _____ wearing baseball caps. Do you mean the one
2
_____ T-shirt says "Be Happy"?
3

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?
4

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
5
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!
6
7

B: Rumors really take on a life of their own, don't they?!

*fishy = suspicious; hard to believe.