

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.

Exercise 34. Warm-up. (Chart 13-8)

Listen to your teacher read the sentences aloud. Both are correct. Notice the use of pauses. Then answer these questions for both sentences:

- Which adjective clause can be omitted with no change in the meaning of the noun it modifies?
- What do you notice about the use of commas?

1. I just found out that Lara Johnson, *who speaks Russian fluently*, has applied for the job at the Russian embassy.
2. That's not the job for you. Only people *who speak Russian fluently* will be considered for the job at the Russian embassy.

13-8 Punctuating Adjective Clauses

General guidelines for the punctuation of adjective clauses:

- (1) DO NOT USE COMMAS IF the adjective clause is necessary to identify the noun it modifies.*
- (2) USE COMMAS IF the adjective clause simply gives additional information and is not necessary to identify the noun it modifies.**

<p>(a) <i>The professor who teaches Chemistry 101</i> is an excellent lecturer.</p> <p>(b) <i>Professor Wilson, who teaches Chemistry 101</i>, is an excellent lecturer.</p>	<p>In (a): No commas are used. The adjective clause is necessary to identify which professor is meant.</p> <p>In (b): Commas are used. The adjective clause is not necessary to identify Professor Wilson. We already know who he is: he has a name. The adjective clause simply gives additional information.</p>
<p>(c) <i>Hawaii, which consists of eight principal islands</i>, is a favorite vacation spot.</p> <p>(d) <i>Mrs. Smith, who is a retired teacher</i>, does volunteer work at the hospital.</p>	<p>GUIDELINE: Use commas, as in (b), (c), and (d), if an adjective clause modifies a proper noun. (A proper noun begins with a capital letter.)</p> <p>NOTE: A comma reflects a pause in speech.</p>
<p>(e) <i>The man { who(m) that } I met</i> teaches chemistry.</p> <p>(f) <i>Mr. Lee, whom I met yesterday</i>, teaches chemistry.</p>	<p>In (e): If no commas are used, any possible pronoun may be used in the adjective clause. Object pronouns may be omitted.</p> <p>In (f): When commas are necessary, the pronoun <i>that</i> may not be used (only <i>who</i>, <i>whom</i>, <i>which</i>, <i>whose</i>, <i>where</i>, and <i>when</i> may be used), and object pronouns cannot be omitted.</p>
<p>COMPARE THE MEANING:</p> <p>(g) We took some children on a picnic. <i>The children, who wanted to play soccer</i>, ran to an open field as soon as we arrived at the park.</p> <p>(h) We took some children on a picnic. <i>The children who wanted to play soccer</i> ran to an open field as soon as we arrived at the park. The others played a different game.</p>	<p>In (g): The use of commas means that <i>all</i> of the children wanted to play soccer and <i>all</i> of the children ran to an open field. The adjective clause is used only to give additional information about the children.</p> <p>In (h): The lack of commas means that <i>only some</i> of the children wanted to play soccer. The adjective clause is used to identify which children ran to the open field.</p>

*Adjective clauses that do not require commas are called *essential* or *restrictive* or *identifying*.

**Adjective clauses that require commas are called *nonessential* or *nonrestrictive* or *nonidentifying*. NOTE: Nonessential adjective clauses are more common in writing than in speaking.

Exercise 35. Looking at grammar. (Chart 13-8)

Decide if the information in blue is necessary or additional. If it is additional, add commas. Read the sentences aloud, pausing where necessary.

1. The man who lives in the apartment next to mine has three cats and a dog. (*no commas, no pauses*)
2. Yes, Sandra Day is in my political science class. And Erica Nelson, [*pause*] who lives in the dorm room next to mine, [*pause*] is in my Greek Drama class.
3. Rice which is grown in many countries is a staple food throughout much of the world.
4. The rice which we had for dinner last night was very good.
5. The newspaper article was about a man who died two weeks ago of a rare tropical disease.
6. Paul O'Grady who died two weeks ago of a sudden heart attack was a kind and loving man.
7. I have fond memories of my hometown which is situated in a valley.
8. I live in a town which is situated in a valley.
9. People who live in glass houses shouldn't throw stones.
10. In a children's story, Little Red Riding Hood who went out one day to visit her grandmother found a wolf in her grandmother's bed when she got there.



Exercise 36. Listening and pronunciation. (Chart 13-8)

Listen for pauses before and after adjective clauses in the given sentences. Add commas where you hear pauses. Practice pronouncing the sentences.

CD 2
Track 8

Examples: You will hear: Vegetables which are orange have a lot of vitamin A.
You will add: (*no commas*)

You will hear: Vegetables [*pause*] which come in many shapes and colors [*pause*] have lots of vitamins.

You will add: Vegetables, which come in many shapes and colors, have lots of vitamins.

- Did you hear about the man who rowed a boat across the Atlantic Ocean?
- My uncle who loves boating rows his boat across the lake near his house nearly every day.
- Tea which is a common drink throughout the world is made by pouring boiling water onto the dried leaves of certain plants.
- Tea which is made from herbs is called herbal tea.
- Toys which contain lead paint are unsafe for children.
- Lead which can be found in paint and plastics is known to cause brain damage in children.

Exercise 37. Looking at grammar. (Chart 13-8)

Add commas where necessary. Change the adjective clause pronoun to **that** if possible. Read the sentences aloud, pausing where necessary.

- Mariko and Jackie, who didn't come to class yesterday, explained their absence to the teacher. (**Who** cannot be changed to **that**. Pauses are used in speaking; add commas.)
- The students who did not come to class yesterday explained their absence to the teacher. (**Who** can be changed to **that**; no commas.)
- The Mississippi River which flows south from Minnesota to the Gulf of Mexico is the major commercial river in the United States.
- A river which is polluted is not safe for swimming.
- Mr. Trang whose son won the spelling contest is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
- Goats which were first tamed more than 9,000 years ago in Asia have provided people with milk, meat, and wool since prehistoric times.
- Mrs. Clark has two goats. She's furious at the goat which got on the wrong side of the fence and is eating her flowers.



Exercise 38. Pronunciation and grammar. (Chart 13-8)

Read the sentences aloud. Choose the correct meaning (a. or b.) for each sentence.

1. The teacher thanked the students, who had given her some flowers.
 - a. The flowers were from *only some* of the students.
 - b. The flowers were from *all* of the students.
2. The teacher thanked the students who had given her some flowers.
 - a. The flowers were from *only some* of the students.
 - b. The flowers were from *all* of the students.
3. There was a terrible flood. The villagers who had received a warning of the impending flood escaped to safety.
 - a. *Only some* of the villagers had been warned; only some escaped.
 - b. *All* of the villagers had been warned; all escaped.
4. There was a terrible flood. The villagers, who had received a warning of the impending flood, escaped to safety.
 - a. *Only some* of the villagers had been warned; only some escaped.
 - b. *All* of the villagers had been warned; all escaped.
5. Natasha reached down and picked up the grammar book, which was lying upside down on the floor.
 - a. There was *only one* grammar book near Natasha.
 - b. There was *more than one* grammar book near Natasha.
6. Natasha reached down and picked up the grammar book which was lying upside down on the floor.
 - a. There was *only one* grammar book near Natasha.
 - b. There was *more than one* grammar book near Natasha.

Exercise 39. Listening. (Chart 13-8)

Listen to the sentences. Choose the correct meaning (a. or b.) for each sentence.



CD 2
Track 9

1. a. She threw away all of the apples.
b. She threw away only the rotten apples.
2. a. She threw away all of the apples.
b. She threw away only the rotten apples.
3. a. Some of the students were excused from class early.
b. All of the students were excused from class early.
4. a. Some of the students were excused from class early.
b. All of the students were excused from class early.

Exercise 40. Looking at grammar. (Chart 13-8)

Add commas where necessary. Read the sentences aloud, paying attention to pauses.

1. We enjoyed the city where we spent our vacation.
2. We enjoyed Mexico City where we spent our vacation.
3. One of the elephants which we saw at the zoo had only one tusk.

- One of the most useful materials in the world is glass which is made chiefly from sand, soda, and lime.
- You don't need to take heavy clothes when you go to Bangkok which has one of the highest average temperatures of any city in the world.
- Child labor was a social problem in late eighteenth-century England where employment in factories became virtual slavery for children.
- We had to use a telephone, so we went to the nearest house. The woman who answered our knock listened cautiously to our request.
- I watched a scientist conduct an experiment on bees. The research scientist who was wearing protective clothing before she stepped into the special chamber holding the bees was not stung. A person who was unprotected by the special clothing could have gotten 300 to 400 bee stings within a minute.

Exercise 41. Reading and grammar. (Charts 13-1 → 13-8)

Part I. Answer these questions. Then read the article. Notice the adjective clauses in blue.

- Do you have a computer?
- Do you know the name of its operating system?



The History of DOS

As you know, a computer needs to have an operating system in order to run programs. When most people think about the first operating systems **that were developed for the personal computer**, Microsoft or Bill Gates may come to mind. Actually, the truth is somewhat different.

In the late 1970s, there was a man in Seattle named Tim Paterson **who worked for a company that was called Seattle Computer**. He was a computer programmer and needed an operating system for his computer. Paterson got tired of waiting for another company to create one and decided to develop his own program. He called it QDOS, which meant “**quick and dirty operating system**.” It took him about four months to develop it.

At the same time, Microsoft was quietly looking for an operating system to run a personal computer **that I.B.M. was developing**. Microsoft saw the program **that Tim had written** and in 1980, paid him \$25,000 for a license for DOS. A year later they paid another \$50,000 to acquire the rights. It became known as the Microsoft disk operating system (MS-DOS), and the rest is history. Microsoft and Bill Gates became very successful using Paterson’s operating system.

Part II. Complete the sentences with information from the article. Use adjective clauses in your completions.

1. Tim Paterson was the person who _____
2. Seattle Computer was the company that _____
3. The abbreviation for the program was QDOS, which _____
4. I.B.M. was a company that _____
5. Microsoft, which _____
6. Microsoft acquired rights to a program that _____

Exercise 42. Warm-up. (Chart 13-9)

Choose the correct meaning (a. or b.) for each sentence.

1. The couple has thirteen children, *only* a few of whom live at home.
 - a. Ten children live at home.
 - b. A few of the couple's children live at home.
2. Victoria bought a dozen dresses, *most* of which she later returned to the store.
 - a. Victoria returned a dozen dresses.
 - b. Victoria kept a few of the dresses.

13-9 Using Expressions of Quantity in Adjective Clauses

In my class there are 20 students.
Most of them are from Asia.

An adjective clause may contain an expression of quantity with *of*: *some of*, *many of*, *most of*, *none of*, *two of*, *half of*, *both of*, etc.

- (a) In my class there are 20 students, *most of whom* are from Asia.
- (b) He gave several reasons, *only a few of which* were valid.
- (c) The teachers discussed Jim, *one of whose problems* was poor study habits.

The expression of quantity precedes the pronoun. Only *whom*, *which*, and *whose* are used in this pattern. This pattern is more common in writing than speaking. Commas are used.

Exercise 43. Looking at grammar. (Chart 13-9)

Combine the two sentences in each item. Use the second sentence as an adjective clause.

1. The city has sixteen schools. Two of them are junior colleges.
→ *The city has sixteen schools, two of which are junior colleges.*
2. Last night the orchestra played three symphonies. One of them was Beethoven's Seventh.
3. I tried on six pairs of shoes. I liked none of them.
4. The village has around 200 people. The majority of them are farmers.
5. That company currently has five employees. All of them are computer experts.
6. After the riot, over 100 people were taken to the hospital. Many of them had been innocent bystanders.

Exercise 44. In your own words. (Chart 13-9)

Complete the sentences with your own words. Use adjective clauses.

1. Al introduced me to his roommates, both of whom are from California.
2. The Paulsons own four automobiles, one of
3. I have three brothers, all of
4. I am taking four courses, one of
5. I have two roommates, neither of
6. This semester I had to buy fifteen books, most of
7. The company hired ten new employees, some of
8. In my apartment building, there are twenty apartments, several of

Exercise 45. Warm-up. (Chart 13-10)

What does **which** refer to in each sentence?

1. The soccer team worked very hard to win, which made their coach very proud.
2. Some of the athletes in the class cheated on the final exam, which disappointed their coach.
3. Sam took the final exam, which he passed without cheating.

13-10 Using **Which** to Modify a Whole Sentence

- (a) Tom was late. **That** surprised me.
(b) Tom was late, **which** surprised me.
(c) The elevator is out of order. **This** is too bad.
(d) The elevator is out of order, **which** is too bad.

The pronouns **that** and **this** can refer to the idea of a whole sentence which comes before.

In (a): The word **that** refers to the whole sentence **Tom was late**.

Similarly, an adjective clause with **which** may modify the idea of a whole sentence.

In (b): The word **which** refers to the whole sentence **Tom was late**.

Using **which** to modify a whole sentence is informal and occurs most frequently in spoken English. This structure is generally not appropriate in formal writing. Whenever it is written, however, it is preceded by a comma to reflect a pause in speech.

Exercise 46. Looking at grammar. (Chart 13-10)

Combine the two sentences. Use the second sentence as an adjective clause.

1. Sonya lost her job. That wasn't surprising.
→ *Sonya lost her job, which wasn't surprising.*
2. She usually came to work late. That upset her boss.
3. So her boss fired her. That made her angry.
4. She hadn't saved any money. That was unfortunate.
5. So she had to borrow some money from me. I didn't like that.
6. She has found a new job. That is lucky.
7. So she has repaid the money she borrowed from me. I appreciate that.
8. She has promised herself to be on time to work every day. That is a good idea.

Exercise 47. Looking at grammar. (Charts 13-1 → 13-10)

Combine sentences a. and b. Use b. as an adjective clause. Use formal written English. Punctuate carefully.

1. a. An antecedent is a word.
b. A pronoun refers to this word.
→ *An antecedent is a word to which a pronoun refers.*
2. a. The blue whale is considered the largest animal that has ever lived.
b. It can grow to 100 feet and 150 tons.
3. a. The plane was met by a crowd of 300 people.
b. Some of them had been waiting for more than four hours.
4. a. In this paper, I will describe the basic process.
b. Raw cotton becomes cotton thread by this process.
5. a. The researchers are doing case studies of people to determine the importance of heredity in health and longevity.
b. These people's families have a history of high blood pressure and heart disease.
6. a. At the end of this month, scientists at the institute will conclude their AIDS research.
b. The results of this research will be published within six months.
7. a. According to many education officials, "math phobia" (that is, a fear of mathematics) is a widespread problem.
b. A solution to this problem can and must be found.
8. a. The art museum hopes to hire a new administrator.
b. Under this person's direction, it will be able to purchase significant pieces of art.
9. a. The giant anteater licks up ants for its dinner.
b. Its tongue is longer than 30 centimeters (12 inches).
10. a. The anteater's tongue is sticky.
b. It can go in and out of its mouth 160 times a minute.



Exercise 48. Reading and grammar. (Charts 13-1 → 13-10)

Read about Ellen and her commute to work. Underline what the words in blue refer to.



(1) Ellen lives on an island and commutes to work by passenger ferry, which means she takes a boat with other foot passengers to the city where they work.

(2) She leaves her house at 6:00, which is earlier than she'd like but necessary because the ferry ride takes 30 minutes. Ellen needs 20 minutes to drive to the parking lot where she leaves her car and boards the ferry. Once she's on the other side, she catches a bus which takes her to her office.

(3) Traffic is usually heavy at that hour, so she's on the bus for another 30 minutes. On the bus, she usually reads reports that she was too tired to finish the night before.

(4) The bus drops her off a few blocks from her office. Sometimes she stops at an espresso stand and picks up coffee for her co-workers, for which they reimburse her later.

(5) By the time she gets to her office, she has been commuting for an hour and a half, which she wishes she didn't have to do but isn't going to change because she enjoys her life on the island so much.

Exercise 49. Let's talk or write. (Charts 13-1 → 13-10)

Discuss and/or write definitions for one or more of the given topics. Include an adjective clause in each definition. If you are writing, choose only one item and expand your definition to a paragraph.

The ideal ...

- | | | |
|-----------|-------------|-------------------|
| 1. friend | 5. school | 9. job |
| 2. mother | 6. vacation | 10. doctor |
| 3. father | 7. teacher | 11. lifestyle |
| 4. spouse | 8. student | 12. (your choice) |

Exercise 50. Warm-up. (Chart 13-11)

Look at the words in blue. What differences do you notice between each pair of sentences?
NOTE: Sentences a. and b. have the same meaning.

1. a. I talked to the people **who** were sitting beside me at the ball game.
b. I talked to the people **sitting** beside me at the ball game.
2. a. The notebooks **that** are on my desk are mine.
b. The notebooks **on** my desk are mine.
3. a. I read an article about Marie Curie, **who** was a famous French scientist.
b. I read an article about Marie Curie, a famous French scientist.

13-11 Reducing Adjective Clauses to Adjective Phrases

CLAUSE: A clause is a group of related words that contains a subject and a verb.

PHRASE: A phrase is a group of related words that does not contain a subject and a verb.

(a) CLAUSE: The girl who is sitting next to me is Mai. (b) PHRASE: The girl sitting next to me is Mai. (c) CLAUSE: The girl (whom) I saw was Mai. (d) PHRASE: (none)	An adjective phrase is a reduction of an adjective clause. It modifies a noun. It does not contain a subject and verb. Examples (a) and (b) have the same meaning. Only adjective clauses that have a subject pronoun — who , which , or that — are reduced to modifying adjective phrases. The adjective clause in (c) cannot be reduced to an adjective phrase.
(e) CLAUSE: The man who is talking to John is from Korea. PHRASE: The man O O talking to John is from Korea. (f) CLAUSE: The ideas which are presented in that book are good. PHRASE: The ideas O O presented in that book are good. (g) CLAUSE: Ann is the woman that is responsible for the error . PHRASE: Ann is the woman O O responsible for the error .	There are two ways in which an adjective clause is changed to an adjective phrase. 1. If the adjective clause contains the be form of a verb, omit the subject pronoun and the be form, as in (e), (f), and (g).*
(h) CLAUSE: English has an alphabet that consists of 26 letters . PHRASE: English has an alphabet O consisting of 26 letters . (i) CLAUSE: Anyone who wants to come with us is welcome. PHRASE: Anyone O wanting to come with us is welcome.	2. If there is no be form of a verb in the adjective clause, it is sometimes possible to omit the subject pronoun and change the verb to its -ing form, as in (h) and (i).
(j) Paris, which is the capital of France , is an exciting city. (k) Paris, the capital of France , is an exciting city.	If the adjective clause requires commas, as in (j), the adjective phrase also requires commas, as in (k). An adjective phrase in which a noun follows another noun, as in (k), is called an appositive .

*If an adjective clause that contains **be + a single adjective** is changed, the adjective is moved to its normal position in front of the noun it modifies.

CLAUSE: **Fruit that is fresh** tastes better than old, soft, mushy fruit.

CORRECT PHRASE: **Fresh fruit** tastes better than old, soft, mushy fruit.

INCORRECT PHRASE: **Fruit fresh** tastes better than old, soft, mushy fruit.

Exercise 51. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective clauses to adjective phrases.

1. Do you know the woman who is coming toward us?
→ *Do you know the woman coming toward us?*
2. The scientists who are researching the causes of cancer are making progress.
3. We have an apartment which overlooks the park.
4. The photographs which were published in the newspaper were extraordinary.
5. The rules that allow public access to wilderness areas need to be reconsidered.
6. The psychologists who study the nature of sleep have made important discoveries.
7. Antarctica is covered by a huge ice cap that contains 70 percent of the earth's fresh water.
8. When I went to Alex's house to drop off some paperwork, I met Jacob, who is his partner.
9. Many of the students who hope to enter this university will be disappointed because only one-tenth of those who apply for admission will be accepted.
10. Kuala Lumpur, which is the capital of Malaysia, is a major trade center in Southeast Asia.

Exercise 52. Listening. (Charts 13-10 and 13-11)

Listen to the sentences. Choose the correct meaning (a. or b.) for each sentence. In some cases, both a. and b. are correct.



CD 2

Track 10

Example: You will hear: The experiment conducted by the students was successful.

You will choose: a. The students conducted an experiment.
b. The experiment was successful.

1. a. There is a fence around our house.
b. Our house is made of wood.
2. a. All schoolchildren receive a good education.
b. That school provides a good education.
3. a. The university president will give a speech.
b. Dr. Stanton will give a speech.
4. a. There is a galaxy called the Milky Way.
b. Our solar system is called the Milky Way.

Exercise 53. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective phrases to adjective clauses.

1. We visited Barcelona, a city in northern Spain.
→ *We visited Barcelona, which is a city in northern Spain.*
2. Corn was one of the agricultural products introduced to the European settlers by the Indians. Some of the other products introduced by the Indians were potatoes, peanuts, and tobacco.
3. Mercury, the nearest planet to the sun, is also the smallest of the planets orbiting our sun.
4. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
5. Any student not wanting to go on the trip should inform the office.
6. Be sure to follow the instructions given at the top of the page.

Exercise 54. Looking at grammar. (Charts 13-10 and 13-11)

Change the adjective clauses to adjective phrases.

Early Failures of Famous People

- (1) Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, who was one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the elections.
- (2) Walt Disney, who was the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.
- (3) Thomas Edison, who was the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.
- (4) Albert Einstein, who was one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 55. Looking at grammar. (Charts 13-10 and 13-11)

Complete the sentences in Part II by turning the information in Part I into adjective phrases. Use commas as necessary.

Part I.

- a. It is the lowest place on the earth's surface.
- ✓b. It is the highest mountain in the world.
- c. It is the capital of Iraq.
- d. It is the capital of Argentina.
- e. It is the largest city in the Western Hemisphere.
- f. It is the largest city in the United States.
- g. It is the most populous country in Africa.
- h. It is the northernmost country in Latin America.
- i. They are sensitive instruments that measure the shaking of the ground.
- j. They are devices that produce a powerful beam of light.

Part II.

1. Mount Everest the highest mountain in the world is in the Himalayas.
 2. One of the largest cities in the Middle East is Baghdad _____
 3. Earthquakes are recorded on seismographs _____
 4. The Dead Sea _____
is located in the Middle East between Jordan and Israel.
 5. The newspaper reported an earthquake in Buenos Aires _____
 6. Industry and medicine are continually finding new uses for lasers _____
-

7. Mexico _____ lies just south of the United States.
8. The nation Nigeria _____ consists of over 250 different cultural groups even though English is the official language.
9. Both Mexico City _____ and New York City _____ face challenging futures.

Exercise 56. Listening. (Chapters 12 and 13)

Part I. Listen to the lecture about animals and earthquake predictions with your book closed. Then open your book and read the statements. Circle “T” for true and “F” for false.

CD 2
Track 11

1. That animals can predict earthquakes is an indisputable fact. T F
2. Some animals exhibit unusual behavior before an earthquake. T F
3. According to the lecture, scientists are certain that the energy in the air changes before an earthquake. T F
4. Some scientists believe that animal behavior can be helpful in earthquake prediction. T F

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

Animals and Earthquakes

_____ animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C., villagers _____ hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena _____. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals _____ accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard _____ made them run to the top of a hill before the tsunami was anywhere in sight. The villagers _____ them were saved.

6

What causes this strange behavior in animals? One theory _____ 7

can sense the earth move before people can. There are vibrations deep in the earth

_____ 8 before an earthquake can be detected. Another idea

_____ 9 the energy in the air changes _____ 10 animals are disturbed

by these changes.

Some scientists dismiss these ideas, while others _____ 11 they are worth

researching further. Those scientists _____ 12 witnessed this strange animal

behavior _____ 13 animals are far more sensitive to subtle changes in the

earth than people are _____ 14 studying their behavior can be useful in

the prediction of earthquakes.

□ **Exercise 57. Looking at grammar.** (Chapter 13)

Combine each group of short, choppy sentences into one sentence. Use the underlined sentence as the independent clause and build your sentence around it. Use adjective clauses and adjective phrases wherever possible.

1. Chihuahua is divided into two regions. It is the largest Mexican state. One region is a mountainous area in the west. The other region is a desert basin in the north and east.

Chihuahua, the largest Mexican state, is divided into two regions, a mountainous area in the west and a desert basin in the north and east.

2. Disney World covers a large area of land. It is an amusement park. It is located in Orlando, Florida. The land includes lakes, golf courses, campsites, hotels, and a wildlife preserve.

3. Jamaica is one of the world's leading producers of bauxite. It is the third largest island in the Caribbean Sea. Bauxite is an ore. Aluminum is made from this ore.

4. Robert Ballard made headlines in 1985. He is an oceanographer. In 1985 he discovered the remains of the *Titanic*. The *Titanic* was the “unsinkable” passenger ship. It has rested on the floor of the Atlantic Ocean since 1912. It struck an iceberg in 1912.
-
-
-

5. The Republic of Yemen is an ancient land. It is located at the southwestern tip of the Arabian Peninsula. This land has been host to many prosperous civilizations. These civilizations include the Kingdom of Sheba and various Islamic empires.
-
-
-

 **Exercise 58. Check your knowledge.** (Chapter 13)

Correct the errors. All of the sentences are adapted from student writing.

1. Baseball is the only sport in which I am interested in it.
2. My favorite teacher, Mr. Chu, he was always willing to help me after class.
3. It is important to be polite to people who lives in the same building.
4. My sister has two children, who their names are Ali and Talal.
5. He comes from Venezuela that is a Spanish-speaking country.
6. There are some people in the government who is trying to improve the lives of the poor.
7. My classroom is located on the second floor of Carver Hall that is a large brick building in the center of the campus.
8. A myth is a story expresses traditional beliefs.
9. There is an old legend telling among people in my country about a man lived in the seventeenth century and saved a village from destruction.
10. An old man was fishing next to me on the pier was muttering to himself.
11. The road that we took it through the forest it was narrow and steep.
12. There are ten universities in Thailand, seven of them are located in Bangkok is the capital city.

13. At the national park, there is a path leads to a spectacular waterfall.
14. At the airport, I was waiting for some relatives which I had never met them before.
15. It is almost impossible to find two persons who their opinions are the same.
16. On the wall, there is a colorful poster which it consists of a group of young people who dancing.
17. The sixth member of our household is Pietro that is my sister's son.
18. Before I came here, I didn't have the opportunity to speak with people who English is their native tongue.

 **Exercise 59. Let's write.** (Chapter 13)

Write a paragraph on one or more of the given topics. Try to use adjective clauses and phrases.

Topics:

1. Write about three historical figures from your country. Give your reader information about their lives and accomplishments.
2. Write about your favorite TV shows. What are they? What are they about? Why do you enjoy them?
3. Who are some people in your country who are popular with young people (e.g., singers, movie stars, political figures, etc.)? Tell your readers about these people. Assume your readers are completely unfamiliar with them.
4. You are a tourist agent for your hometown/country. Write a descriptive brochure that would make your readers want to visit your hometown/country.



Chapter 14

Gerunds and Infinitives, Part 1

Exercise 1. Warm-up. (Chart 14-1)

Complete the sentences with the words in the list. Give your own opinion. Then answer the questions.

baseball
basketball

golf
soccer

badminton
tennis

1. Playing _____ is fun.
2. My friends and I enjoy playing _____.
3. I don't know much about playing _____.

In which sentence is *playing*

- a. the object of the verb?
- b. the subject?
- c. the object of a preposition?



14-1 Gerunds: Introduction

(a)

S	V
<i>Playing</i>	<i>tennis</i>
<i>is</i>	<i>fun.</i>

(b)

S	V	O
<i>We</i>	<i>enjoy</i>	<i>playing</i>
		<i>tennis.</i>

(c) He's excited

PREP	O
<i>about</i>	<i>playing</i>
	<i>tennis.</i>

A gerund is the *-ing* form of a verb used as a noun.* A gerund is used in the same ways as a noun, i.e., as a subject or as an object.

In (a): *playing* is a gerund. It is used as the subject of the sentence. *Playing tennis* is a gerund phrase.

In (b): *playing* is a gerund used as the object of the verb *enjoy*.

In (c): *playing* is a gerund used as the object of the preposition *about*.

*Compare the uses of the *-ing* form of verbs:

- (1) *Walking* is good exercise. → *walking* = a gerund used as the subject of the sentence.
- (2) *Bob and Ann are playing tennis.* → *playing* = a present participle used as part of the present progressive tense.
- (3) *I heard some surprising news.* → *surprising* = a present participle used as an adjective.

Exercise 2. Warm-up. (Chart 14-2)

Each phrase in blue contains a preposition. What do you notice about the form of the verb that follows each preposition?

1. Sonya is excited about **moving** to a new city.
2. You'd better have a good excuse for **being** late.
3. I'm looking forward to **going** on vacation soon.

14-2 Using Gerunds as the Objects of Prepositions

(a) We talked <i>about going</i> to Canada for our vacation. (b) Sue is in charge <i>of organizing</i> the meeting. (c) I'm interested <i>in learning</i> more about your work.	A gerund is frequently used as the object of a preposition.
(d) I'm used to <i>sleeping</i> with the window open. (e) I'm accustomed to <i>sleeping*</i> with the window open. (f) I look forward to <i>going</i> home next month.	In (d) through (f): <i>to</i> is a preposition, not part of an infinitive form, so a gerund follows.
(g) We talked about not <i>going</i> to the meeting, but finally decided we should go.	NEGATIVE FORM: <i>not</i> precedes a gerund.

Common preposition combinations followed by gerunds



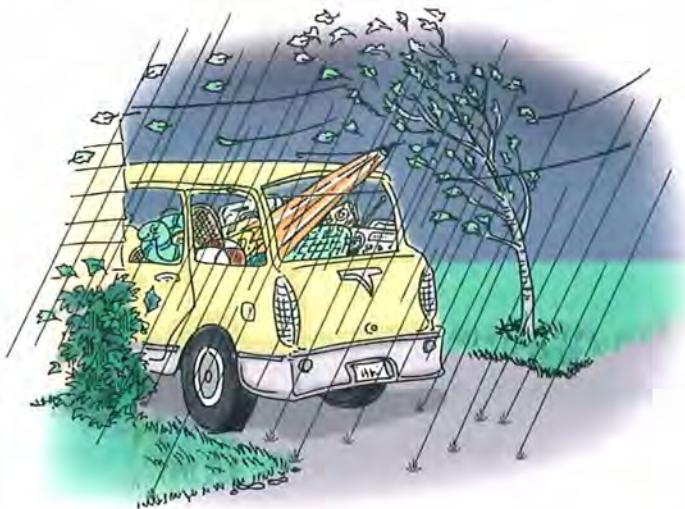
*Possible in British English: I'm accustomed to sleep with the window open.

Exercise 3. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of *go*.

1. We thought _____ *about going* to the beach.
2. We talked _____ there.
3. We're interested _____ there.
4. My family is excited _____ there.

5. The children insisted _____ there.
6. They're looking forward _____ there.
7. The rain prevented us _____ there.
8. A storm kept us _____ there.



Exercise 4. Looking at grammar. (Chart 14-2)

Complete each sentence with a preposition and a form of the verb in parentheses.

SITUATION 1: An airplane flight.

1. Two children are excited (*take*) _____ their first flight.
2. They have been looking forward (*be*) _____ above the clouds.
3. A first-time flyer is worried (*fly*) _____ in stormy weather.
4. One passenger is blaming another passenger (*spill*) _____ his coffee.
5. A man is complaining (*have*) _____ an aisle seat rather than a window seat.
6. The pilot was late, but he had an excuse (*be*) _____ late.
7. The co-pilot will be responsible (*fly*) _____ the plane.
8. Security personnel are prohibiting a woman (*get*) _____ on the flight.

SITUATION 2: At a police station.

9. The teenager has been accused (*steal*) _____ a purse.
10. An elderly woman said he was responsible (*take*) _____ it.
11. The police are blaming him (*do*) _____ it.
12. The teenager said he was trying to prevent someone else (*take*) _____ it.
13. He is upset. The police are listening to the woman instead (*listen*) _____ to his version of the story.
14. He has not yet succeeded (*convince*) _____ the police of his innocence.

Exercise 5. Looking at grammar. (Chart 14-2)

Complete each sentence with an appropriate preposition and the *-ing* form of the given verb.

1. look Alice isn't interested _____ *in looking* _____ for a new job.
2. do You are capable _____ better work.
3. have I'm accustomed _____ a big breakfast.
4. help Thank you _____ me carry my suitcases.
5. know Mrs. Grant insisted _____ the whole truth.
6. be I believe _____ honest at all times.
7. live You should take advantage _____ here.
8. go, not Fatima had a good reason _____ to class yesterday.
9. search Everyone in the neighborhood participated _____ for the lost child.
10. make I apologized to Yoko _____ her wait for me.
11. go In addition _____ to school full-time, Spiro has a part-time job.
12. run I stopped the child _____ into the street.
13. go Where should we go for dinner tonight? Would you object _____ to an Italian restaurant?
14. clarify The mayor made another public statement for the purpose _____ the new tax proposal.
15. wear Larry isn't used _____ a suit and tie every day.

 **Exercise 6. Listening.** (Chart 14-2)

CD 2
Track 12

Listen to each dialogue. Summarize it by completing each sentence with a preposition and a gerund phrase.

1. The man apologized _____ *for being late.*
2. The woman succeeded _____
3. Both speakers are complaining _____
4. The man thanked his friend _____
5. The man didn't have an excuse _____
6. The woman isn't used _____
7. The flu kept the man _____

 **Exercise 7. Let's talk: interview.** (Chart 14-2)

Interview two classmates for each question. Share some of their answers with the class.

1. Where \ you \ think \ go \ today?
→ *Where are you thinking about going today?*
2. What \ you \ not accustomed \ do?
3. What \ you \ interested \ find out about?
4. Where \ you \ look forward \ go \ on your next trip?
5. What \ be \ a good reason \ not \ do \ your homework?

 **Exercise 8. Let's talk.** (Chart 14-2)

Answer the questions in complete sentences. Use prepositions followed by gerunds in your answers. Work in pairs or small groups.

Example:

SPEAKER A (*book open*): Your friend was rude. Did she apologize?

SPEAKER B (*book closed*): Yes, she apologized *for being rude*. OR No, she didn't apologize *for being rude*.

1. Your neighbor helped you carry heavy boxes. Did you thank him/her?
2. You're going to visit your friends in another town this weekend. Are you looking forward to that?
3. You didn't come to class on time yesterday. Did you have a good excuse?
4. You're living in a cold/warm climate. Are you accustomed to that?
5. You're going to a tropical island for vacation. Are you excited?
6. A customer interrupted you while you were talking to the store manager. Did she apologize?
7. The students in the class did role-plays. Did all of them participate?

(Change roles if working in pairs.)

8. Someone broke the window. Do you know who was responsible?
9. People in some countries have their biggest meal at lunch. Are you used to doing that?
10. The weather is hot/cold. What does that prevent you from doing?
11. The advanced students have to do a lot of homework. Do they complain?
12. Your wallet was missing after your friend visited. Do you blame him?
13. You didn't study grammar last night. What did you do instead?
14. You studied last weekend. What did you do in addition?

Exercise 9. Let's talk. (Chart 14-2)

Answer the questions with **by** + a gerund or gerund phrase to express how something is done. Work in pairs, in small groups, or as a class.

1. How do you turn off a cell phone? → *By pushing a button.*
2. How can students improve their listening comprehension?
3. How do people satisfy their hunger?
4. How do people quench their thirst?
5. How did you find out what *quench* means?
6. What are some ways employees get in trouble with their manager?
7. How do dogs show they are happy?
8. In a restaurant, how do you catch the server's attention?

Exercise 10. Let's talk: interview. (Chart 14-2)

Part I. Interview your classmates about the different ways people express emotions. Answers can include descriptions of facial expressions, actions, what people say, etc. Try to use **by** + gerund in your answers. Share some of the answers with the class.

Example: excitement

SPEAKER A: How do people show excitement at a sports event?

SPEAKER B: People show excitement at a sports event by clapping their hands, jumping up and down, and yelling.

- | | | | |
|--------------|----------------|-----------------|--------------|
| 1. happiness | 3. anger | 5. confusion | 7. agreement |
| 2. sadness | 4. frustration | 6. disagreement | 8. surprise |

Part II. Draw a face that shows an emotion. Ask a classmate to guess which emotion you've tried to show.



Exercise 11. Warm-up. (Chart 14-3)

Complete the sentences with phrases in the list that are true for you. What do you notice about the form of the verbs in these phrases?

buying things online
going online to get news
reading newspapers
spending hours at a computer

surfing the internet
talking about politics
watching commercials on TV
watching the news on TV

1. I enjoy _____.
2. I don't enjoy _____.
3. I avoid _____.

14-3 Common Verbs Followed by Gerunds

<p>verb + gerund</p> <p>(a) I <u>enjoy</u> <u>playing</u> tennis.</p>	<p>Gerunds are used as the objects of certain verbs. In (a): enjoy is followed by a gerund (playing). Enjoy is not followed by an infinitive. <i>INCORRECT: I enjoy to play tennis.</i> Common verbs that are followed by gerunds are listed below.</p>		
<p>(b) Joe <u>quit smoking</u>. (c) Joe <u>gave up smoking</u>.</p>	<p>Examples (b) and (c) have the same meaning. Some phrasal verbs,* e.g., <i>give up</i>, are followed by gerunds. See these phrasal verbs in parentheses below.</p>		
Verb + gerund			
enjoy appreciate mind	quit (give up) finish (get through) stop**	avoid postpone (put off) delay keep (keep on)	consider discuss mention suggest

*A *phrasal verb* consists of a verb and a particle (a small word such as a preposition) that together have a special meaning. For example, *put off* means "postpone."

***Stop* can also be followed by an infinitive of purpose. *He stopped at the station (in order) to get some gas.* See *infinitives of purpose*, Charts 14-7, p. 317, and 15-1, p. 331.

Exercise 12. Looking at grammar. (Chart 14-3)

Make sentences with the given words. Use any tense and subject. Work in pairs, in small groups, or as a class.

Example: enjoy \ drink tea

SPEAKER A: enjoy [pause] drink tea

SPEAKER B: I enjoy drinking tea with breakfast.

1. mind \ open the window
2. finish \ eat dinner
3. get through \ eat dinner
4. stop \ rain
5. keep \ work
6. keep on \ work

(Change roles if working in pairs.)

7. postpone \ do my work
8. put off \ do my work
9. delay \ leave on vacation
10. consider \ get a job
11. talk about \ go to a movie
12. mention \ go out of town

Exercise 13. Listening. (Chart 14-3)

CD 2
Track 13

Listen to the conversations. Complete the sentences with appropriate verbs.

1. The speakers enjoy watching movies on weekends.
2. The speakers have given up _____ for better weather.
3. The speakers are going to keep on _____.
4. The speakers are discussing _____ to a concert in the city.
5. The speakers have put off _____ their homework.
6. The speakers are going to delay _____ the office.

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

Complete the sentences with appropriate gerunds.

1. When Beth got tired, she stopped working / studying.
2. Would you mind opening the door? Thanks.
3. I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through it.
4. Where are you considering leaving for your break?
5. Sometimes I put off cleaning my apartment.
6. You have to decide where you want to go to school next year. You can't postpone making that decision much longer.
7. I wanted to go to Mexico. Sally suggested going to Hawaii.
8. Tony mentioned taking the bus to school instead of walking.
9. I appreciate being able to study in peace and quiet.

Exercise 15. Warm-up. (Chart 14-4)

Complete the sentences by circling all the activities that are true for you. All the choices end in **-ing**. What do you notice about the verbs in blue?

1. Last week I went *shopping running biking dancing*.
2. I like to go hiking swimming camping sightseeing.
3. I've never gone *fishing bowling skiing diving*.



14-4 Go + Gerund

- (a) Did you *go shopping*?
(b) We *went fishing* yesterday.

Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

Go + gerund

go biking	go dancing	go running	go skiing
go birdwatching	go fishing*	go sailing	go skinnydipping
go boating	go hiking	go shopping	go sledding
go bowling	go hunting	go sightseeing	go snorkeling
go camping	go jogging	go skating	go swimming
go canoeing/kayaking	go mountain climbing	go skateboarding	go window shopping

*Also, in British English: *go angling*.

Exercise 16. Let's talk. (Chart 14-4)

Discuss the activities listed in Chart 14-4. Work in pairs, in small groups, or as a class.

1. Which ones have you done? When? Briefly describe your experiences.
2. Which ones do you like to do?
3. Which ones do you never want to do?
4. Which ones have you not done but would like to do?

Exercise 17. Listening. (Chart 14-4)

Listen to the story with your book closed. Then open your book and listen again. Complete the sentences with a form of *go* and any verb that makes sense.



CD 2

Track 14



1. The first thing Saturday morning, Ron went canoeing.
2. He brought a fishing rod so he could _____.
3. He saw some friends on a sailboat but didn't _____ with them.
4. He _____ instead.
5. After lunch, he _____.
6. He finished the day by _____ with some of his friends.

Exercise 13. Listening. (Chart 14-3)

Listen to the conversations. Complete the sentences with appropriate verbs.



CD 2
Track 13

1. The speakers enjoy watching movies on weekends.
2. The speakers have given up _____ for better weather.
3. The speakers are going to keep on _____.
4. The speakers are discussing _____ to a concert in the city.
5. The speakers have put off _____ their homework.
6. The speakers are going to delay _____ the office.

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

Complete the sentences with appropriate gerunds.

1. When Beth got tired, she stopped working / studying.
2. Would you mind opening the door? Thanks.
3. I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through it.
4. Where are you considering going for your break?
5. Sometimes I put off cleaning my apartment.
6. You have to decide where you want to go to school next year. You can't postpone making that decision much longer.
7. I wanted to go to Mexico. Sally suggested traveling to Hawaii.
8. Tony mentioned taking the bus to school instead of walking.
9. I appreciate being able to study in peace and quiet.

Exercise 15. Warm-up. (Chart 14-4)

Complete the sentences by circling all the activities that are true for you. All the choices end in **-ing**. What do you notice about the verbs in blue?

1. Last week I went shopping running biking dancing.
2. I like to go hiking swimming camping sightseeing.
3. I've never gone fishing bowling skiing diving.



14-4 Go + Gerund

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Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities.

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go bowling	go hunting	go sightseeing	go snorkeling
go camping	go jogging	go skating	go swimming
go canoeing/kayaking	go mountain climbing	go skateboarding	go window shopping

*Also, in British English: *go angling*.

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CD 2

Track 14



1. The first thing Saturday morning, Ron went canoeing.
2. He brought a fishing rod so he could _____.
3. He saw some friends on a sailboat but didn't _____ with them.
4. He _____ instead.
5. After lunch, he _____.
6. He finished the day by _____ with some of his friends.

Exercise 18. Let's talk. (Chart 14-4)

Make a sentence that is true for you using the words in parentheses. Then ask a classmate, "How about you?"

Example: I (*enjoy, don't enjoy*) \ go \ shop \ for clothes

SPEAKER A: I don't enjoy going shopping for clothes. How about you?

SPEAKER B: No, I don't enjoy it either. OR Actually, I enjoy it.

1. I (*go, never go*) \ dance \ on weekends
2. I (*like to go, don't like to go*) \ bowl
3. I (*sometimes postpone, never postpone*) \ do \ my homework
4. I (*really appreciate, don't appreciate*) \ get \ emails from advertisers
5. I (*am considering, am not considering*) \ look \ for a new place to live
6. I (*enjoy, don't enjoy*) \ play \ card games
7. I (*used to go, never went*) \ fish \ as a child
8. I (*go, never go*) \ jog \ for exercise

Exercise 19. Warm-up. (Chart 14-5)

Read the story. Look at the phrases in blue. Underline the verb that follows each phrase. What form do these verbs take?

Ms. Jones, the teacher, is new and inexperienced. She speaks very quickly, so students have a hard time following her. Because they have difficulty understanding her, they spend a lot of class time asking questions. In response, Ms. Jones gives long, wordy explanations and wastes a lot of class time trying to make herself understood. The students sit at their desks looking confused, and Ms. Jones stands in front of the class feeling frustrated.

14-5 Special Expressions Followed by *-ing*

(a) We <u>had fun</u> We <u>had a good time</u>	<u>playing</u> volleyball.	<i>-ing</i> forms follow certain special expressions: <i>have fun/a good time + -ing</i> <i>have trouble/difficulty + -ing</i> <i>have a hard time/difficult time + -ing</i>
(b) I <u>had trouble</u> <u>had difficulty</u> <u>had a hard time</u> <u>had a difficult time</u>	<u>finding</u> his house.	
(c) Sam <u>spends</u> most of his time <u>studying</u> .		<i>spend</i> + expression of time or money + <i>-ing</i>
(d) I <u>waste</u> a lot of time <u>watching</u> TV.		<i>waste</i> + expression of time or money + <i>-ing</i>
(e) She <u>sat at</u> her desk <u>writing</u> a letter.		<i>sit</i> + expression of place + <i>-ing</i>
(f) I <u>stood</u> there <u>wondering</u> what to do next.		<i>stand</i> + expression of place + <i>-ing</i>
(g) He <u>is lying</u> in bed <u>reading</u> a novel.		<i>lie</i> + expression of place + <i>-ing</i>
(h) When I walked into my office, I <u>found</u> George <u>using</u> my telephone.		<i>find</i> + (pro)noun + <i>-ing</i>
(i) When I walked into my office, I <u>caught</u> a thief <u>looking</u> through my desk drawers.		<i>catch</i> + (pro)noun + <i>-ing</i> In (h) and (i): Both <i>find</i> and <i>catch</i> mean "discover." <i>Catch</i> often expresses anger or displeasure.

Exercise 20. Looking at grammar. (Chart 14-5)

Complete the sentences with appropriate **-ing** verbs.

1. We had a lot of fun playing games at the picnic.
2. I have trouble Mrs. Maxwell when she speaks. She talks too fast.
3. I spent five hours my homework last night.
4. Olga is standing at the corner for the bus.
5. Ricardo is sitting in class notes.
6. It was a beautiful spring day. Dorothy was lying under a tree to the birds sing.
7. We wasted our money to that movie. It was very boring.
8. Ted is an indecisive person. He has a hard time up his mind about anything.
9. I wondered what the children were doing while I was gone. When I got home, I found them TV.
10. When Mr. Chan walked into the kitchen, he caught the children some candy even though he'd told them not to spoil their dinners.

Exercise 21. Let's talk: pairwork. (Chart 14-5)

Work with a partner. Complete a sentence about yourself using an **-ing** verb. Ask your partner, "How about you?"

Example: Sometimes I have trouble

SPEAKER A: Sometimes I have trouble understanding spoken English. How about you?

SPEAKER B: Yeah. Me too. I have a lot of trouble understanding people in TV shows especially.

1. Every week I spend at least an hour
2. In my free time, I have fun
3. Sometimes I sit in class
4. Sometimes I waste money
5. If you come to my home at midnight, you will find me

Change roles.

6. I think it's fun to spend all day
7. Sometimes I have trouble
8. You will never catch me
9. I am/am not a decisive person. I have a hard/easy time
10. When I'm on a picnic, I always have a good time

Exercise 22. Listening. (Chart 14-5)

Listen to the sentences. Complete the sentences, orally or in writing, using **-ing** verbs.

CD 2
Track 15

Example: You will hear: I play soccer every day. I love it!

You will write (or say): The speaker has fun playing soccer.

1. The speaker has trouble _____.
2. The speaker caught his son _____.
3. The speaker stands at the kitchen counter in the mornings _____.
4. The speaker has a hard time _____.
5. The speaker wasted two hours _____.
6. The speaker had a good time _____.
7. The speaker found Tom _____.
8. The speaker spent an hour _____.

Exercise 23. Let's talk: interview. (Chart 14-5)

Make questions with the given words. Interview two people for each item. Share some of the answers with the class.

1. What \ you \ have difficulty \ remember?
2. What \ you \ have a hard time \ learn?
3. What \ you \ have a good time \ play?
4. What English sounds \ you \ have a hard time \ pronounce?
5. What \ people \ waste money \ do?
6. What \ people \ waste time \ do?

Exercise 24. Warm-up. (Chart 14-6)

Check (✓) all the correct sentences.

1. a. ___ We hope visiting them soon.
b. ___ We hope to visit them soon.
c. ___ We hope you to visit them soon.
2. a. ___ We told you to call us.
b. ___ We told to call us.
c. ___ We told calling us.
3. a. ___ I invited to go to the party.
b. ___ I invited Ella to go to the party.
c. ___ Ella was invited to go to the party.

14-6 Common Verbs Followed by Infinitives

Verb + Infinitive

- (a) I *hope to see* you again soon.
(b) He *promised to be* here by ten.

- (c) He *promised not to be* late.

An *infinitive* = *to* + the simple form of a verb (*to see, to be, to go, etc.*).

Some verbs are followed immediately by an infinitive, as in (a) and (b).

Negative form: *not* precedes the infinitive, as in (c).

Common verbs followed by infinitives

hope to (do something)
plan to
intend to*
decide to

promise to
agree to
offer to
refuse to

seem to
appear to
pretend to
ask to

expect to
would like to
want to
need to

Verb + Object + Infinitive

- (d) Mr. Lee *told me to be* here at ten o'clock.
(e) The police *ordered the driver to stop*.
(f) I *was told to be* here at ten o'clock.
(g) The driver *was ordered* to stop.

Some verbs are followed by a (pro)noun object and then an infinitive, as in (d) and (e).

These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).

Common verbs followed by (pro)nouns and infinitives

tell someone to
advise someone to**
encourage someone to
remind someone to

invite someone to
permit someone to
allow someone to
warn someone to

require someone to
order someone to
force someone to
ask someone to

expect someone to
would like someone to
want someone to
need someone to

Verb + Infinitive/Verb + Object + Infinitive

- (h) I *expect to pass* the test.
(i) I *expect Mary to pass* the test.

Some verbs have two patterns:
• *verb + infinitive*, as in (h)
• *verb + object + infinitive*, as in (i)

COMPARE:

In (h): I think I will pass the test.
In (i): I think Mary will pass the test.

Common verbs followed by infinitives or by objects and then infinitives

ask to / ask someone to
expect to / expect someone to
need to / need someone to

want to / want someone to
would like to / would like someone to

***Intend** is usually followed by an infinitive (*I intend to go to the meeting.*) but sometimes may be followed by a gerund (*I intend going to the meeting.*) with no change in meaning.

A gerund is used after **advise (active) if there is no noun or pronoun object.

COMPARE:

- (1) *He advised buying a Fiat.*
(2) *He advised me to buy a Fiat. I was advised to buy a Fiat.*

Exercise 25. Looking at grammar. (Chart 14-6)

Complete the sentences with *to leave* or *me to leave*. In some cases, both completions are possible.

1. He told _____ *me to leave* _____.
2. He decided _____ *to leave* _____.
3. He asked _____ *to leave / me to leave* _____.
4. He offered _____.
5. She wanted _____.
6. He agreed _____.
7. She would like _____.
8. He warned _____.
9. She refused _____.
10. He promised _____.
11. She hoped _____.
12. He permitted _____.
13. She expected _____.
14. He forced _____.
15. She allowed _____.
16. He reminded _____.
17. She planned _____.
18. He pretended _____.

Exercise 26. Looking at grammar. (Chart 14-6)

Report what was said by using the verbs in the list to introduce an infinitive phrase.

advise
allow
ask

encourage
expect
force

order
permit
remind

require
tell
warn

1. The professor said to Alan, "You may leave early."
→ *The professor allowed Alan to leave early.* OR
→ *Alan was allowed to leave early.*
2. Roberto said to me, "Don't forget to take your book back to the library."
3. Mr. Chang thinks I have a good voice, so he said to me, "You should take singing lessons."
4. Mrs. Alvarez was very stern and a little angry. She shook her finger at the children and said to them, "Don't play with matches!"
5. I am very relieved because the Dean of Admissions said to me, "You may register for school late."
6. The law says, "Every driver must have a valid driver's license."
7. My friend said to me, "You should get some automobile insurance."
8. The robber had a gun. He said to me, "Give me all of your money."
9. My boss said to me, "Come to the meeting ten minutes early."

Exercise 27. Let's talk. (Chart 14-6)

Work in small groups. Speaker A forms the question, and Speaker B gives the answer. Speaker C changes the sentence to passive (the *by*-phrase can be omitted).

Example: What \ someone \ remind \ you \ do \ recently?

SPEAKER A: What did someone remind you to do recently, Mario?

SPEAKER B: My roommate reminded me to recharge my cell phone.

SPEAKER C: Mario was reminded to recharge his cell phone.

1. What \ a family member \ remind \ you \ do \ recently?
2. Where \ a friend \ ask \ you \ go \ recently?
3. What \ the government \ require \ people \ do?
4. What \ doctors \ advise \ patients \ do?
5. What \ teachers \ expect \ students \ do?
6. What \ our teacher \ tell \ you \ do \ recently?
7. What \ the laws \ not permit \ you \ do?
8. Where \ parents \ warn \ their kids \ not \ go?
9. What \ our teacher \ encourage \ us \ do to practice our English?

Exercise 28. Looking at grammar. (Charts 14-3 and 14-6)

Complete each sentence with a gerund or an infinitive.

1. We're going out for dinner. Would you like to join us?
2. Jack avoided looking at me.
3. I was broke, so Jenny offered to give me a little money.
4. Would you mind opening the door for me?
5. Even though I asked the people in front of me at the movie to keep quiet, they kept talking.
6. Lucy pretended to know the answer to my question.
7. The teacher seems to be in a good mood today, don't you think?
8. I don't mind cooking alone.
9. Mrs. Jackson warned her young son not to touch the hot stove.
10. Residents are not allowed to have pets in my apartment building.
11. All applicants are required to take an entrance examination.



12. My boss expects me _____ the work ASAP.*
13. Joan and David were considering _____ married in June, but they finally decided _____ until August.
14. Jack advised me _____ a new apartment.
15. I was advised _____ a new apartment.
16. Jack advised _____ a new apartment.
17. Jack suggested _____ a new apartment.
18. When we were in New York, we had a really good time _____ in Central Park on sunny days.
19. This is my first term at this school. I haven't really had any problems, but sometimes I have trouble _____ the lectures. Some professors speak too fast.
20. Ms. Gray is a commuter. Every workday, she spends almost two hours _____ to and from work.



Exercise 29. Warm-up. (Chart 14-7)

Which pairs (a. and b.) have basically the same meaning? Which pairs have different meanings?

1. a. It began to snow.
b. It began snowing.
2. a. I remembered to call my parents.
b. I remembered calling my parents.
3. a. We love to listen to music.
b. We love listening to music.
4. a. He forgot to buy a gift.
b. He forgot buying a gift.
5. a. I stopped to talk to my friend.
b. I stopped talking to my friend.

*ASAP = *as soon as possible*.

14-7 Common Verbs Followed by Either Infinitives or Gerunds

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below.

Group A: Verb + Infinitive or Gerund, with No Difference in Meaning

begin start continue	like love prefer*	hate can't stand can't bear	The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning.
(a) It <i>began to rain</i> . / It <i>began raining</i> . (b) I <i>started to work</i> . / I <i>started working</i> . (c) It <i>was beginning to rain</i> .			In (a): There is no difference between <i>began to rain</i> and <i>began raining</i> . If the main verb is progressive, an infinitive (not a gerund) is usually used, as in (c).

Group B: Verb + Infinitive or Gerund, with a Difference in Meaning

remember forget	regret try	stop	The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.
(d) Judy always <i>remembers to lock</i> the door. (e) Sam often <i>forgets to lock</i> the door. (f) I <i>remember seeing</i> the Alps for the first time. The sight was impressive. (g) I'll <i>never forget seeing</i> the Alps for the first time.			Remember + infinitive = remember to perform responsibility, duty, or task, as in (d). Forget + infinitive = forget to perform a responsibility, duty, or task, as in (e). Remember + gerund = remember (recall) something that happened in the past, as in (f). Forget + gerund = forget something that happened in the past, as in (g).**
(h) I <i>regret to tell</i> you that you failed the test. (i) I <i>regret lending</i> him some money. He never paid me back.			Regret + infinitive = regret to say, to tell someone, to inform someone of some bad news, as in (h). Regret + gerund = regret something that happened in the past, as in (i).
(j) I'm <i>trying to learn</i> English. (k) The room was hot. I <i>tried opening</i> the window, but that didn't help. So I <i>tried turning</i> on the fan, but I was still hot. Finally, I turned on the air conditioner.			Try + infinitive = make an effort, as in (j). Try + gerund = experiment with a new or different approach to see if it works, as in (k).
(l) The students <i>stopped talking</i> when the professor entered the room. The room became quiet. (m) When Ann saw her professor in the hallway, she <i>stopped (in order) to talk</i> to him.			Stop + gerund = stop an activity. Stop can also be followed immediately by an infinitive of purpose, as in (m): Ann stopped walking in order to talk to her professor. (See Chart 15-1, p. 331.)

*Notice the patterns with *prefer*:

prefer + gerund: I prefer staying home to going to the concert.

prefer + infinitive: I'd prefer to stay home (rather than (to) go to the concert.

***Forget* followed by a gerund usually occurs in a negative sentence or in a question: e.g., *I'll never forget*, *I can't forget*, *Have you ever forgotten*, and *Can you ever forget* are often followed by a gerund phrase.

Exercise 30. Looking at grammar. (Chart 14-7)

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

1. I always remember (*turn*) _____ off all the lights before I leave my house.
2. I remember (*play*) _____ with dolls when I was a child.
3. What do you remember (*do*) _____ when you were a child?
4. What do you remember (*do*) _____ before you leave for class every day?
5. What did you forget (*do*) _____ before you left for class this morning?
6. I won't ever forget (*watch*) _____ our team score the winning goal in the last seconds of the championship game.
7. Don't forget (*do*) _____ your homework tonight.
8. Please stop (*bite*) _____ your fingernails.
9. I stopped (*get*) _____ gas yesterday and was shocked at the high price.
10. I stopped (*drive*) _____ so much because of the high price of gas.

Exercise 31. Listening. (Chart 14-7)

Listen to each sentence and choose the sentence (a. or b.) with the same meaning.



CD 2

Track 16

1. a. Joan thought about her phone call with her husband.
b. Joan didn't forget to call her husband.
2. a. Rita was thinking about the times she went to the farmers' market with her grandmother.
b. Rita didn't forget to go to the farmers' market with her grandmother.
3. a. Roger got a cigarette and began to smoke.
b. Roger quit smoking.
4. a. Mr. and Mrs. Olson finished eating.
b. Mr. and Mrs. Olson got something to eat before the movie.
5. a. The speaker is sorry about something he did.
b. The speaker is delivering some bad news.

Exercise 32. Looking at grammar. (Charts 14-3 → 14-7)

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

1. Maria loves (*swim*) _____ swimming / to swim _____ in the ocean.
2. After a brief interruption, the professor continued (*lecture*) _____.
3. I hate (*see*) _____ any living being suffer. I can't bear (*watch*) _____ news reports of children who are starving. I can't stand (*read*) _____ about animals that have been cruelly abused by people.

4. I'm afraid of flying. When a plane begins (*move*) _____ down the runway, my heart starts (*race*) _____. Uh-oh! The plane is beginning (*move**) _____, and my heart is starting (*race*) _____.
 5. When I travel, I prefer (*drive*) _____ to (*take*) _____ a plane.
 6. I prefer (*drive*) _____ rather than (*take*) _____.
 7. I regret (*inform*) _____ you that your loan application has not been approved.
 8. I regret (*listen, not*) _____ to my father's advice. He was right.
 9. When a student asks a question, the teacher always tries (*explain*) _____ the problem as clearly as possible.
 10. I tried everything, but the baby still wouldn't stop (*cry*) _____.



I tried (*hold*) _____ him, but that didn't help.

I tried (*feed*) _____ him, but he refused the food and continued (*cry*) _____.

I tried (*burp*) _____ him.

I tried (*change*) _____ his diaper.

Nothing worked. The baby wouldn't stop crying.



*If possible, native speakers usually prefer to use an infinitive following a progressive verb instead of using two -ing verbs in a row.

Usual: *The baby is starting to walk.* (instead of *walking*)

If the main verb is not progressive, either form is used:

Babies start to walk around one. OR *Babies start walking around one.*

Exercise 33. Let's talk. (Charts 14-3 → 14-7)

Speaker A gives the cues. Speaker B makes sentences from the verb combinations. Any name, verb tense, or modal can be used. Work in pairs or small groups.

Examples:

SPEAKER A (*book open*): like \ go

SPEAKER B (*book closed*): I like to go (OR going) to the park.

SPEAKER A (*book open*): ask \ open

SPEAKER B (*book closed*): Kostas asked me to open the window.

Change roles.

1. advise \ go
2. offer \ lend
3. start \ laugh
4. remind \ take
5. be allowed \ have

11. continue \ walk
12. finish \ do
13. encourage \ go
14. can't stand \ have to wait
15. regret \ take

Change roles.

6. postpone \ go
7. look forward to \ see
8. forget \ bring
9. remember \ go
10. suggest \ go

Change roles.

16. decide \ ask \ come
17. stop \ walk
18. consider \ not go
19. keep \ put off \ do
20. intend \ finish

Exercise 34. Let's talk: interview. (Charts 14-3 → 14-7)

Make true sentences about yourself using the words in parentheses. Ask other students about themselves using the given question word. Share some of the answers with the class.

Example: (like \ go \ on weekends) Where?

→ *I like to go to Central Park on weekends. How about you? Where do you like to go on weekends?*

1. (enjoy \ listen to) What?
2. (be interested in \ learn) What?
3. (be used to \ have \ for breakfast) What?
4. (prefer \ go to bed) What time?
5. (can't stand \ watch) What?
6. (decide \ study English) Why?

Exercise 35. Looking at grammar. (Charts 14-3 → 14-7)

Complete each sentence with an appropriate form of the verb in parentheses.

1. Mary reminded me (*be, not*) _____ *not to be* _____ late for the meeting.
2. I've volunteered (*help*) _____ at the local school during my time off and (*paint*) _____ the lunchroom.
3. We discussed (*quit*) _____ our jobs and (*open*) _____ our own business.

4. I'm getting tired. I need (*take*) _____ a break.
5. Sometimes students avoid (*look*) _____ at the teacher if they don't want (*answer*) _____ a question.
6. Most children prefer (*watch*) _____ television to (*listen*) _____ to the radio.
7. The taxi driver refused (*take*) _____ a check. He wanted the passenger (*pay*) _____ cash.
8. The travel agent advised us (*wait, not*) _____ until August (*make*) _____ a reservation.
9. Keep (*talk*) _____. I'm listening to you.
10. Linda offered (*water*) _____ my plants while I was out of town.
11. Igor suggested (*go*) _____ (*ski*) _____ in the mountains this weekend. How does that sound to you?
12. The doctor ordered Mr. Gray (*smoke, not*) _____.
13. Don't tell me his secret. I prefer (*know, not*) _____.
14. Toshi was allowed (*renew*) _____ his student visa.
15. Don't forget (*tell*) _____ Jane (*call*) _____ me about (*go*) _____ (*swim*) _____ tomorrow.
16. Sally reminded me (*ask*) _____ you (*tell*) _____ Bob (*remember*) _____ (*bring*) _____ his soccer ball to the picnic.
17. Recently, Jo has been spending most of her time (*do*) _____ research for a book on pioneer women.
18. The little boy had a lot of trouble (*convince*) _____ anyone he had seen a mermaid.



Exercise 36. Warm-up. (Chart 14-8)

All of the sentences are correct. What differences do you notice in their grammatical structure? Do you agree or disagree with the statements? Why or why not?

1. Speaking a second language without an accent is nearly impossible for adult language learners.
2. To speak a second language without an accent is nearly impossible for adult language learners.
3. It is nearly impossible for adult language learners to speak a second language without an accent.

14-8 *It + Infinitive; Gerunds and Infinitives as Subjects*

(a) <i>It</i> is difficult <i>to learn a second language</i> .	Often an infinitive phrase is used with <i>it</i> as the subject of a sentence. The word <i>it</i> refers to and has the same meaning as the infinitive phrase at the end of the sentence. In (a): <i>It</i> means "to learn a second language."
(b) <i>Learning a second language</i> is difficult.	A gerund phrase is frequently used as the subject of a sentence, as in (b).
(c) <i>To learn a second language</i> is difficult.	An infinitive can also be used as the subject of a sentence, as in (c), but far more commonly an infinitive phrase is used with <i>it</i> , as in (a).
(d) <i>It</i> is easy <i>for young children to learn a second language</i> . <i>Learning a second language</i> is easy <i>for young children</i> . <i>To learn a second language</i> is easy <i>for young children</i> .	The phrase <i>for (someone)</i> may be used to specify exactly who the speaker is talking about, as in (d).

Exercise 37. Looking at grammar. (Chart 14-8)

Make sentences beginning with *it*. Use a form of the given word followed by an infinitive phrase for each sentence.

1. be dangerous → *It's dangerous to ride a motorcycle without wearing a helmet.*
2. be important
3. not be easy
4. be silly
5. must be interesting
6. be always a pleasure
7. be smart
8. not cost much money
9. be necessary
10. take time

Exercise 38. Looking at grammar. (Chart 14-8)

Add **for (someone)** and any other words to give a more specific and accurate meaning to each sentence.

1. It isn't possible to be on time.
→ *It isn't possible for me to be on time for class if the bus drivers are on strike and I have to walk to class in a rainstorm.*
2. It's easy to speak Spanish.
3. It's important to learn English.
4. It is essential to get a visa.
5. It's important to take advanced math courses.
6. It's difficult to communicate.
7. It was impossible to come to class.
8. It is a good idea to study gerunds and infinitives.

Exercise 39. Let's talk: pairwork. (Chart 14-8)

Work with a partner. Speaker A gives the cue. Speaker B completes the sentence with an infinitive phrase. Speaker A restates the sentence using a gerund phrase as the subject.

Example:

SPEAKER A (*book open*): It's fun . . .

SPEAKER B (*book closed*): . . . to ride a horse.

SPEAKER A (*book open*): Riding a horse is fun.

Change roles.

- | | |
|--------------------------|---------------------------------|
| 1. It's dangerous . . . | 5. It is wrong . . . |
| 2. It's easy . . . | 6. It takes a lot of time . . . |
| 3. It's impolite . . . | 7. It's a good idea . . . |
| 4. It is important . . . | 8. Is it difficult . . . ? |

Exercise 40. Let's talk: interview. (Chart 14-8)

Interview two different students for each item. Ask the students to answer each question using a gerund phrase as the subject.

1. What is easy for you?
2. What is hard for you?
3. What is or isn't interesting for you?
4. What has been a good experience for you?
5. What sounds like fun to you?
6. What is considered impolite in your country?
7. What is a complicated process?
8. What demands patience and a sense of humor?

14-9 Reference List of Verbs Followed by Gerunds

Verbs with a bullet (•) can also be followed by infinitives. See Chart 14-10.

1. admit	He <i>admitted stealing</i> the money.
2. advise•	She <i>advised waiting</i> until tomorrow.
3. anticipate	I <i>anticipate having</i> a good time on vacation.
4. appreciate	I <i>appreciated hearing</i> from them.
5. avoid	He <i>avoided answering</i> my question.
6. can't bear•	I <i>can't bear waiting</i> in long lines.
7. begin•	It <i>began raining</i> .
8. complete	I finally <i>completed writing</i> my term paper.
9. consider	I <i>will consider going</i> with you.
10. continue•	He <i>continued speaking</i> .
11. delay	He <i>delayed leaving</i> for school.
12. deny	She <i>denied committing</i> the crime.
13. discuss	They <i>discussed opening</i> a new business.
14. dislike	I <i>dislike driving</i> long distances.
15. enjoy	We <i>enjoyed visiting</i> them.
16. finish	She <i>finished studying</i> about ten.
17. forget•	I'll never <i>forget visiting</i> Napoleon's tomb.
18. hate•	I <i>hate making</i> silly mistakes.
19. can't help	I <i>can't help worrying</i> about it.
20. keep	I <i>keep hoping</i> he will come.
21. like•	I <i>like going</i> to movies.
22. love•	I <i>love going</i> to operas.
23. mention	She <i>mentioned going</i> to a movie.
24. mind	Would you <i>mind helping</i> me with this?
25. miss	I <i>miss being</i> with my family.
26. postpone	Let's <i>postpone leaving</i> until tomorrow.
27. practice	The athlete <i>practiced throwing</i> the ball.
28. prefer•	Ann <i>prefers walking</i> to driving to work.
29. quit	He <i>quit trying</i> to solve the problem.
30. recall	I <i>don't recall meeting</i> him before.
31. recollect	I <i>don't recollect meeting</i> him before.
32. recommend	She <i>recommended seeing</i> the show.
33. regret•	I <i>regret telling</i> him my secret.
34. remember•	I <i>can remember meeting</i> him when I was a child.
35. resent	I <i>resent her interfering</i> in my business.
36. resist	I <i>couldn't resist eating</i> the dessert.
37. risk	She <i>risks losing</i> all of her money.
38. can't stand•	I <i>can't stand waiting</i> in long lines.
39. start•	It <i>started raining</i> .
40. stop	She <i>stopped going</i> to classes when she got sick.
41. suggest	She <i>suggested going</i> to a movie.
42. tolerate	She <i>won't tolerate cheating</i> during an examination.
43. try•	I <i>tried changing</i> the light bulb, but the lamp still didn't work.
44. understand	I <i>don't understand his leaving</i> school.

14-10 Reference List of Verbs Followed by Infinitives

Verbs with a bullet (•) can also be followed by gerunds. See Chart 14-9.

Verbs Followed Immediately by an Infinitive

1. afford	I <i>can't afford to buy</i> it.	24. like•	I <i>like to go</i> to the movies.
2. agree	They <i>agreed to help</i> us.	25. love•	I <i>love to go</i> to operas.
3. appear	She <i>appears to be</i> tired.	26. manage	She <i>managed to finish</i> her work early.
4. arrange	I'll <i>arrange to meet</i> you at the airport.	27. mean	I <i>didn't mean to hurt</i> your feelings.
5. ask	He <i>asked to come</i> with us.	28. need	I <i>need to have</i> your opinion.
6. can't bear•	I <i>can't bear to wait</i> in long lines.	29. offer	They <i>offered to help</i> us.
7. beg	He <i>begged to come</i> with us.	30. plan	I'm <i>planning to have</i> a party.
8. begin•	It <i>began to rain</i> .	31. prefer•	Ann <i>prefers to walk</i> to work.
9. care	I <i>don't care to see</i> that show.	32. prepare	We <i>prepared to welcome</i> them.
10. claim	She <i>claims to know</i> a famous movie star.	33. pretend	He <i>pretends not to understand</i> .
11. consent	She finally <i>consented to marry</i> him.	34. promise	I <i>promise not to be late</i> .
12. continue•	He <i>continued to speak</i> .	35. refuse	I <i>refuse to believe</i> his story.
13. decide	I <i>have decided to leave</i> on Monday.	36. regret•	I <i>regret to tell</i> you that you failed.
14. demand	I <i>demand to know</i> who is responsible.	37. remember•	I <i>remembered to lock</i> the door.
15. deserve	She <i>deserves to win</i> the prize.	38. seem	That cat <i>seems to be</i> friendly.
16. expect	I <i>expect to enter</i> graduate school in the fall.	39. can't stand•	I <i>can't stand to wait</i> in long lines.
17. fail	She <i>failed to return</i> the book to the library on time.	40. start•	It <i>started to rain</i> .
18. forget•	I <i>forgot to mail</i> the letter.	41. struggle	I <i>struggled to stay</i> awake.
19. hate•	I <i>hate to make</i> silly mistakes.	42. swear	She <i>swore to tell</i> the truth.
20. hesitate	<i>Don't hesitate to ask</i> for my help.	43. talk	He <i>tends to talk</i> too much.
21. hope	Jack <i>hopes to arrive</i> next week.	44. threaten	She <i>threatened to tell</i> my parents.
22. intend	He <i>intends to be</i> a firefighter.	45. try•	I'm <i>trying to learn</i> English.
23. learn	He <i>learned to play</i> the piano.	46. volunteer	He <i>volunteered to help</i> us.
		47. wait	I'll <i>wait to hear</i> from you.
		48. want	I <i>want to tell</i> you something.
		49. wish	She <i>wishes to come</i> with us.

Verbs Followed by a (Pro)noun + an Infinitive

50. advise•	She <i>advised me to wait</i> until tomorrow.	64. invite	Harry <i>invited the Johnsons to come</i> to his party.
51. allow	She <i>allowed me to use</i> her car.	65. need	We <i>needed Chris to help</i> us figure out the solution.
52. ask	I <i>asked John to help</i> us.	66. order	The judge <i>ordered me to pay</i> a fine.
53. beg	They <i>begged us to come</i> .	67. permit	He <i>permitted the children to stay up</i> late.
54. cause	Her laziness <i>caused her to fail</i> .	68. persuade	I <i>persuaded him to come</i> for a visit.
55. challenge	She <i>challenged me to race</i> her to the corner.	69. remind	She <i>reminded me to lock</i> the door.
56. convince	I couldn't <i>convince him to accept</i> our help.	70. require	Our teacher <i>requires us to be</i> on time.
57. dare	He <i>dared me to do</i> better than he had done.	71. teach	My brother <i>taught me to swim</i> .
58. encourage	He <i>encouraged me to try</i> again.	72. tell	The doctor <i>told me to take</i> these pills.
59. expect	I <i>expect you to be</i> on time.	73. urge	I <i>urged her to apply</i> for the job.
60. forbid	I <i>forbid you to tell</i> him.	74. want	I <i>want you to be</i> happy.
61. force	They <i>forced him to tell</i> the truth.	75. warn	I <i>warned you not to drive</i> too fast.
62. hire	She <i>hired a boy to mow</i> the lawn.		
63. instruct	He <i>instructed them to be</i> careful.		

Exercise 41. Let's talk: pairwork. (Charts 14-9 and 14-10)

Work with a partner. Partner A gives the cue. Partner B completes the sentence with *doing it* or *to do it*. Check Charts 14-9 and 14-10 for the correct verb form if necessary.

Example: I promise

PARTNER A (*book open*): I promise ...

PARTNER B (*book closed*): ... to do it.

- | | |
|-------------------------------|-----------------------------------|
| 1. We plan ... | 26. Stop ... |
| 2. I can't afford ... | 27. I didn't force him ... |
| 3. She didn't allow me ... | 28. I couldn't resist ... |
| 4. I don't care ... | 29. Somehow, the cat managed ... |
| 5. Please remind me ... | 30. Did the little boy admit ...? |
| 6. I am considering ... | |
| 7. Our director postponed ... | |
| 8. He persuaded me ... | |
| 9. I don't mind ... | |
| 10. Everyone avoided ... | |

Change roles.

- | | |
|--------------------------|------------------------------|
| 11. I refused ... | 31. He denied ... |
| 12. I hope ... | 32. I didn't mean ... |
| 13. She convinced me ... | 33. She swore ... |
| 14. He mentioned ... | 34. I volunteered ... |
| 15. I expect ... | 35. He suggested ... |
| 16. I encouraged him ... | 36. He advised me ... |
| 17. I warned him not ... | 37. He struggled ... |
| 18. We prepared ... | 38. I don't want to risk ... |
| 19. I don't recall ... | 39. Do you recommend ...? |
| 20. We decided ... | 40. I miss ... |

Change roles.

- | | |
|-------------------------------|-----------------------------|
| 21. He resented ... | 41. I can't imagine ... |
| 22. When will you finish ...? | 42. She threatened ... |
| 23. Did you practice ... | 43. He seems to dislike ... |
| 24. She agreed ... | 44. The children begged ... |
| 25. They consented ... | 45. She challenged me ... |

- | | |
|--------------|----------------------------|
| 26. Stop ... | 27. I didn't force him ... |
|--------------|----------------------------|

- | | |
|---------------------------|----------------------------------|
| 28. I couldn't resist ... | 29. Somehow, the cat managed ... |
|---------------------------|----------------------------------|

- | | |
|-----------------------------------|--|
| 30. Did the little boy admit ...? | |
| | |
| | |

Change roles.

- | | |
|-----------------------|------------------------------|
| 31. He denied ... | 35. He suggested ... |
| 32. I didn't mean ... | 36. He advised me ... |
| 33. She swore ... | 37. He struggled ... |
| 34. I volunteered ... | 38. I don't want to risk ... |
| 35. He suggested ... | 39. Do you recommend ...? |
| 36. He advised me ... | 40. I miss ... |

Change roles.

- | | |
|-----------------------------|----------------------------|
| 41. I can't imagine ... | 45. She challenged me ... |
| 42. She threatened ... | 46. Did he deny ...? |
| 43. He seems to dislike ... | 47. She taught me ... |
| 44. The children begged ... | 48. Do you anticipate ...? |
| 45. She challenged me ... | 49. I don't recollect ... |
| 46. Did he deny ...? | 50. I'll arrange ... |

Exercise 42. Game. (Charts 14-9 and 14-10)

Divide into teams. Your teacher will begin a sentence by using any of the verbs in Charts 14-9 and 14-10. Complete the sentence with *to do it* or *doing it*, or with your own words. Each correct completion scores one point.

Example:

TEACHER: I reminded Mario ...

STUDENT A: ... to do it. OR ... to be on time.

TEACHER: Yes. One point!

Exercise 43. Looking at grammar. (Charts 14-9 and 14-10)

Choose the correct form of the verbs in *italics*. In some sentences, both verbs are correct.

1. Hassan volunteered *bringing / to bring* some food to the reception.
2. The students practiced *pronouncing / to pronounce* the “th” sound in the phrase “these thirty-three dirty trees.”
3. In the fairy tale, the wolf threatened *eating / to eat* a girl named Little Red Riding Hood.
4. The movers struggled *lifting / to lift* the piano up the stairs.
5. Anita demanded *knowing / to know* why she had been fired.
6. My skin can’t tolerate *being / to be* in the sun all day. I get sunburned easily.
7. Mr. Kwan broke the antique vase. I’m sure he didn’t mean *doing / to do* it.
8. Fred Washington claims *being / to be* a descendant of George Washington.
9. Linda failed *passing / to pass* the entrance exam.
10. I hate *getting / to get* to work late.
11. I can’t bear *seeing / to see* animals suffer.
12. Ming Wan just started a new business. He risks *losing / to lose* everything if it doesn’t succeed.

Exercise 44. Looking at grammar. (Charts 14-9 and 14-10)

Complete each sentence with an appropriate form of the verb in parentheses.

1. How did you manage (*find*) _____ *to find* out about the surprise party?
2. I think Sam deserves (*have*) _____ another chance.
3. Olga finally admitted (*be*) _____ responsible for the problem.
4. Mrs. Freeman can’t help (*worry*) _____ about her children.
5. Children, I forbid you (*play*) _____ in the street. There’s too much traffic.
6. Lori suggested (*leave*) _____ around six. Is that too early for you?
7. I urged Omar (*return*) _____ to school and (*finish*) _____ his education.
8. Oscar keeps (*hope*) _____ and (*pray*) _____ that things will get better.
9. Nadia keeps (*promise*) _____ (*visit*) _____ us, but she never does.
10. My little cousin is a blabbermouth! He can’t resist (*tell*) _____ everyone my secrets!

11. I finally managed (*persuade*) _____ Yoko (*stay*) _____ in school and (*finish*) _____ her degree.
12. Margaret challenged me (*race*) _____ her across the pool.



□ **Exercise 45. Let's talk.** (Chapter 14)

Work in groups of three to five. Choose one of the story beginnings or make up your own. Each group member continues the story by adding a sentence or two. At least one of the sentences should contain words from the list on page 329, plus a gerund or infinitive phrase (but it is okay to continue the story without using a gerund or infinitive if it works out that way). As a group, use as many of the words in the list as you can.

Example: Yoko had a bad night last night. First, when she got home, she discovered that . . .

SPEAKER A: . . . her door was unlocked. She didn't *recall leaving* her door unlocked.

She always *remembers to lock* her door and in fact specifically *remembered locking* it that morning. So she became afraid that someone had broken into her apartment.

SPEAKER B: She *thought about going* inside, but then decided *it* would be better *not to go* into her apartment alone. What if there was a burglar inside?

SPEAKER C: *Instead of going* into her apartment alone, Yoko walked to her next-door neighbor's door and knocked.

SPEAKER D: Her neighbor answered the door. He could see that something was the matter. "Are you all right?" he asked her.

Etc.

Story beginnings:

1. (_____) is having trouble with (her/his) roommate, whose name is (______). (Her/His) roommate keeps many pets even though the lease they signed forbids residents to keep animals in their apartments. Yesterday, one of these pets, a/an
2. It was a dark and stormy night. (_____) was all alone at home. Suddenly

3. Not long ago, (____) and (____) were walking home together after dark. They heard a strange whooshing sound. When they looked up in the night sky, they saw a huge hovering aircraft. It glowed! It was round and green! (____) was frightened and curious at the same time. (She/He) wanted to . . . , but . . .
4. Once upon a time, (____) lived in a faraway village in a remote mountainous region. All of the villagers were terrified because of the dragon that lived nearby. At least once a week, the dragon would descend on the village and . . .
5. (____) had a bad day yesterday. First of all, when (she/he) got up in the morning, (she/he) discovered that . . .

List of words and phrases to use in your story:

Prepositional expressions followed by gerunds	Verbs followed by gerunds or infinitives		<i>It + an infinitive or a gerund subject</i>
be accused of	admit	mind	be a bad experience
be accustomed to	advise	need	be a bad idea
in addition to	afford	offer	be better
be afraid of	agree	permit	be clever
apologize (to someone) for	ask	persuade	be dangerous
believe in	avoid	plan	be difficult
blame (someone) for	beg	postpone	be easy
be capable of	begin	prefer	be essential
be committed to	consider	prepare	be foolish
complain about	continue	pretend	be a good experience
dream of	convince	promise	be a good idea
be excited about	decide	quit	be fun
forgive (someone) for	demand	recall	be hard
be guilty of	deny	refuse	be important
instead of	discuss	regret	be impossible
be interested in	dislike	remember	be interesting
look forward to	encourage	remind	be necessary
be opposed to	enjoy	risk	be a pleasure
prevent (someone) from	expect	seem	be possible
be scared of	fail	start	be relaxing
stop (someone) from	force	stop	take effort
succeed in	forget	struggle	take energy
take advantage of	hesitate	suggest	take money
be terrified of	hope	threaten	take patience
thank (someone) for	invite	wait	take time
think of	learn	want	
be tired of	like	warn	
be worried about	manage		

 **Exercise 46. Check your knowledge.** (Chapter 14)

Correct the errors.

1. I don't mind to have a roommate.
2. Most students want return home as soon as possible.
3. Learning about another country it is very interesting.
4. I tried very hard to don't make any mistakes.
5. The task of find a person who could tutor me in English wasn't difficult.
6. All of us needed to went to the ticket office before the game yesterday.
7. I'm looking forward to go to swimming in the ocean.
8. Ski in the Alps it was a big thrill for me.
9. Don't keep to be asking me the same questions over and over.
10. During a fire drill, everyone is required leaving the building.
11. I don't enjoy to play card games. I prefer to spend my time for read or watch movies.
12. Is hard for me understand people who speak very fast.
13. When I entered the room, I found my young son stand on the kitchen table.
14. When I got home, Irene was lying in bed think about what a wonderful time she'd had.



Chapter 15

Gerunds and Infinitives, Part 2

Exercise 1. Warm-up. (Chart 15-1)

Which sentences answer the question “Why”?

1. Joe went to the library to study last night.
→ *Why did Joe go to the library last night? To study.*
2. Lucy wants to leave now.
→ *(The sentence doesn't answer the question “Why?”)*
3. Eva opened the window to let in some fresh air.
4. Oscar came to this school in order to learn English.
5. Rick needs to call his mother.
6. Rick needs to call his mother to tell her the good news.

15-1 Infinitive of Purpose: *In Order To*

- (a) He came here *in order to study* English.
(b) He came here *to study* English.
(c) *INCORRECT:* He came here *for-studying* English.
(d) *INCORRECT:* He came here *for-to-study* English.
(e) *INCORRECT:* He came here *for-study* English.

- (f) I went to the store *for some bread*.
(g) I went to the store *to buy some bread*.

In order to is used to express purpose. It answers the question “Why?” ***In order*** is often omitted, as in (b).

To express purpose, use ***(in order) to***, not ***for***, with a verb.*

For can be used to express purpose, but it is a preposition and is followed by a noun object, as in (f).

*Exception: The phrase ***be used for*** expresses the typical or general purpose of a thing. In this case, the preposition ***for*** is followed by a gerund: *A saw is used for cutting wood*. Also possible: *A saw is used to cut wood*.

However, to talk about a particular thing and a particular situation, ***be used + an infinitive*** is used: *A chain saw was used to cut (NOT for cutting) down the old oak tree*.

Exercise 2. Looking at grammar. (Chart 15-1)

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

Isabella spent a month in Miami. She went there . . .

1. to see her cousins.
2. for a vacation.
3. business.
4. meet with company executives.



5. _____ discuss long-term plans for the company.
6. _____ spend time with her parents.
7. _____ a visit with childhood friends.

Exercise 3. In your own words. (Chart 15-1)

Complete the sentences with your own words. Express the purpose of the action.

1. I went to Chicago to visit my grandparents.
2. Ron went to Chicago for a medical conference.
3. I went to the grocery store for _____
4. Reisa went to the grocery store to _____
5. I went to the doctor to _____
6. My son went to the doctor for _____
7. I swim every day to _____
8. Kevin swims every day for _____

Exercise 4. Looking at grammar. (Chart 15-1)

Add **in order** wherever possible. If nothing should be added, write **Ø**.

1. I went to the garden center in order to get some fertilizer for my flowers.
2. When the teacher asked him a question, Scott pretended Ø to understand what she was saying.
3. My roommate asked me _____ to clean up the dishes after dinner.
4. Mustafa climbed onto a chair _____ to change a light bulb in the ceiling.
5. Rita has to work at two jobs _____ to support herself and her three children.
6. I really want _____ to learn Italian before I visit Venice next year.
7. I jog three times a week _____ to stay healthy.
8. Karen finally went to the dentist _____ to get some relief from her toothache.
9. It's easier for me _____ to understand written English than it is to understand spoken English.
10. Is it important _____ to speak English without an accent as long as people understand what you're saying?

Exercise 5. Check your knowledge. (Chart 15-1)

Correct the errors.

to

1. I went to the library ~~for~~ study last night.
2. Helen borrowed my dictionary ~~for~~ to look up the spelling of *occurred*.
3. The teacher opened the window ~~for~~ letting some fresh air into the room.
4. I came to this school ~~for~~ learn English.
5. I traveled to Osaka ~~for~~ to visit my sister.

Exercise 6. Let's talk: interview. (Chart 15-1)

Ask two classmates each question. Share some of their responses with the class.

What are two reasons why some people . . .

- | | | |
|-------------------------------|--------------------|----------------------|
| 1. go to Hawaii for vacation? | 3. cheat on exams? | 5. tell white lies?* |
| 2. exercise? | 4. meditate? | 6. become actors? |

Exercise 7. Warm-up. (Chart 15-2)

Look at the adjectives in blue. What do you notice about the words that come after them? about the words that come before them?

1. Anya *was sorry to hear* that her favorite restaurant closed.
2. Nate *is certain to pass* his test.
3. Timmy *was sad to learn* his pet goldfish had died.
4. I would *be happy to help* you.

15-2 Adjectives Followed by Infinitives

(a) We *were sorry to hear* the bad news.

Certain adjectives can be immediately followed by infinitives, as in (a) and (b).

(b) I *was surprised to see* Ted at the meeting.

In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.

Common adjectives followed by infinitives

glad to (do it)	sorry to*	ready to	careful to	surprised to*
happy to	sad to*	prepared to	hesitant to	amazed to*
pleased to	upset to*	anxious to	reluctant to	astonished to*
delighted to	disappointed to*	eager to	afraid to	shocked to*
content to		willing to	certain to	stunned to*
relieved to		motivated to	likely to	
lucky to		determined to	unlikely to	
fortunate to				

*The expressions with asterisks are usually followed by infinitive phrases with verbs such as *see, learn, discover, find out, hear*.

**white lies* = lies that aren't considered serious, e.g., telling a friend her dress looks nice when you don't think it does.

Exercise 8. In your own words. (Chart 15-2)

Complete the sentences using the expressions listed in Chart 15-2 and your own words. Use infinitive phrases in your completions.

1. Nicole always speeds on the expressway. She's
→ *She's certain to get stopped by the police.*
→ *She's likely to get a ticket.*
2. I've worked hard all day long. Enough's enough! I'm
3. Next month, I'm going to a family reunion — the first one in 25 years. I'm very much looking forward to it. I'm
4. Some children grow up in unhappy homes. My family, however, has always been loving and supportive. I'm
5. Ivan's run out of money again, but he doesn't want anyone to know his situation. He needs money desperately, but he's
6. Rosalyn wants to become an astronaut. That has been her dream since she was a little girl. She has been working hard toward her goal and is
7. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Since both of us love the ballet, we were
8. Andrea recently told me what my wayward brother is up to these days. I couldn't believe my ears! I was

Exercise 9. Let's talk. (Chart 15-2)

Work in small groups. Complete the sentences with adjectives from Chart 15-2 that make sense. Discuss your answers.

SITUATION 1: Mr. Wah was offered an excellent job in another country. He sees advantages and disadvantages to moving.

He is ...

1. sad to / prepared to / reluctant to leave his country.
2. _____ move away from his parents.
3. _____ take his wife and children away from family and friends.
4. _____ try a new job.
5. _____ learn a new language.

SITUATION 2: There have been a lot of nighttime burglaries in the town of Viewmont.

The residents have been ...

6. _____ leave their homes overnight.
7. _____ lock their doors and windows at night.
8. _____ watch for strangers on the streets.

9. _____ have weekly meetings with the police for updates on their progress.
10. _____ hear that the police suspect neighborhood teenagers.

Exercise 10. Let's talk: interview. (Chart 15-2)

Make questions using the words in parentheses. Ask two classmates each question. Share some of their answers with the class.

1. What are children sometimes (afraid \ do)?
2. When you're tired in the evening, what are you (content \ do)?
3. What should drivers be (careful \ do) in traffic?
4. If one of your friends has a problem, what are you (willing \ do)?
5. What are people who don't speak English well (reluctant \ do)?
6. What are you (determined \ do) before you are too old?
7. What are some things people are (ashamed \ do)?
8. Can you tell me something you were (shocked \ find out)?
9. Can you tell me something you were (sad \ hear)?
10. What are you (eager \ do) in the near future?

Exercise 11. Warm-up. (Chart 15-3)

In which sentences are the speakers expressing a negative idea (in other words, expressing the idea that there's something wrong or that there's a bad result)?

1. The soup is **too spicy**. I can't eat it.
2. The soup is **very spicy**, but I like it.
3. It's **very late**, but the restaurant is still open.
4. We're **too late**. The restaurant has closed.

15-3 Using Infinitives with *Too* and *Enough*

COMPARE:

- (a) That box is **too heavy** for Bob to lift.
(b) That box is **very heavy**, but Bob can lift it.

(c) I am **strong enough to lift** that box. I can lift it.
(d) I have **enough strength to lift** that box.
(e) I have **strength enough to lift** that box.

In the speaker's mind, the use of **too** implies a negative result.

In (a): **too heavy** = It is *impossible* for Bob to lift that box.

In (b): **very heavy** = It is *possible but difficult* for Bob to lift that box.

Enough follows an adjective, as in (c). Usually **enough** precedes a noun, as in (d). In formal English, it may follow a noun, as in (e).

Exercise 12. Let's talk. (Chart 15-3)

Work in pairs, in small groups, or as a class.

Part I. Think of a negative result for each sentence. Make negative statements using infinitive phrases.

1. That ring is too expensive.
→ Negative result: *I can't buy it. That ring is too expensive for me to buy.*
2. I'm too tired.
→ Negative result: *I don't want to go to the meeting. I'm too tired to go to the meeting.*
3. It's too late.
4. It's too cold.
5. Physics is too difficult.
6. I'm too busy.
7. My son is too young.
8. The mountain cliff is too steep.

Part II. Now think of a positive result for each sentence. Make positive statements using infinitive phrases.

9. That ring is very expensive, but it isn't too expensive.
→ Positive result: *I can buy it. That ring isn't too expensive for me to buy.*
10. I'm very tired, but I'm not too tired.
11. My suitcase is very heavy, but it's not too heavy.
12. I'm very busy, but I'm not too busy.

Exercise 13. Let's talk. (Chart 15-3)

Discuss possible answers to the given questions. Work in pairs, in small groups, or as a class.

1. What is a child too young to do but an adult old enough to do?
2. What is your pocket big enough to hold? What is it too small to hold?
3. What do you have enough time to do after class today? Are you too busy to do something you'd like to do or should do?
4. Is there enough space in this classroom for 100 people? Or is it too small to hold that many people? How many people is this room big enough to hold comfortably?
5. Here's an English saying: "Too many cooks spoil the soup." What do you think it means?
6. Do you think it is very important to practice your English? Do you get enough practice? In your opinion, how much practice is enough?
7. Is it very difficult or too difficult to learn English?

Exercise 14. Listening. (Chart 15-3)

Listen to Speaker A. Choose the response that you expect Speaker B to give.

 **Example:** You will hear: Oh, no. I spilled the coffee!

You will choose: a. I'm sorry. I didn't fill your cup full enough.

(b) I'm sorry. I filled your cup too full.

SPEAKER B:

1. a. Yes. It was too good to eat.
b. Yes. It was very good.
2. a. No. She's old enough to stay home alone.
b. Never. She's too young to stay home alone.
3. a. I agree. It can be very difficult at times.
b. I agree. It's too difficult.
4. a. Really well. They're too clean. Thanks.
b. Really well. They're very clean. Thanks.
5. a. I know. He shouldn't be driving.
b. I know he's very old, but it's okay for him to keep driving.
6. a. I guess we don't have enough big envelopes.
b. I guess we don't have big enough envelopes.

□ **Exercise 15. Grammar and speaking.** (Charts 14-7, 14-8, 14-11, and 15-1 → 15-3)

Complete the sentences with your own words. Try to use a gerund or infinitive in each statement. Then work with a partner. Ask him/her to agree or disagree with your statements (and to explain why). Share some of their answers with the class.

PARTNER AGREES?

- | | | |
|---|-----|----|
| 1. It's important for _____ | yes | no |
| 2. A person should never forget to _____ | yes | no |
| 3. Teachers often advise their students to _____ | yes | no |
| 4. I'm not willing to _____ | yes | no |
| 5. It's too difficult for most people to _____ | yes | no |
| 6. In order to _____, employees should _____
_____ | yes | no |
| 7. It's easy to _____ | yes | no |
| 8. It's hard to get accustomed to _____ | yes | no |

□ **Exercise 16. Warm-up.** (Chart 15-4)

Choose the correct form of the passive verbs. Reminder: A passive verb is *a form of be + the past participle.** For example, *the patient was seen by a specialist*.

1. The patient appreciated (*to be seen / being seen*) by a specialist.
2. It was important for him (*to be seen / being seen*) by a specialist.

*See Chart 11-2, p. 213.

15-4 Passive Infinitives and Gerunds

(a) I didn't expect <i>to be asked</i> to his party.	PASSIVE INFINITIVE: <i>to be + past participle</i> In (a): <i>to be asked</i> is a passive infinitive. The understood <i>by</i> -phrase is <i>by him</i> : <i>I didn't expect to be asked to his party (by him)</i> .
(b) I enjoyed <i>being asked</i> to his party.	PASSIVE GERUND: <i>being + past participle</i> In (b): <i>being asked</i> is a passive gerund. The understood <i>by</i> -phrase is <i>by him</i> : <i>I enjoyed being asked to his party (by him)</i> .

Exercise 17. Looking at grammar. (Chart 15-4)

Complete the sentences with the passive form of *invite*.

1. Sam would like _____ to Ann's birthday party.
2. Mark also hopes _____.
3. Maria has no doubts. She expects _____ to it.
4. Omar is looking forward to _____ too.
5. I would enjoy _____ to it, but I probably won't be.
6. Everyone I know wants _____ to Ann's birthday party.

Exercise 18. Looking at grammar. (Chart 15-4)

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

1. I don't enjoy (*laugh*) _____ at by other people.
2. Ryan is a convincing liar. It's easy (*fool*) _____ by his lies.
3. Sometimes adolescents complain about not (*understand*) _____ by their parents.
4. Your compositions are supposed (*write*) _____ in ink.
5. Ms. Thompson is always willing to help if there is a problem in the office, but she doesn't want (*call*) _____ at home unless there is an emergency.
6. Despite his name, Freddie Frankenstein has a good chance of (*elect*) _____ to the local school board.
7. You must tell me the truth. I insist on your (*tell*) _____ the truth.
8. Don't all of us want (*love*) _____ and (*need*) _____ by other people?

Exercise 19. Let's talk. (Chart 15-4)

Agree or disagree with the following statements and explain your reasons why. Work in pairs, in small groups, or as a class.

1. I appreciate *being given* advice by my family and friends.
2. I didn't like *being given* advice by my family when I was young.
3. I always expect *to be told* the absolute and complete truth by everyone at all times.
4. I would like *to be invited* to an event where there are a lot of famous people.

Exercise 20. Warm-up. (Chart 15-5)

Make statements that are true for you. Use the same noun to complete each sentence. Do the sentences have the same or different meanings?

1. I need to clean my _____.
2. My _____ needs cleaning.
3. My _____ needs to be cleaned.

15-5 Using Gerunds or Passive Infinitives Following Need

(a) I <i>need to paint</i> my house. (b) John <i>needs to be told</i> the truth.	Usually an infinitive follows <i>need</i> , as in (a) and (b).
(c) My house <i>needs painting</i> . (d) My house <i>needs to be painted</i> .	In certain circumstances, a gerund may follow <i>need</i> , as in (c). In this case, the gerund carries a passive meaning. Usually the situations involve fixing or improving something. Examples (c) and (d) have the same meaning.

Exercise 21. Looking at grammar. (Chart 15-5)

Complete each sentence with an appropriate form of the verb in parentheses.

1. The chair is broken. I need (*fix*) _____ to fix _____ it. The chair needs (*fix*) _____ fixing / to be fixed _____.
2. The baby's diaper is wet. It needs (*change*) _____.
3. What a mess! This room needs (*clean*) _____ up. We need (*clean*) _____ it up before the company arrives.
4. My shirt is wrinkled. It needs (*iron*) _____.
5. There is a hole in our roof. The roof needs (*repair*) _____.
6. I have books and papers all over my desk. I need (*take*) _____ some time to straighten up my desk. It needs (*straighten*) _____ up.
7. The apples on the tree are ripe. They need (*pick*) _____.
8. The dog's been digging in the mud. He needs (*wash*) _____.

Exercise 22. Let's talk. (Chart 15-5)

Look at the picture. What needs doing/to be done?



Exercise 23. Let's talk or write. (Chart 15-5)

Choose a situation. Think about what needs to be done and make a list of all the tasks. Then talk or write about your list.

Situations:

1. a student applying to a university
2. a parent trying to get young children off to school in the morning
3. a group of students planning for an end-of-the-year party
4. a person going on vacation to another country for a month
5. an engaged couple making plans for a wedding
6. a farmer on a large farm in the early morning
7. a restaurant owner preparing to open for dinner

Exercise 24. Warm-up. (Chart 15-6)

See and **hear** are called “verbs of perception.” In other words, they express things that we can perceive (become aware of) through our physical senses. What do you notice about the verb forms following **see** and **hear**?

1. a. CORRECT: I **saw** Mr. Reed give something to the boss.
b. CORRECT: I **saw** Mr. Reed **giving** something to the boss.
c. **INCORRECT:** I **saw** Mr. Reed **to give** something to the boss.
2. a. CORRECT: I **heard** Mr. Reed say something to the boss.
b. CORRECT: I **heard** Mr. Reed **saying** something to the boss.
c. **INCORRECT:** I **heard** Mr. Reed **to say** something to the boss.

15-6 Using Verbs of Perception

(a) I saw my friend run down the street. (b) I saw my friend running down the street. (c) I heard the rain fall on the roof. (d) I heard the rain falling on the roof.	Certain verbs of perception are followed by either <i>the simple form*</i> or <i>the -ing form**</i> of a verb. Examples (a) and (b) have essentially the same meaning, except that the -ing form emphasizes the idea of "while." In (b): I saw my friend while she was running down the street.
(e) When I walked into the apartment, I heard my roommate singing in the shower. (f) I heard a famous opera star sing at the concert last night.	Sometimes (not always) there is a clear difference between using the simple form or the -ing form. The use of the -ing form gives the idea that an activity is already in progress when it is perceived, as in (e): The singing was in progress when I first heard it. In (f): I heard the singing from beginning to end. It was not in progress when I first heard it.

Verbs of perception followed by the simple form or the **-ing** form

see notice watch	look at observe	hear listen to	feel	smell
------------------------	--------------------	-------------------	------	-------

The simple form of a verb* = the infinitive form without *to*. INCORRECT: I saw my friend **-to- run down the street.

***The -ing form* refers to the present participle.

Exercise 25. Let's talk. (Chart 15-6)

Describe what you see and hear.

1. Ask a classmate to stand up and sit back down. What did you just see him/her do?
2. Close your eyes. What do you hear happening right now?
3. Ask a classmate to do something. As he/she continues to do this, describe what you see and hear him/her doing.

Exercise 26. Looking at grammar. (Chart 15-6)

Part I. Complete the sentences with any appropriate verbs. Both the simple form and the **-ing** form are possible with little or no difference in meaning.

1. Polly was working in her garden, so she didn't hear the phone ring / ringing.
2. I like to listen to the birds _____ when I get up early in the morning.
3. The guard observed a suspicious-looking person _____ into the bank.
4. There was an earthquake in my hometown last year. It was just a small one, but I could feel the ground _____.
5. I was almost asleep last night when I suddenly heard someone _____ on the door,
6. While I was waiting for my plane, I watched other planes _____ and _____,

Part II. Read each situation. Complete the sentence below it with the verb form that seems better to you. Remember that the *-ing* form gives the idea that an activity is in progress when it is perceived.

Both the simple form and the *-ing* form of a verb are grammatically correct, so you can't make a grammar mistake. But a speaker might choose one instead of the other.

SITUATION 1: *I smell smoke. Something must be burning.*

Do you smell something burning? I do.

SITUATION 2: *The front door slammed. I got up to see if someone had come in.*

When I heard the front door slammed, I got up to see if someone had come in.

SITUATION 3: *Uncle Ben is in the bedroom. He is snoring.*

I know Uncle Ben is in the bedroom because

I can hear him snoring.



SITUATION 4: *When I walked past the park, some children were playing softball.*

When I walked past the park, I saw some children playing softball.

SITUATION 5: *It was graduation day in the auditorium. When the school principal called my name, I walked to the front of the room.*

When I heard the school principal call my name, I walked to the front of the auditorium to receive my diploma.

SITUATION 6: *I glanced out the window. Adam was walking toward the house. I was surprised.*

I was surprised when I saw Adam walk toward the house.

SITUATION 7: *A fly landed on the table. I swatted it with a rolled-up newspaper.*

As soon as I saw the fly land on the table, I swatted it with a rolled-up newspaper.

SITUATION 8: *Someone is calling for help in the distance. I suddenly hear that.*

Listen! Do you hear someone call for help? I do.

Exercise 27. Warm-up. (Chart 15-7)
Check (✓) the sentences that are correct.

1. My parents let me sleep late on weekends.
2. My parents let me to sleep late on weekends.
3. After I wake up, I help them do the chores.
4. After I wake up, I help them to do the chores.

15-7 Using the Simple Form after *Let* and *Help*

(a) My father *lets* me *drive* his car.

(b) I *let* my friend *borrow* my bicycle.

(c) *Let's go* to a movie.

Let is followed by the simple form of a verb, not an infinitive.

INCORRECT: My father lets me *to* drive his car.

(d) My brother *helped* me *wash* my car.

(e) My brother *helped* me *to wash* my car.

Help is often followed by the simple form of a verb, as in (d).

Although less common, an infinitive is also possible, as in (e).

Both (d) and (e) are correct.

Exercise 28. In your own words. (Chart 15-7)

Complete the sentences with your own words. Use verb phrases.

1. Don't let me forget to take my house keys with me.

2. The teacher usually lets us _____

3. Why did you let your roommate _____

4. You shouldn't let other people _____

5. A stranger helped the lost child _____

6. It was very kind of my friend to help me _____

7. Keep working. Don't let me _____

8. Could you help me _____

Exercise 29. Warm-up. (Chart 15-8)

Match the conversations with the descriptions that follow them.

1. ADAM: Mom, can I go out and play?

MRS. LEE: No, Adam, you cannot go out and play until you clean up your room. I don't know how many times I have to say this. Go clean up your room, and I mean now!

ADAM: Okay, okay!

2. ADAM: Mom, can I go out and play?

MRS. LEE: Well, let's make a deal. First you clean up your room. Then you can go out and play. How does that sound? It needs to be clean before Grandma comes for a visit this evening. And if you do it now, you can stay out and play until dark. You won't have to come home early to clean your room. Okay?

ADAM: Okay.

3. ADAM: Mom, can I go out and play?

MRS. LEE: Sure, but first you need to clean up your room. Okay?

ADAM: Okay.

Descriptions of conversations:

a. Mrs. Lee got Adam to clean up his room. _____

b. Mrs. Lee made Adam clean up his room. _____

c. Mrs. Lee had Adam clean up his room. _____

15-8 Using Causative Verbs: *Make*, *Have*, *Get*

- (a) I *made* my brother *carry* my suitcase.
- (b) I *had* my brother *carry* my suitcase.
- (c) I *got* my brother *to carry* my suitcase.

Forms

X <i>makes</i>	Y <i>do something.</i>	(simple form)
X <i>has</i>	Y <i>do something.</i>	(simple form)
X <i>gets</i>	Y <i>to do something.</i>	(infinitive)

Make, **have**, and **get** can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical.

In (a): My brother had no choice. I insisted that he carry my suitcase.

In (b): My brother carried my suitcase because I asked him to.

In (c): I managed to persuade my brother to carry my suitcase.

Causative *Make*

- (d) Mrs. Lee *made* her son *clean* his room.
- (e) Sad movies *make* me *cry*.

Causative **make** is followed by the simple form of a verb, not an infinitive.

INCORRECT: She made him *to clean* his room.

Make gives the idea that "X" **gives** "Y" **no choice**.

In (d): Mrs. Lee's son had no choice.

Causative *Have*

- (f) I *had* the plumber *repair* the leak.
- (g) Jane *had* the waiter *bring* her some tea.

Causative **have** is followed by the simple form of a verb, not an infinitive.

INCORRECT: I had him *to repair* the leak.

Have gives the idea that "X" **requests** "Y" to do something.

In (f): The plumber repaired the leak because I asked him to.

Causative *Get*

- (h) The students *got* the teacher *to dismiss* class early.
- (i) Jack *got* his friends *to play* soccer with him after school.

Causative **get** is followed by an infinitive.

Get gives the idea that "X" **persuades** "Y" to do something.

In (h): The students managed to persuade the teacher to let them leave early.

Passive Causatives

- (j) I *had* my watch *repaired* (by someone).
- (k) I *got* my watch *repaired* (by someone).

The past participle is used after **have** and **get** to give a passive meaning. In this case, there is usually little or no difference in meaning between **have** and **get**.

In (j) and (k): I caused my watch to be repaired by someone.

Exercise 30. Looking at grammar. (Chart 15-8)

Choose the meaning that is closest to the meaning of the verb in **boldface**.

1. The teacher **had** her class write a composition.
a. gave them no choice b. persuaded them c. requested them to do this
2. Mrs. Wilson **made** the children wash their hands before dinner.
a. gave them no choice b. persuaded them c. requested them to do this
3. Kostas **got** some neighborhood kids to help him clean out his garage.
a. gave them no choice b. persuaded them c. requested them to do this

4. My boss **made** me redo my report because he wasn't satisfied with it.
 - a. gave me no choice
 - b. persuaded me
 - c. requested me to do this

5. I **got** Rosa to lend me some lunch money.
 - a. gave her no choice
 - b. persuaded her
 - c. requested her to do this

6. The police officer **had** the driver get out of his car.
 - a. gave him no choice
 - b. persuaded him
 - c. requested him to do this

Exercise 31. Looking at grammar. (Chart 15-8)

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

1. I made my son (*wash*) wash the windows before he could go outside to play.

2. Mrs. Crane had her house (*paint*) painted.

3. I went to the bank to have a check (*cash*) _____.

4. Tom had a bad headache yesterday, so he got his twin brother, Tim, (*go*)
_____ to class for him. The teacher didn't know the difference.

5. When Scott went shopping, he found a jacket that he
really liked. After he had the sleeves (*shorten*)
_____, it fit him perfectly.

6. When my laptop stopped working, I took it to the
computer store to have it (*fix*) _____.

7. Peeling onions always makes me (*cry*) _____.

8. Tom Sawyer was supposed to paint the fence, but he
didn't want to do it. He was a very clever boy. Somehow he got his friends (*do*)
_____ it for him.

9. We had a professional photographer (*take*) _____ pictures of everyone at
the wedding. We had over 500 pictures (*take*) _____.



Exercise 32. Let's talk or write. (Chart 15-8)

Think about the shopping area nearest your home. What can people do there? Make sentences with *can* and *can't*.

At the shopping area nearest my home, people can/can't get ...

- | | | |
|------------------|---------------------------|------------------------|
| 1. car \ fix | 4. laundry \ do | 7. shoes \ repair |
| 2. hair \ cut | 5. picture \ take | 8. clothes \ dry-clean |
| 3. checks \ cash | 6. blood pressure \ check | 9. money \ exchange |

Exercise 33. Let's talk or write. (Chart 15-8)

Ask and answer the questions. Work in pairs, in small groups, or as a class.

1. What do children sometimes try to **get** their parents **to do** (perhaps at a toy store or grocery store)?
2. What do bosses sometimes **make** their employees **do**?
3. What does our teacher sometimes **have us do**?
4. Do teachers usually **let** their students **leave** the classroom whenever they want to? What kinds of things do teacher usually not **let** their students **do** inside a classroom?
5. What do your classmates (or friends) sometimes **help** you **do**?

(Change roles if working in pairs.)

6. What didn't your parents **let** you **do** when you were a child?
7. Will you **let** your children **do** those things? (Or, if you're a parent, do you **let** your children **do** those things?)
8. Did your parents **make** you **do** certain things when you were a child?
9. What do you sometimes **have** the server at a restaurant **do**?
10. What do you sometimes **get** your friends **to do**?

Exercise 34. Check your knowledge. (Chapter 15)

Correct the errors.

1. My parents made me **to** promise to write them once a week.
2. I asked my roommate to let me **to** use his shoe polish.
3. I heard a car door **to** open and closing.
4. I had my friend **to** lend me his car.
5. You should visit my country. It is too beautiful.
6. I went to the college bookstore for getting my books for the new term.
7. One of our fights ended up with me having to **sent** to the hospital for getting stitches.
8. Lilly deserves to be **tell** the truth about what happened last night.
9. Barbara always makes me laughing. She has a great sense of humor.
10. Stop telling me what **to do**! Let me **to** make up my own mind.
11. I went to the pharmacy for having my prescription **to be filled**.
12. You shouldn't let children **playing** with matches.
13. When Shelley needed a passport photo, she had her picture **taking** by a professional photographer.

14. I've finally assembled enough information for beginning writing my research paper.
15. Omar is at the park right now. He is sit on a park bench watch the ducks swimming in the pond. The sad expression on his face makes me to feel sorry for him.
16. The music director tapped his baton for beginning the rehearsal.

□ **Exercise 35. Looking at grammar.** (Chapters 14 and 15)

Choose the correct completions.

1. My cousins helped me ____ into my new apartment.
a. move b. to move c. moving d. being moved
2. It was a hot day, and the work was hard. I could feel sweat ____ down my back.
a. trickle b. to trickle c. trickling d. trickled
3. You can lead a horse to water, but you can't make him ____.
a. drink b. to drink c. drinking d. to be drunk



4. As he contemplated the meaning of life, Edward stood on the beach ____ out over the ocean.
a. look b. to look c. looking d. looked
5. He's a terrific soccer player! Did you see him ____ that goal?
a. make b. to make c. making d. made
6. We spent the entire class period ____ about the revolution.
a. talk b. to talk c. talking d. being talked
7. Only seven people applied for the sales job, so Maleek has a good chance of ____ for an interview.
a. chosen b. being chosen c. to be chosen d. to choose

8. If you hear any news, I want ____ immediately.
a. told b. being told c. to be told d. telling
9. I was getting sleepy, so I had my friend ____ the car.
a. drive b. being driven c. to be driven d. to drive
10. The witness to the murder wanted her name kept secret. She asked not ____ in the newspaper.
a. identify b. being identified c. to be identified d. to identify

 **Exercise 36. Reading and listening.** (Chapters 14 and 15)

First, read the paragraph and try to complete the sentences using the words in the list.
Second, listen to the paragraph and check your answers.

CD 2

Track 18

to be understood
able to read

to solve
using

to read
being

An Issue in Health Care: Illiteracy

According to some estimates, well over half of the people in the world are functionally illiterate. This means they are unable to perform everyday tasks because they can't read, understand, and respond appropriately to information. One of the problems this creates in health care is that millions of people are not _____ directions on medicine bottles or packages. Imagine _____ a parent with a sick child and being unable _____ the directions on a medicine bottle. We all know that it is important for medical directions _____ clearly. One solution is pictures. Many medical professionals are working today

_____ this problem by _____ pictures to convey health-care information.

 **Exercise 37. Looking at grammar.** (Chapters 14 and 15)

Complete each sentence with an appropriate form of the verb in parentheses.

1. My children enjoy (*allow*) _____ to stay up late when there's something special on TV.
2. I couldn't get to sleep last night, so for a long time I just lay in bed (*think*) _____ about my career and my future.

3. Jacob's at an awkward age. He's old enough (*have*) _____ adult problems but too young (*know*) _____ how (*handle*) _____ them.

4. I don't anticipate (*have*) _____ any difficulties (*adjust*) _____ to a different culture when I go abroad.

5. We sat in his kitchen (*sip*) _____ very hot, strong tea and (*eat*) _____ pastries from the bakery.

6. I don't like (*force*) _____ (*leave*) _____ the room (*study*) _____ whenever my roommate feels like (*have*) _____ a party.

7. Let's (*have*) _____ Ron and Maureen (*join*) _____ us for dinner tonight, okay?

8. Do you know that your co-workers complain about your* (*come*) _____ late to work and (*leave*) _____ early?

9. Fish don't use their teeth for (*chew*) _____. They use them for (*grab*) _____, (*hold*) _____, or (*tear*) _____. Most fish (*swallow*) _____ their prey whole.

10. It is the ancient task of the best artists among us (*force*) _____ us (*use*) _____ our ability (*feel*) _____ and (*share*) _____ emotions.

11. Traffic has become too heavy for the Steinbergs (*commute*) _____ easily to their jobs in the city from their suburban apartment. They're considering (*move*) _____ to an apartment in the city (*be*) _____ closer to their work. Both of them hate the long commute. They want (*spend*) _____ more time (*do*) _____ things they really enjoy (*do*) _____ in their free time rather than being tied up on the highway during rush hour.



*In formal English, a possessive adjective (e.g., *your coming*) is used to modify a gerund. In informal English, the object form of a pronoun is frequently used (*you coming*).

Exercise 38. Looking at grammar. (Chapters 14 and 15)

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

1. I was tired, so I just watched them (*play*) _____ volleyball instead of (*join*) _____ them.
2. Emily stopped her car (*let*) _____ a black cat (*run*) _____ across the street.
3. I'm tired. I wouldn't mind just (*stay*) _____ home tonight and (*get*) _____ to bed early.
4. I can't seem (*get*) _____ rid of the cockroaches in my apartment. Every night I see them (*run*) _____ all over my kitchen counters. It drives me crazy. I'm considering (*have*) _____ the whole apartment (*spray*) _____ by a professional pest control expert.
5. Last week I was sick with the flu. It made me (*feel*) _____ awful. I didn't have enough energy (*get*) _____ out of bed. I just lay there (*feel*) _____ sorry for myself. When my father heard me (*sneeze*) _____ and (*cough*) _____, he opened my bedroom door (*ask*) _____ me if I needed anything. I was really happy to see his kind and caring face, but there wasn't anything he could do to make the flu (*go*) _____ away.

Exercise 39. Let's talk and listen. (Chapters 14 and 15)

 **Part I.** Answer these questions. Then listen to the lecture on lightning storms with your book closed.

CD 2
Track 19

1. Have you ever been in a lightning storm?
2. How did you protect yourself?

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

- | | | |
|---|---|---|
| 1. It's important to hide under a tree during a lightning storm. | T | F |
| 2. It's advisable to make yourself as small as possible when a storm is nearby. | T | F |
| 3. If you are lucky enough to be near a car during a storm, get inside it. | T | F |
| 4. Few lightning deaths occur after a storm has passed. | T | F |

Protecting Yourself in a Lightning Storm

Lightning storms can occur suddenly and without warning. It's important
_____ safe if you're outside when a storm begins. Some people
1 stand under trees or in open shelters like picnic areas _____ themselves.
They are _____ that this can be a fatal mistake. Tall objects are
2
3 lightning, so when you are out in the open, you should try
4
5 yourself as small as possible. _____
6 into a ball lessens the chance that a lightning bolt will strike you. _____
7 a depression in the ground to hide in, like a hole or a ditch, is even better.
8 a building is safer than _____, but it's not
without dangers. _____ 9 away from doors and windows. If
10 you're talking on a phone with a cord, hang up. Lightning has been known to travel along a
phone cord and strike the person holding the phone. Even TVs can conduct lightning through
the cable or antenna, so it's a good idea _____ 11 away from the television. It's also
inadvisable _____ 12 a shower or bath since plumbing can conduct electricity
from lightning. How safe are cars? Surprisingly, the inside of a car is safe as long as it has a
metal roof, but _____ 13 any part of the car that leads to the outside.
There's a 30/30 rule regarding lightning. As soon as you see lightning, _____ 14
the seconds until you hear thunder. If you hear thunder before you reach 30, this means you
15 shelter immediately. Additionally, even if the storm
16, you want _____ 17 in a protected place for 30 minutes
after you hear the last sounds of thunder or have seen the last flashes of lightning. Many
lightning deaths, in fact more than half in the United States, occur after a storm has passed.



Chapter 16

Coordinating Conjunctions

Exercise 1. Warm-up. (Chart 16-1)

Identify the parts of speech of the words in blue and the word that connects them. What do you notice about the words in blue?

	Part of speech	Connective
1. The old man is extremely kind and generous .	adjective	and
2. He received a book and a sweater for his birthday.		
3. She spoke angrily and bitterly about the war.		
4. In my spare time, I enjoy reading novels or watching television.		
5. He will leave early but arrive late.		

16-1 Parallel Structure

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called "parallel structure." The conjunctions used in this pattern are **and**, **but**, **or**, and **nor**. These words are called "coordinating conjunctions."

(a) Steve and his friend are coming to dinner.	In (a): <i>noun + and + noun</i>
(b) Susan raised her hand and snapped her fingers.	In (b): <i>verb + and + verb</i>
(c) He is waving his arms and (is) shouting at us.	In (c): <i>verb + and + verb</i> (The second auxiliary may be omitted if it is the same as the first auxiliary.)
(d) These shoes are old but comfortable .	In (d): <i>adjective + but + adjective</i>
(e) He wants to watch TV or (to) listen to some music.	In (e): <i>infinitive + or + infinitive</i> (The second <i>to</i> is usually omitted.)

Exercise 2. Looking at grammar. (Chart 16-1)

Choose the correct completions.

- My roommate is friendly and ____.
a. helpful b. kind c. kindness
- Jack opened the window and ____.
a. turn on the fan b. turning on the fan c. turned on the fan

3. Honesty and ____ are admirable qualities in a person.
a. generous b. generosity c. intelligence
4. Kate was listening to the radio and ____ at the same time.
a. study b. studying c. studies
5. I was tired and ____ after our long hike.
a. hungry b. hunger c. thirsty
6. Everyone had a good time at the party and ____ home happy.
a. go b. went c. going
7. No one wanted to stay after the party and ____ up.
a. clean b. cleaning c. cleaned
8. No one enjoys staying and ____ up at the end of a party.
a. clean b. cleaning c. cleaned

□ **Exercise 3. Looking at grammar.** (Chart 16-1)

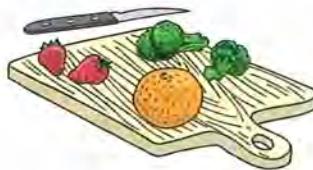
Complete each sentence with one word that gives the same idea as the words in parentheses.

1. Lisa was saddened and _____ by the news.
(*her feelings were upset*)
2. We enjoy fish and _____ for dinner.
(*we eat vegetables*)
3. The clerk spoke impatiently and _____ when I asked for help.
(*her words were rude*)
4. Mr. Evans is very old but _____.
(*has a lot of strength*)
5. The driver ran a stop sign and _____ down the street.
(*he was driving at a high speed*)

□ **Exercise 4. Warm-up.** (Chart 16-2)

Check (✓) the sentences that are correctly punctuated. Notice the use of commas.

1. ___ Oranges, and strawberries are high in vitamin C. (*not correct*)
2. ___ ✓ Oranges and strawberries are high in vitamin C.
3. ___ Oranges, strawberries, and broccoli are high in vitamin C.
4. ___ Oranges, strawberries and broccoli are high in vitamin C.
5. ___ Oranges strawberries and broccoli are high in vitamin C.
6. ___ Oranges, strawberries, and broccoli, are high in vitamin C.



16-2 Parallel Structure: Using Commas

(a) Steve and Joe are in class. (b) INCORRECT PUNCTUATION: Steve, and Joe are in class.	No commas are used when <i>and</i> connects two parts of a parallel structure, as in (a).
(c) Steve, Joe and Rita are in class. (d) Steve, Joe, and Rita are in class. (e) Steve, Joe, Rita, Jan and Kim are in class. (f) Steve, Joe, Rita, Jan, and Kim are in class.	When <i>and</i> connects three or more parts of a parallel structure, a comma is used between the first items in the series. A comma may also be used before <i>and</i> , as in (d) and (f). The use of this comma is optional (i.e., the writer can choose). NOTE: A comma often represents a pause in speech.

*The purpose of punctuation is to make writing clear for readers. This chart and others in this chapter describe the usual use of commas in parallel structures. Sometimes commas are required according to convention (i.e., the expected use by educated language users). Sometimes use of commas is a stylistic choice made by the experienced writer.

Exercise 5. Listening and punctuation. (Chart 16-2)



CD 2
Track 20

- Listen to the sentences and add commas as necessary. Practice pronouncing the sentences.
1. My bedroom has a bed, a desk (*optional comma*), and a lamp.
 2. The price of the meal includes a salad a main dish and dessert.
 3. The price of the meal includes a salad and a main dish.
 4. Elias waited for his son wife and daughter.
 5. Elias waited for his son's wife and daughter.
 6. Susan raised her hand snapped her fingers and asked a question.
 7. Red yellow gold and olive green are the main colors in the fabric.
 8. I love films full of action adventure and suspense.
 9. I love action and adventure films.
 10. "Travel is fatal to prejudice bigotry and narrow-mindedness." —Mark Twain*

Exercise 6. Looking at grammar. (Charts 16-1 and 16-2)

Parallel structure makes repeating the same words unnecessary. Cross out the words that are unnecessary, and then combine the two given sentences into one concise sentence that contains parallel structure.

1. Molly opened the door. -Molly greeted her guests.
→ *Molly opened the door and greeted her guests.*
2. Molly is opening the door. Molly is greeting her guests.
3. Molly will open the door. Molly will greet her guests.
4. Linda is kind. Linda is generous. Linda is trustworthy.
5. Please try to speak more loudly. Please try to speak more clearly.

*Mark Twain (1835–1910) is a well-known American writer and humorist. His most famous novel is *The Adventures of Huckleberry Finn*. He is also famous for his witty quotations.

6. He gave her flowers on Sunday. He gave her candy on Monday. He gave her a ring on Tuesday.
7. He decided to quit school. He decided to go to California. He decided to find a job.
8. I am looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
9. The boy was old enough to work. The boy was old enough to earn some money.
10. I should have finished my homework. Or I should have cleaned up my room.
11. I like coffee. I do not like tea.
→ *I like coffee but not tea.*
12. I have met his mother. I have not met his father.
13. Jake would like to live in Puerto Rico. He would not like to live in Iceland.



Exercise 7. Looking at grammar. (Charts 16-1 and 16-2)

First, complete the unfinished sentence in each group. Second, combine the sentences into one concise sentence that contains parallel structure.

1. The country lane was narrow.
The country lane was steep.
The country lane was _____.
2. I dislike living in a city because of the air pollution.
I dislike living in a city because of the crime.
I dislike living in a city because of _____.
I dislike living in a city because of the air pollution, _____.
3. Hawaii has a warm climate.
Hawaii has beautiful beaches.
Hawaii has many interesting tropical trees.
Hawaii has many interesting tropical _____.
Hawaii has a warm climate, beautiful beaches, _____.
4. Mary Hart would make a good president because she works effectively with others.
Mary Hart would make a good president because she has a reputation for integrity.
Mary Hart would make a good president because she has a reputation for independent thinking.
Mary Hart would make a good president because she _____.
Mary Hart would make a good president because she works effectively with others, _____.

Exercise 8. Looking at grammar. (Charts 16-1 and 16-2)

Complete the sentences with your own words. Use parallel structure.

1. Judge Holmes served the people of this country with fairness, ability, and _____ honesty _____.
2. Ms. Garcia has proven herself to be a hard-working, responsible, and _____ manager.
3. The professor walked through the door and _____.
4. I was listening to music and _____ when I heard a knock at the door.
5. I get up at seven every morning, eat a light breakfast, and _____.
6. _____ and attending concerts in the park are two of the things my wife and I like to do on summer weekends.
7. Our whole family enjoys camping. We especially enjoy fishing in mountain streams and _____.

Exercise 9. Let's talk. (Charts 16-1 and 16-2)

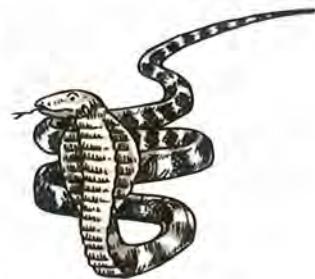
Complete the sentences in pairs or small groups. Share some of your completions with the class.

1. A good friend needs to be _____ and _____.
2. English teachers should have these qualities: _____, _____, and _____.
3. Parents need to _____ and _____.
4. Doctors should _____ or _____.
5. _____, _____, and _____ are three easy ways for me to relax at the end of the day.
6. In my free time, I like to _____, _____, and _____.
7. Three activities I don't enjoy are _____, _____, and _____.
8. _____, _____, and _____ are difficult subjects for me.

Exercise 10. Check your knowledge. (Charts 16-1 and 16-2)

Correct the errors. All of the sentences are adapted from student writing.

1. By obeying the speed limit, we can save energy, lives, and it costs us less.
2. My home offers me a feeling of security, warm, and love.
3. The pioneers hoped to clear away the forest and planting crops.
4. When I refused to help Alice, she became very angry and shout at me.
5. When Nadia moved, she had to rent an apartment, make new friends, and to find a job.
6. All plants need light, to have a suitable climate, and an ample supply of water and minerals from the soil.
7. Slowly and being cautious, the firefighter climbed the burned staircase.
8. On my vacation, I lost a suitcase, broke my glasses, and I missed my flight home.
9. With their keen sight, fine hearing, and they have a refined sense of smell, wolves hunt elk, deer, moose, and caribou.
10. When Anna moved, she had to rent an apartment, make new friends, and to find a job.
11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or they spit it into the eyes of the victim.



Exercise 11. Warm-up. (Chart 16-3)

What do you notice about the subject-verb agreement in each pair of sentences?

1. a. Either my brother or my sister is going to tutor me in science.
b. Either my brother or my sisters are going to tutor me in science.
2. a. Neither my brother nor my sister is a teacher.
b. Neither my brother nor my sisters are teachers.
3. a. Not only my brother but also my sister has a doctorate in science.
b. Not only my brother but also my sisters have doctorates in science.

16-3 Paired Conjunctions: *Both . . . And; Not Only . . . But Also; Either . . . Or; Neither . . . Nor*

(a) <i>Both my mother and my sister are</i> here.	Two subjects connected by <i>both . . . and</i> take a plural verb, as in (a).
(b) <i>Not only my mother but also my sister is</i> here. (c) <i>Not only my sister but also my parents are</i> here. (d) <i>Neither my mother nor my sister is</i> here. (e) <i>Neither my sister nor my parents are</i> here.	When two subjects are connected by <i>not only . . . but also, either . . . or, or neither . . . nor</i> , the subject that is closer to the verb determines whether the verb is singular or plural.
(f) The research project will take <i>both time and money</i> . (g) Sue <i>saw not only a fox in the woods but (also) a bear</i> . (h) I'll take <i>either chemistry or physics</i> next quarter. (i) That book is <i>neither interesting nor accurate</i> .	Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.*
	In (f): <i>both + noun + and + noun</i> In (g): <i>not only + noun + but also + noun</i> In (h): <i>either + noun + or + noun</i> In (i): <i>neither + adjective + nor + adjective</i> NOTE: Paired conjunctions are usually used for emphasis; they draw attention to both parts of the parallel structure.

*Paired conjunctions are also called “correlative conjunctions.”

Exercise 12. Looking at grammar. (Chart 16-3)

Complete the sentences with *is/are*.

1. Both the teacher and the student _____ here.
2. Neither the teacher nor the student _____ here.
3. Not only the teacher but also the student _____ here.
4. Not only the teacher but also the students _____ here.
5. Either the students or the teacher _____ planning to come.
6. Either the teacher or the students _____ planning to come.
7. Both the students and the teachers _____ planning to come.
8. Both the students and the teacher _____ planning to come.

Exercise 13. Looking at grammar. (Chart 16-3)

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

Part I. Use *both . . . and*.

1. You've met his father. Have you met his mother?
→ Yes. *I've met both his father and his mother.*
2. The driver was injured in the accident. Was the passenger injured in the accident?
3. Wheat is grown in Kansas. Is corn grown in Kansas?
4. The city suffers from air pollution. Does it suffer from water pollution?

Part II. Use *not only . . . but also*.

5. I know you are studying math. Are you studying chemistry too?
→ Yes. *I'm studying not only math but also chemistry.*
6. I know his cousin is living with him. Is his mother-in-law living with him too?
7. I know you lost your wallet. Did you lose your keys too?
8. I know she goes to school. Does she have a full-time job too?

Part III. Use *either . . . or*.

9. Omar has your book, or Rosa has your book. Is that right?
→ Yes. *Either Omar or Rosa has my book.*
10. You're going to give your friend a book for her birthday, or you're going to give her some jewelry. Is that right?
11. Your sister will meet you at the airport, or your brother will meet you there. Right?
12. They can go swimming, or they can play tennis. Is that right?

Part IV. Use *neither . . . nor*.

13. He doesn't like coffee. Does he like tea?
→ No. *He likes neither coffee nor tea.*
14. Her husband doesn't speak English. Do her children speak English?
15. They don't have a refrigerator for their new apartment. Do they have a stove?
16. The result wasn't good. Was the result bad?



Exercise 14. Listening. (Chart 16-3)

CD 2
Track 21

Choose the sentence (a. or b.) that has the same meaning as the sentence you hear.

Example: You will hear: Sarah is working on both a degree in biology and a degree in chemistry.

You will choose: a. Sarah is working on only one degree.
b. Sarah is working on two degrees.

1. a. Ben will call Mary and Bob.
b. Ben will call one of them but not both.
2. a. My mother and my father talked to my teacher.
b. Either my mother or my father talked to my teacher.
3. a. Simon saw both a whale and a dolphin.
b. Simon didn't see a whale, but he did see a dolphin.
4. a. Our neighborhood had electricity but not water.
b. Our neighborhood didn't have electricity or water.
5. a. We will have two teachers today.
b. We will have one teacher today.

Exercise 15. Looking at grammar. (Chart 16-3)

Combine each pair of sentences into one new sentence with parallel structure. Use **both ... and; not only ... but also; either ... or; neither ... nor**.

1. He does not have a pen. He does not have paper.
→ *He has neither a pen nor paper.*
2. You can have tea, or you can have coffee.
→ *You can have tea or coffee.*
3. Tanya enjoys horseback riding. Beth enjoys horseback riding.
4. Arthur is not in class today. Ricardo is not in class today.
5. Arthur is absent. Ricardo is absent.
6. We can fix dinner for them here, or we can take them to a restaurant.
7. The leopard faces extinction. The tiger faces extinction.
8. The library doesn't have the book I need. The bookstore doesn't have the book I need.
9. We could fly, or we could take the train.
10. The hospital will not confirm the story. The hospital will not deny the story.
11. Coal is an irreplaceable natural resource. Oil is an irreplaceable natural resource.
12. Her roommates don't know where she is. Her brother doesn't know where she is.

Exercise 16. Listening. (Charts 16-1 → 16-3)

Part I. Answer these questions. Then listen to the short lecture on bats with your book closed.



CD 2

Track 22

1. Do you ever see bats?
2. Are you afraid of them?

Part II. Open your book. Choose the correct completions. Then listen again and check your answers.



Bats

(1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and (*luck*, *lucky*)?

(2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only (*harm*, *harmless*) but also (*benefit*, *beneficial*) mammals. “When I was a child, I believed that a bat would attack me and (*tangle*, *tangled*) itself in my hair. Now I know better,” said Dr. Horowitz.

(3) Contrary to popular Western myths, bats do not (*attack*, *attacking*) humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and (*to eat*, *eating*) insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and (*destroy*, *destruction*) the fruit industry.

(4) According to Dr. Horowitz, bats are both gentle and (*train*, *trainable*) pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

Exercise 17. Warm-up. (Chart 16-4)

Check (✓) the items with correct punctuation. NOTE: Only one of the items has incorrect punctuation.

1. ___ Thunder clouds rolled by. Flashes of lightning lit the sky.
2. ___ Thunder clouds rolled by, flashes of lightning lit the sky.
3. ___ Thunder clouds rolled by, and flashes of lightning lit the sky.
4. ___ Thunder clouds rolled by. And flashes of lightning lit the sky.

16-4 Separating Independent Clauses with Periods; Connecting Them with *And* and *But*

(a) It was raining hard. There was a strong wind.

Example (a) contains two *independent clauses* (i.e., two complete sentences).

(b) *INCORRECT PUNCTUATION:* It was raining hard, there was a strong wind.

PUNCTUATION:
A period,* NOT A COMMA, is used to separate two independent clauses. The punctuation error in (b) is called a "run-on sentence."

In spoken English, a pause, slightly longer than a pause for a comma, separates the two sentences.

(c) It was raining hard, *and* there was a strong wind.

And and *but* (coordinating conjunctions) are often used to connect two independent clauses.

(d) It was raining hard. *And* there was a strong wind.

PUNCTUATION:

Usually a comma immediately precedes the conjunction, as in (c) and (f).

(e) It was raining hard *and* there was a strong wind.

In informal writing, a writer might choose to begin a sentence with a conjunction, as in (d) and (g).

(f) It was late, *but* he didn't care.

In a very short sentence, a writer might choose to omit the comma in front of *and*, as in (e). (Omitting the comma in front of *but* is rare.)

(g) It was late. *But* he didn't care.

*In British English, a period is called a "full stop."

Exercise 18. Looking at grammar. (Chart 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

1. The boys walked the girls ran.
→ *The boys walked. The girls ran.*
2. The boys walked and the girls ran.
3. The teacher lectured the students took notes.
4. The teacher lectured and the students took notes.
5. Elena came to the meeting but Pedro stayed home.
6. Elena came to the meeting her brother stayed home.

Exercise 19. Listening and grammar. (Chart 16-4)

CD 2
Track 23 Listen to the sentences, paying special attention to pauses. Add periods and commas where you hear pauses. Add capitalization as necessary.

1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore I had to go to the post office the travel agency and the bank.
2. Roberto slapped his hand on his desk in frustration he had failed another examination and had ruined his chances for a passing grade in the course.
3. When Alex got home he took off his coat and tie threw his briefcase on the kitchen table and opened the refrigerator looking for something to eat Ann found him sitting at the kitchen table when she got home.*
4. When Tara went downtown yesterday she bought birthday presents for her children shopped for clothes and saw a movie at the theater it was a busy day but she felt fine because it ended on a relaxing note.
5. It was a wonderful picnic the children waded in the stream collected rocks and insects and flew kites the teenagers played an enthusiastic game of baseball the adults busied themselves preparing the food supervising the children and playing some volleyball.

Exercise 20. Looking at grammar. (Charts 16-2 and 16-4)

Punctuate the sentences by adding commas and periods. Do not add any words. Add capitalization as necessary.

1. Janice entered the room and looked around she knew no one.
2. A thermometer is used to measure temperature a barometer measures air pressure.
3. Derek made many promises but he had no intention of keeping them.
4. The earthquake was devastating tall buildings crumbled and fell to the ground.
5. Birds have certain characteristics in common they have feathers wings and a beak with no teeth birds lay hard-shelled eggs and their offspring are dependent on parental care for an extended period after birth.
6. The ancient Egyptians had good dentists archeologists have found mummies that had gold fillings in their teeth.



* See Chart 17-1, p. 365, for the punctuation of adverb clauses. Commas are used when the adverb clause comes before the main clause but not when it comes after the main clause.

Examples: *When the phone rang, I answered it.* (comma used)
I answered the phone when it rang. (no comma used)

Exercise 21. Listening and grammar. (Chart 16-4)

Part I. Read the passage on butterflies quickly. How does the lack of punctuation and capitalization make a difference in how easily you can read the passage?

 CD 2
Track 24



Butterflies

A butterfly is a marvel it begins as an ugly caterpillar and turns into a work of art the sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart a butterfly is a charming and gentle creature caterpillars eat plants and cause damage to some crops but adult butterflies feed principally on nectar from flowers and do not cause any harm when cold weather comes some butterflies travel great distances to reach tropical climates they can be found on every continent except Antarctica because they are so colorful and beautiful butterflies are admired throughout the world.

Part II. Listen to the passage with your book open. Listen for pauses and add periods, commas, and capital letters as necessary. Then read the passage again and make sure it is punctuated the way you think is best.

Part III. Listen to the passage one more time to see if your punctuation reflects the spoken pauses.

Exercise 22. Let's read and talk. (Chapter 16)

Part I. Read the paragraph about Dr. Martin Luther King, Jr.

Martin Luther King, Jr., was the leader of the 1960s civil rights movement in the United States that sought to end segregation and racial discrimination against African-Americans. In 1964, Dr. King became the youngest person to receive the Nobel Peace Prize. He was assassinated in 1968, but his powerful and inspiring words still live.



Part II. Underline the parallel structures that you find in these quotes from the speeches and writings of Dr. Martin Luther King, Jr. Discuss the ideas. Work in pairs, in small groups, or as a class.

1. "The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood."
2. "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
3. "In the end, we will remember not the words of our enemies, but the silence of our friends."
4. "Nonviolence is the answer to the crucial political and moral question of our time: the need for mankind to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love."

Exercise 23. Let's write. (Chapter 16)

Choose one of the given topics. Write two versions of the same paragraph. The first version should be a draft in which you get your ideas on paper. Then the second version should be a “tightened” revision of the first. Look for places where two or three sentences can be combined into one by using parallel structure. In the second version, use as few words as possible and still communicate your meaning.

Topics:

1. Give a physical description of your place of residence (apartment, dorm room, etc.)
2. Describe the characteristics and activities of a successful student.
3. Give your reader directions for making a particular food dish.

Example:

First Draft: You'll need several ingredients to make spaghetti sauce. You'll need some ground beef. Probably about one pound of ground beef is enough. You should also have an onion. If the onions are small, you should use two. Also, find a green pepper and put it in the sauce. Of course, you will also need some tomato sauce or tomatoes.

Revision: To make spaghetti sauce, you will need one pound of ground beef, one large or two small onions, a green pepper, and some tomato sauce or tomatoes.



Chapter 17

Adverb Clauses

Exercise 1. Warm-up. (Chart 17-1)

The words in blue are adverb clauses. What do you notice about their sentence placement and punctuation?

1. He closed the window *when it got windy*.
2. *Because it got windy*, he closed the window.
3. *Even though it was windy*, he opened the window.
4. Would you please close the window *if it gets windy*?

17-1 Introduction

Adverb clauses are used to show relationships between ideas. They show relationships of *time, cause and effect, contrast, and condition*.

adverb clause	main clause	
(a) <i>When the phone rang</i> ,	the baby woke up.	In (a) and (b): <i>when the phone rang</i> is an adverb clause of time. Examples (a) and (b) have the same meaning. PUNCTUATION: When an adverb clause precedes a main clause, as in (a), a comma is used to separate the clauses. When the adverb clause follows, as in (b), usually no comma is used.
(b) The baby woke up <i>when the phone rang</i> .		
(c) <i>Because he was sleepy</i> ,	he went to bed.	In (c) and (d), <i>because</i> introduces an adverb clause that shows a cause-and-effect relationship.
(d) He went to bed <i>because he was sleepy</i> .		
(e) <i>INCORRECT PUNCTUATION:</i> When we were in New York. We saw several plays.		Adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to a main (or independent) clause.*
(f) <i>INCORRECT PUNCTUATION:</i> He went to bed. Because he was sleepy.		

Summary list of words used to introduce adverb clauses**

TIME	CAUSE AND EFFECT	CONTRAST	CONDITION
after	by the time (that)	because	even though
before	once	now that	if
when	as/so long as	since	unless
while	whenever		only if
as	every time (that)		whether or not
as soon as	the first time (that)	DIRECT CONTRAST	even if
since	the last time (that)	while	in case
until	the next time (that)		

*See Chart 13-1, p. 270, for the definition of dependent and independent clauses.

**Words that introduce adverb clauses are called "subordinating conjunctions."

Exercise 2. Looking at grammar. (Chart 17-1)

Check (✓) the sentences that are grammatically complete and contain the correct punctuation.

1. ✓ I woke up.
2. ___ When the door slammed.
3. ___ I woke up. When the door slammed.
4. ___ I woke up when the door slammed.
5. ___ When the door slammed, I woke up.
6. ___ The door slammed. I woke up.
7. ___ As soon as you finish dinner, you will need to pick up Andy at work.
8. ___ The first time I saw you at the school dance last February.
9. ___ Every time the phone rings and I answer it.
10. ___ We won't know the results until the doctor calls.
11. ___ We got something to eat. After we went to the movie.

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

Underline the adverb clauses. Add punctuation and capitalization as necessary. Do not add or delete any words.

W

1. when Abder was in New York, he stayed with his cousins.
2. we went inside when it began to rain
3. it began to rain we went inside
4. when it began to rain we went inside
5. when the mail comes my assistant opens it
6. my assistant opens the mail when it comes
7. the mail comes around ten o'clock every morning my assistant opens it

Exercise 4. Looking at grammar. (Charts 16-2, 16-4, and 17-1)

Add punctuation and capitalization as necessary. Do not add or delete any words.

1. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.
2. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.
3. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.

- After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home.
- When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me when I look directly at him and say each word clearly.
- Jane wears contact lenses because she is near-sighted without them, she can't see from one end of a basketball court to the other when one of her contacts popped out during a recent game both teams stopped playing and searched the floor for the lens.



Exercise 5. Warm-up. (Chart 17-2)

Add the word(s) in parentheses to the correct place in each sentence. Add commas and capitalization as necessary.

while

- Anya listened to some music ^{while} she was working at her computer. (*while*)
- I go to bed I always brush my teeth. (*before*)
- I was a child I've been interested in butterflies. (*ever since*)
- I'm going to meet some friends I leave class today. (*after*)
- People speak English too fast Oscar can't catch the meaning. (*when*)
- The teacher speaks too fast Oscar is going to ask her to slow down. (*the next time*)

17-2 Using Adverb Clauses to Show Time Relationships

<i>after*</i>	(a) <i>After she graduates</i> , she will get a job. (b) <i>After she (had) graduated</i> , she got a job.	A present tense, NOT a future tense, is used in an adverb clause of time, as in (a) and (c) (See Chart 4-3, p. 67, for tense usage in future time clauses.)
<i>before*</i>	(c) I will leave <i>before he comes</i> . (d) I (had) left <i>before he came</i> .	
<i>when</i>	(e) <i>When I arrived</i> , he was talking on the phone. (f) <i>When I got there</i> , he had already left. (g) <i>When it began to rain</i> , I stood under a tree. (h) <i>When I was in Chicago</i> , I visited the museums. (i) <i>When I see him tomorrow</i> , I will ask him.	when = <i>at that time</i> Notice the different time relationships expressed by the tenses.
<i>while</i> <i>as</i>	(j) <i>While I was walking home</i> , it began to rain. (k) <i>As I was walking home</i> , it began to rain.	while, as = <i>during that time</i>
<i>by the time</i>	(l) <i>By the time he arrived</i> , we had already left. (m) <i>By the time he comes</i> , we will have already left.	by the time = <i>one event is completed before another event</i> Notice the use of the past perfect and future perfect in the main clause.
<i>since</i>	(n) I haven't seen him <i>since he left this morning</i> . (o) I've known her <i>ever since I was a child</i> .	since = <i>from that time to the present</i> In (o): ever adds emphasis. NOTE: The present perfect is used in the main clause.
<i>until</i> <i>till</i>	(p) We stayed there <i>until we finished our work</i> . (q) We stayed there <i>till we finished our work</i> .	until, till = <i>to that time and then no longer</i> (Till is used more in speaking than in writing; it is generally not used in formal English.)
<i>as soon as</i> <i>once</i>	(r) <i>As soon as it stops raining</i> , we will leave. (s) <i>Once it stops raining</i> , we will leave.	as soon as, once = <i>when one event happens, another event happens soon afterward</i>
<i>as long as</i> <i>so long as</i>	(t) I will never speak to him again <i>as long as I live</i> . (u) I will never speak to him again <i>so long as I live</i> .	as long as, so long as = <i>during all that time, from beginning to end</i>
<i>whenever</i> <i>every time</i>	(v) <i>Whenever I see her</i> , I say hello. (w) <i>Every time I see her</i> , I say hello.	whenever = <i>every time</i>
<i>the first time</i> <i>the last time</i> <i>the next time</i>	(x) <i>The first time (that) I went to New York</i> , I went to an opera. (y) I saw two plays <i>the last time (that) I went to New York</i> . (z) <i>The next time (that) I go to New York</i> , I'm going to see a ballet.	Adverb clauses can be introduced by: the { first second third, etc. last next etc. } time (that)

*After and before are commonly used in the following expressions:

- | | |
|-----------------------------|------------------------------|
| <i>shortly after</i> | <i>shortly before</i> |
| <i>a short time after</i> | <i>a short time before</i> |
| <i>a little while after</i> | <i>a little while before</i> |
| <i>not long after</i> | <i>not long before</i> |
| <i>soon after</i> | |

Exercise 6. Looking at grammar. (Charts 17-1 and 17-2)

Complete the sentences with your own words. Add brackets around the adverb clause in each sentence.

1. I will call you [before I come over.]
2. Last night I went to bed after I _____ my homework.
3. Tonight I will go to bed after I _____ my homework.
4. Ever since I was a child, I _____ afraid of dogs.
5. Be sure to reread your composition for errors before you _____ it to the teacher tomorrow.
6. By the time I left my apartment this morning, the mail carrier _____ the mail.
7. I have known Jim Bates since he _____ ten years old.
8. A black cat ran across the road as I _____ my car to work this morning.
9. By the time I leave this city, I _____ here for four months.
10. Whenever Mark _____ angry, his nose gets red.
11. I _____ to the beach whenever the weather was nice, but now I don't have time to do that because I have to study.
12. We will have a big party when _____.
13. The next time I _____ to Hawaii, I'm going to visit Mauna Loa, the world's largest active volcano.
14. I had fried chicken the last time I _____ at that restaurant.

Exercise 7. Looking at grammar. (Charts 17-1 and 17-2)

Combine each pair of sentences with the words in parentheses. Add commas as necessary.

1. The other passengers will get on the bus soon. We'll leave. (*as soon as*)
→ *As soon as the other passengers get on the bus, we'll leave.*
2. I left the room. I turned off the lights. (*after*)
3. I left the room. I turned off the lights. (*before*)
4. Suki feels nervous. She bites her nails. (*whenever*)
5. The frying pan caught on fire. I was making dinner. (*while*)
6. We were sitting down to eat. Someone knocked on the door. (*just as**)

*Just adds the idea of "immediately":

just as = at that immediate or same moment.

just before = immediately before.

just after = immediately after.

7. The audience burst into applause. The singer finished her song. (*as soon as*)
8. We have to wait here. Nancy will come. (*until*)
9. Julia will come. We can leave for the theater. (*as soon as*)
10. My roommate walked into the room. I knew something was wrong. (*just as soon as*)
11. I stood up to give my speech. I got butterflies in my stomach. (*just before*)
12. I saw the great pyramids of Egypt in the moonlight. I was speechless. (*the first time*)
13. Lori started working at this company six months ago. Lori has gotten three promotions in the last six months. (*since*)
14. The weather will get warmer soon. We can start spending more time outside. (*once*)
15. Shakespeare died in 1616. He had written more than 37 plays. (*by the time*)
16. Sam will go to get his driver's license. He'll remember to take his glasses. (*the next time*)

Exercise 8. Looking at grammar. (Chart 17-2)

Choose the best completions.

1. As soon as Martina saw the fire, she ____ the fire department.
a. was telephoning c. had telephoned
b. telephoned d. has telephoned
2. Before Jennifer won the lottery, she ____ any kind of contest.
a. hasn't entered c. wasn't entering
b. doesn't enter d. hadn't entered
3. Every time Prakash sees a movie made in India, he ____ homesick.
a. will have felt c. feels
b. felt d. is feeling
4. Since I left Venezuela six years ago, I ____ to visit friends and family several times.
a. return c. am returning
b. will have returned d. have returned
5. While he was washing his new car, Mr. De Rosa ____ a small dent in the rear fender.
a. has discovered c. is discovering
b. was discovering d. discovered
6. Yesterday while I was attending a sales meeting, Matthew ____ on the company's annual report.
a. was working c. has worked
b. had been working d. works
7. Tony ____ to have children until his little daughter was born. After she won his heart, he decided he wanted a big family.
a. doesn't want c. wasn't wanting
b. hadn't wanted d. hasn't wanted

8. After the horse threw her to the ground for the third time, Jennifer picked herself up and said, "I ____ on another horse as long as I live."

- a. never ride
- b. have never ridden
- c. will never ride
- d. do not ride



9. The next time Paul ____ to New York, he will visit the Metropolitan Museum of Art's famous collection of international musical instruments.

- a. will fly
- b. flies
- c. has flown
- d. will have flown

10. Ever since Maurice arrived, he ____ quietly in the corner. Is something wrong?

- a. sat
- b. has been sitting
- c. had been sitting
- d. will have sat

11. After Nela ____ for twenty minutes, she began to feel tired.

- a. jogging
- b. had been jogging
- c. has been jogging
- d. has jogged

12. Peter, ____ since you got home from football practice?

- a. have you eaten
- b. will you eat
- c. are you eating
- d. do you eat

13. By the time the young birds ____ the nest for good, they will have learned how to fly.

- a. will leave
- b. will have left
- c. are leaving
- d. leave

14. The last time I ____ in Athens, the weather was hot and humid.

- a. had been
- b. was
- c. am
- d. will have been

Exercise 9. Looking at grammar. (Charts 17-1 and 17-2)

Read the description of events. Make sentences using the words below the example.

Events:

- 4:00 Judy parked her car at the mall and went to buy some jeans.
- 4:03 A thief broke into her car and stole her radio.
- 4:30 Judy returned to her car.
- 4:31 Judy called the police.
- 4:35 The police arrived.
- 4:35 Judy began crying in frustration.

Example: just after

→ Just after Judy parked her car, a thief broke into it.

- 1. just after
- 2. just as
- 3. when
- 4. while
- 5. by the time
- 6. as soon as

Exercise 10. Let's talk. (Charts 17-1 and 17-2)

Work in small groups. Complete the sentences with your own words. Each member of the group should finish each sentence.

Example: After I left class yesterday,

→ *After I left class yesterday, I met my cousin for tea.*

1. After I leave class today,
2. Before I go to bed tonight,
3. As soon as I get up tomorrow,
4. Whenever I feel nervous,
5. The first time I came to this class,
6. Ever since I was a child,
7. As long as I live,
8. Just as I was falling asleep last night,

Exercise 11. Listening and grammar. (Charts 17-1 and 17-2)

Listen to the story about Marco's and Anya's cultural misunderstandings with your book closed. Then open your book and complete the sentences.



CD 2

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1. The first time Marco was asked "How's it going?", _____

2. At first, every time someone asked Anya how she was, _____

3. The next time Marco wants to get the server's attention at a restaurant, _____

4. Since Marco and Anya have come to this country, _____

5. Whenever they have a cultural misunderstanding, _____

Exercise 12. Warm-up. (Chart 17-3)

Which adverb clauses give the idea of "because"?

1. Now that I've finished art school, I can focus on finding work as an illustrator.
2. Since I was young, I have been artistic.
3. Since you're artistic, you can illustrate the story.

17-3 Using Adverb Clauses to Show Cause and Effect

<i>because</i>	(a) <i>Because he was sleepy</i> , he went to bed. (b) He went to bed <i>because he was sleepy</i> .	An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).
<i>now that</i>	(c) <i>Now that I've finished the semester</i> , I'm going to rest a few days and then take a trip. (d) Jack lost his job. <i>Now that he's unemployed</i> , he can't pay his bills.	<i>Now that</i> means "because now." In (c): <i>Now that I've finished the semester</i> means "because the semester is now over." <i>Now that</i> is used for present causes of present or future situations.
<i>since</i>	(e) <i>Since Monday is a holiday</i> , we don't have to go to work. (f) <i>Since you're a good cook and I'm not</i> , you should cook the dinner.	When <i>since</i> is used to mean "because," it expresses a known cause; it means "because it is a fact that" or "given that it is true that." Cause-and-effect sentences with <i>since</i> say, "Given the fact that X is true, Y is the result." In (e): "Given the fact that Monday is a holiday, we don't have to go to work."
	(g) <i>Since I came here</i> . I have met many people.	NOTE: <i>Since</i> has two meanings. One is "because." It is also used in time clauses, as in (g). See Chart 17-2.

Exercise 13. Looking at grammar. (Chart 17-3)

Combine each pair of sentences with the words in parentheses. Add commas as necessary.

1. We can go swimming every day. The weather is warm. (*now that*)
→ *We can go swimming every day now that the weather is warm.*
2. The students had done poorly on the test. The teacher decided to give it again. (*since*)
→ *Since the students had done poorly on the test, the teacher decided to give it again.*
3. Cold air hovers near the earth. It is heavier than hot air. (*because*)
4. You paid for the theater tickets. Please let me pay for our dinner. (*since*)
5. Do you want to go for a walk? The rain has stopped. (*now that*)
6. Our TV set was broken. We listened to the news on the radio. (*because*)
7. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (*since*)
8. The civil war has ended. A new government is being formed. (*now that*)
9. Ninety-two thousand people already have reservations with an airline company for a trip to the moon. I doubt that I'll get the chance to go on one of the first tourist flights. (*since*)



Exercise 14. Looking at grammar. (Chart 17-3)

Complete the sentences with your own words. Punctuate carefully.

1. Now that I've finally finished _____
2. The teacher didn't _____
because _____
3. Since it's too expensive to _____
4. Gary can't stay out all night with his friends now that _____

5. Since we don't have class tomorrow _____

Exercise 15. Warm-up. (Chart 17-4)

Which sentence expresses an unexpected result?

1. Because I was very tired, I went to bed early.
2. Even though I was very tired, I stayed up late.

17-4 Expressing Contrast (Unexpected Result): Using *Even Though*

- (a) *Because* the weather was cold, I *didn't go* swimming.
(b) *Even though* the weather was cold, I *went* swimming.
(c) *Because* I wasn't tired, I *didn't go* to bed.
(d) *Even though* I wasn't tired, I *went* to bed.

Because is used to express expected results.

Even though is used to express unexpected results.*

NOTE: Like **because**, **even though** introduces an adverb clause.

*Although and *though* have basically the same meaning and use as *even though*. See Chart 19-6, p. 406, for information on the use of *although* and *though*.

Exercise 16. Looking at grammar. (Chart 17-4)

Choose the correct completions.

1. Because it was a dark, cloudy day, _____.
 a. I didn't put on my sunglasses b. I put on my sunglasses
2. Even though it was a dark, cloudy day, _____.
a. I put on my sunglasses b. I didn't put on my sunglasses
3. Even though Mira has a cold, _____.
a. she feels okay b. she feels tired
4. Because gas is so expensive, _____.
a. I drive my car a lot b. I avoid driving my car a lot

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

Complete the sentences with **even though** or **because**.

1. Tim's in good shape physically even though he doesn't get much exercise.
2. Barry's in good shape physically because he gets a lot of exercise.
3. Melissa has a job, she doesn't make enough money to support her four children.
4. Yoko has a job, she is able to pay her rent and feed her family.
5. Sherry didn't learn Spanish she lived in Mexico for a year.
6. Joe speaks Spanish well he lived in Mexico for a year.
7. Jing-Won jumped into the river to rescue a little girl who was drowning
 he wasn't a good swimmer.
8. A newborn kangaroo can find its mother's pouch its eyes are not yet open.
9. Some people protest certain commercial fishing operations dolphins, considered to be highly intelligent and social mammals, are killed unnecessarily.
10. the earthquake damaged the bridge across Skunk River, the Smiths were able to cross the river they had a boat.

Exercise 18. Let's talk. (Chart 17-4)

Work in pairs, in small groups, or as a class. Speaker A asks the question. Speaker B answers the question beginning with **Yes/No** and followed by **Even though**.

Examples:

SPEAKER A (*book open*): It was raining. Did you go to the zoo anyway?

SPEAKER B (*book closed*): Yes. Even though it was raining, I went to the zoo.

SPEAKER A (*book open*): You studied hard. Did you pass the test?

SPEAKER B (*book closed*): No. Even though I studied hard, I didn't pass the test.

1. You weren't tired. Did you go to bed anyway?
2. The phone rang many times, but did you wake up?
3. The food was terrible. Did you eat it anyway?
4. You didn't study. Did you pass the test anyway?
5. The weather is terrible today. Did you stay home?
6. You fell down the stairs. Did you get hurt?

(Change roles if working in pairs.)

7. You told the truth, but did anyone believe you?
8. You turned on the air conditioner. Is it still hot in here?
9. You mailed the letter a week ago. Has it arrived yet?
10. You have a lot of money. Can you afford to buy an airplane?
11. Your grandmother is ninety years old. Is she still young at heart?
12. (...) told a joke. You didn't understand it. Did you laugh anyway?

Exercise 19. Warm-up. (Chart 17-5)

Check (✓) the sentences that show contrast (i.e., show that "this" is the opposite of "that").

1. ___ I am a vegetarian, while my husband is a meat-eater.
2. ___ While I was shopping, I ran into some friends from high school.
3. ___ While some people prefer hot weather, I prefer cooler climates.

17-5 Showing Direct Contrast: *While*

- (a) Mary is rich, *while John is poor.*
 (b) John is poor, *while Mary is rich.*
 (c) *White John is poor,* Mary is rich.
 (d) *While Mary is rich,* John is poor.

While is used to show direct contrast: "this" is exactly the opposite of "that."*

Examples (a), (b), (c), and (d) all have the same meaning.

Note the use of the comma in (a) and (b): In using **while** for direct contrast, a comma is often used even if the *while*-clause comes second (unlike the punctuation of most other adverb clauses).

COMPARE:

- (e) The phone rang *while I was studying.*

REMINDER: **While** is also used in time clauses and means "during that time," as in (e). See Chart 17-2.

**Whereas* can have the same meaning and use as *while*, but it occurs mostly in formal written English and occurs with considerably less frequency than *while*: *Mary is rich, whereas John is poor.*

Exercise 20. Looking at grammar. (Chart 17-5)

Choose the best completion for each sentence.

1. Some people are tall, while others are _____.
 a. intelligent
 b. thin
 c. short
 d. large
2. A box is square, while _____.
 a. a rectangle has four sides
 b. my village has a town square in the center
 c. we use envelopes for letters
 d. a circle is round
3. While some parts of the world get an abundance of rain, others _____.
 a. are warm and humid
 b. are cold and wet
 c. get little or none
 d. get a lot
4. In some nations the favorite beverage is coffee, while _____.
 a. I like tea
 b. it has caffeine
 c. in others it is tea
 d. they drink tea
5. Some people like cream and sugar in their coffee, while _____.
 a. others like it black
 b. others drink hot coffee
 c. milk is good in coffee too
 d. sugar can cause cavities
6. Steve is an interesting storyteller and conversationalist, while his brother _____.
 a. is a newspaper reporter
 b. bores other people by talking about himself all the time
 c. has four children
 d. knows a lot of stories too

□ Exercise 21. Let's talk. (Chart 17-5)

Ask two classmates to complete each sentence. Share some of their completions with the class.

Example: Some people are talkative, while . . .

- *Some people are talkative, while others are quiet.*
- *While some people are talkative, others are quiet.*

1. Some people have curly hair, while . . .
2. Some people prefer to live in the country, while . . .
3. While some people know only their native language, . . .
4. The climate at sea level at the equator is always hot, while the climate at the North and South poles . . .
5. Some people . . ., while . . .
6. Some countries . . ., while . . .

□ Exercise 22. Warm-up. (Chart 17-6)

Check (✓) the sentence with *if* that is grammatically correct.

1. ___ If I will need help, I will ask you.
2. ___ If I need help, I will ask you.
3. ___ If I will need help, I ask you.

17-6 Expressing Conditions in Adverb Clauses: *If*-Clauses

(a) *If it rains tomorrow, I will take my umbrella.*

If-clauses (also called "adverb clauses of condition") present possible conditions. The main clause expresses RESULTS.

In (a): POSSIBLE CONDITION = *it may rain tomorrow*
RESULT = *I will take my umbrella*

A present tense, not a future tense, is used in an *if*-clause even though the verb in the *if*-clause may refer to a future event or situation, as in (a).*

Words that introduce adverb clauses of condition (*if*-clauses)

if	even if	unless
whether or not	in case	only if

*See Chapter 20 for uses of other verb forms in sentences with *if*-clauses.

□ Exercise 23. Looking at grammar. (Chart 17-6)

Make sentences with *if* using the given conditions.

Example: It may be cold tomorrow.

- *If it's cold tomorrow, I'm going to stay home.*
- *We can't go on a picnic if it's cold tomorrow.*

1. The teacher may not be in class tomorrow.
2. You will stay up until two in the morning.
3. Maybe the sun will be shining when you get up tomorrow morning.
4. Predictions about global warming may be correct.
5. Think of something that may happen this year in world politics.

Exercise 24. Warm-up. (Chart 17-7)

Check (✓) the sentences that logically follow the question and are grammatically correct.

Do you have your cell phone with you?

1. ____ If you do, could I use it?
2. ____ If so, could I use it?
3. ____ If not, I can use the pay phone.
4. ____ If you don't, I can use the pay phone.
5. ____ If you are, could I use it?



17-7 Shortened If-Clauses

(a) Are you a student?

If so / If you are, the ticket is half-price.
If not / If you aren't, the ticket is full price.

(b) It's a popular concert. Do you have a ticket?

If so / If you do, you're lucky.
If not / If you don't, you're out of luck.

When an *if*-clause refers to the idea in the sentence immediately before it, it is sometimes shortened.

In (a): *If so / If you are* = *If you are a student*
If not / If you aren't = *If you aren't a student*

In (b): *If so / If you do* = *If you have a ticket*
If not / If you don't = *If you don't have a ticket*

Exercise 25. Looking at grammar. (Chart 17-7)

First, complete the sentences in two ways:

- a. Use *so* or *not*.
- b. Use a helping verb or main verb *be*.

Second, give the full meaning of the shortened *if*-clause.

1. Does Lisa want to go out to dinner with us?
 - a. If _____, tell her to meet us at 8:00.
 - b. If she _____, tell her to meet us at 8:00.
→ Meaning: *if Lisa wants to go out to dinner with us*
2. Are you free this weekend?
 - a. If _____, do you want to go to a movie?
 - b. If you _____, do you want to go to a movie?
3. Do you have a ride to the theater?
 - a. If _____, would you like to ride with us?
 - b. If you _____, would you like to ride with us?

4. Are you coming to the meeting?
 - a. If _____, I'll see you there.
 - b. If you _____, I'll see you there.

5. Did you use a spellcheck on your email to me?
 - a. If _____, it didn't catch all the spelling errors.
 - b. If you _____, it didn't catch all the spelling errors.

6. We need some rice. Can you stop at the store on your way home today?
 - a. If _____, I'll do it.
 - b. If you _____, I'll do it.

Exercise 26. Warm-up. (Chart 17-8)

Check (✓) all the sentences that are true for David.

SITUATION: If David gets married, he will be happy. If he doesn't get married, he will be happy.

1. ___ David will be happy if he doesn't get married.
2. ___ If he gets married, David won't be happy.
3. ___ Even if David gets married, he won't be happy.
4. ___ Even if David doesn't get married, he will be happy.
5. ___ David will be happy whether or not he gets married.
6. ___ Whether or not David gets married, he will be happy.

17-8 Adverb Clauses of Condition: Using *Whether Or Not* and *Even If*

Whether or not

- (a) I'm going to go swimming tomorrow.
whether or not it is cold. OR
whether it is cold or not.

Whether or not expresses the idea that neither this condition nor that condition matters; the result will be the same.

In (a): "If it is cold, I'm going swimming. If it is not cold, I'm going swimming. I don't care about the temperature. It doesn't matter."

Even if

- (b) I have decided to go swimming tomorrow.
Even if the weather is cold, I'm going to go swimming.

Sentences with **even if** are close in meaning to those with **whether or not**.

Even if gives the idea that a particular condition does not matter. The result will not change.

Exercise 27. Looking at grammar. (Chart 17-8)

Choose the sentence (a. or b.) that has the same meaning as the given sentence.

1. Even if I get an invitation to the reception, I'm not going to go.
 - a. I won't go to the reception without an invitation.
 - b. I don't care if I get an invitation. I'm not going.
2. Even if the weather improves, I won't go to the beach.
 - a. I'm going to the beach if the weather improves.
 - b. I don't care if the weather improves. I'm not going to the beach.
3. Whether or not you want help, I plan to be at your house at 9:00.
 - a. I'm going to help you because I think you need help.
 - b. I'm going to help you because you want me to.
4. I won't tell even if someone pays me.
 - a. I won't tell whether or not someone gives me money.
 - b. If someone pays me enough money, I will tell.
5. Even if John apologizes, I won't forgive him!
 - a. John needs to apologize for me to forgive him.
 - b. I don't care if John apologizes. It doesn't matter.
6. I have to go to work tomorrow whether I feel better or not.
 - a. Whether I go to work or not depends on how I feel.
 - b. I'm going to work tomorrow no matter how I feel.

Exercise 28. Looking at grammar. (Chart 17-8)

Use the given information to complete sentences a. and b.

SITUATION 1: *Usually people need to graduate from school to get a good job. But it's different for Ed. Maybe Ed will graduate from school, and maybe he won't. It doesn't matter because he has a good job waiting for him in his father's business.*

- a. Ed will get a good job whether or not . . .
→ *Ed will get a good job whether or not he graduates.*
- b. Ed will get a good job even if . . .
→ *Ed will get a good job even if he doesn't graduate.*

SITUATION 2: *Cindy's uncle tells a lot of jokes. Sometimes they're funny, and sometimes they're not. It doesn't matter.*

- a. Cindy laughs at the jokes whether . . . or not.
- b. Cindy laughs at the jokes even if . . .

SITUATION 3: *Maybe you are finished with the exam, and maybe you're not. It doesn't matter. The time is up.*

- a. You have to hand in your examination paper whether . . . or not.
- b. You have to hand in your examination paper even if . . .

SITUATION 4: *It might snow, or it might not. We don't want to go camping in the snow, but it doesn't matter.*

- a. We're going to go camping in the mountains whether . . . or not.
- b. We're going to go camping in the mountains even if . . .

SITUATION 5: Max's family doesn't have enough money to send him to college. He would like to get a scholarship, but it doesn't matter because he's saved some money to go to school and has a part-time job.

- a. Max can go to school whether or not
- b. Max can go to school even if

SITUATION 6: Sometimes the weather is hot, and sometimes the weather is cold. It doesn't matter. My grandfather always wears his gray sweater.

- a. My grandfather wears his gray sweater whether or not
- b. My grandfather always wears his gray sweater even if

SITUATION 7: Your approval doesn't matter to me.

- a. I'm going to marry Harry whether . . . or not.
- b. I'm going to marry Harry even if

Exercise 29. Warm-up. (Chart 17-9)

Choose the sentence (1. or 2.) that has the same meaning as the given sentence.

If by chance you have trouble, you can reach me at this number.

1. In case you have trouble, you can reach me at this number.
2. When you have trouble, you can reach me at this number.

17-9 Adverb Clauses of Condition: Using *In Case*

(a) I'll be at my uncle's house *in case you (should) need to reach me.*

In case expresses the idea that something probably won't happen, but it might. *In case* means "if by chance this should happen."

NOTE: Using **should** in an adverb clause emphasizes the speaker's uncertainty that something will happen.

Exercise 30. Looking at grammar. (Chart 17-9)

Combine each pair of sentences. Begin your new sentence with ***In case***.

1. You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.
→ *In case you (should) need to get in touch with me, I'll give you my phone number.*
2. You probably won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.
3. I don't think you need any more information, but maybe you do. If so, you can call me.
4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Smith.
5. Russ probably won't call, but maybe he will. If so, please tell him that I'm at the library.
6. You will probably be satisfied with your purchase, but maybe not. If not, you can return it to the store.

Exercise 31. Looking at grammar. (Charts 17-8 and 17-9)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

1. I have my umbrella with me just in case
2. It's a good idea for you to keep a written record of your credit card numbers in case
3. Our boss doesn't accept illness as an excuse for missing work. We have to go to work even if
4. I think I'd better clean up the apartment in case
5. Are you planning to apply for a scholarship? If so,
6. Do you have to work this Saturday? If not,

Exercise 32. Warm-up. (Chart 17-10)

Choose the logical completions.

1. I'll be at work on time tomorrow if there (*is, isn't*) a lot of heavy traffic.
2. I'll be at work on time tomorrow unless there (*is, isn't*) a lot of heavy traffic.
3. We'll have the party outside unless it is (*rainy, sunny*).
4. We'll have the party inside unless it is (*rainy, sunny*).

17-10 Adverb Clauses of Condition: Using Unless

- (a) I'll go swimming tomorrow **unless it's cold**.
(b) I'll go swimming tomorrow **if it isn't cold**.

unless = if . . . not

In (a): *unless it's cold* means "if it isn't cold."

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

Exercise 33. Looking at grammar. (Chart 17-10)

Make sentences with the same meaning as the given sentences. Use **unless**.

1. I will go to the zoo if it isn't cold.
→ *I will go to the zoo unless it's cold*.
2. You can't travel abroad if you don't have a passport.
3. You can't get a driver's license if you're not at least sixteen years old.
4. If I don't get some new batteries for my camera, I won't be able to take pictures when Laura and Rob get here.
5. You'll get hungry during class if you don't eat breakfast.

Exercise 34. Looking at grammar. (Chart 17-10)

Complete the sentences with your own words. Work in pairs, in small groups, or as a class.

1. Your letter won't be delivered unless
→ *Your letter won't be delivered unless it has the correct postage*.
2. I'm sorry, but you can't see the doctor unless

3. I can't graduate from school unless
4. . . unless you put it in the refrigerator.
5. Unless it rains,
6. Certain species of animals will soon become extinct unless
7. . . unless I get a raise in salary.
8. Tomorrow I'm going to . . . unless
9. The political situation in . . . will continue to worsen unless
10. Unless you

Exercise 35. Warm-up. (Chart 17-11)

Answer the questions about Scott.

SITUATION: Scott closes his bedroom window at night only if it's raining hard.

1. Does Scott close his bedroom window if the temperature is below freezing?
2. Does Scott close his bedroom window if it's windy outside?
3. Does Scott close his bedroom window if there's a light rain?
4. Does Scott close his bedroom window if there is a heavy rain?

17-11 Adverb Clauses of Condition: Using Only If

<p>(a) The picnic will be canceled <i>only if it rains</i>. If it's windy, we'll go on the picnic. If it's cold, we'll go on the picnic. If it's damp and foggy, we'll go on the picnic. If it's unbearably hot, we'll go on the picnic.</p>	<p>Only if expresses the idea that there is only one condition that will cause a particular result.</p>
<p>(b) <i>Only if</i> it rains <i>will the picnic be canceled</i>.</p>	<p>When only if begins a sentence, the subject and verb of the main clause are inverted, as in (b).* No commas are used.</p>

*Other subordinating conjunctions and prepositional phrases preceded by **only** at the beginning of a sentence require subject-verb inversion in the main clause:

Only when the teacher dismisses us can we stand and leave the room.

Only after the phone rang did I realize that I had fallen asleep in my chair.

Only in my hometown do I feel at ease.

Exercise 36. Looking at grammar. (Chart 17-11)

Check (✓) the sentences that are true for this situation.

SITUATION: You can take Saturday off only if you work Thursday.

1. ___ You must work Thursday if you want Saturday off.
2. ___ You can take Saturday off if you work another day of your choice.
3. ___ If you work Thursday, you don't have to work Saturday.
4. ___ You can work Thursday, but it's not a requirement if you want Saturday off.

Exercise 37. Looking at grammar. (Chart 17-11)

Part I. Read the situations and complete the sentences. Work in pairs, in small groups, or as a class.

SITUATION 1: *John must take an additional science class in order to graduate. That is the only condition under which he can graduate. If he doesn't take an additional science class, he can't graduate.*

He can graduate only if

→ *He can graduate only if he takes an additional science class.*

SITUATION 2: *You have to have an invitation in order to go to the party. That is the only condition under which you will be admitted. If you don't have an invitation, you can't go.*

You can go to the party only if

SITUATION 3: *You have to have a student visa in order to study here. Unless you have a student visa, you can't go to school here.*

You can attend this school only if

SITUATION 4: *Jimmy's mother doesn't want him to chew gum, but sometimes he chews it anyway.*

Jimmy . . . only if he's sure his mother won't find out.

SITUATION 5: *If you want to go to the movie, we'll go. If you don't want to go, we won't go.*

We . . . only if you want to.

SITUATION 6: *The temperature has to reach 32°F / 0°C before water will freeze.*

Water will freeze only if

SITUATION 7: *You must study hard. Then you will pass the exam.*

Only if you study hard

SITUATION 8: *You have to have a ticket. Then you can get into the soccer stadium.*

Only if you have a ticket

SITUATION 9: *His parents make Steve finish his homework before he can watch TV in the evening.*

Only if Steve's homework is finished

SITUATION 10: *I have to get a job. Then I will have enough money to go to school.*

Only if I get a job

Part II. Complete the sentences with your own words.

1. Yes, Paul, I will marry you — but only if
2. I . . . only if
3. Only if

Exercise 38. Looking at grammar. (Charts 17-10 and 17-11)

Make sentences with the same meaning as the given sentences. Use **only if** and **unless**.

1. If you don't study hard, you won't pass the test.
→ *You will pass the test only if you study hard.*
→ *You won't pass the test unless you study hard.*
2. If I don't get a job, I can't pay my bills.
3. Your clothes won't get clean if you don't use soap.
4. I can't take any pictures if the flash doesn't work.
5. I don't wake up if the alarm clock doesn't ring.
6. If eggs aren't kept at the proper temperature, they won't hatch.
7. Don't borrow money from friends if you don't absolutely have to.
8. Anita doesn't talk in class if the teacher doesn't ask her specific questions.

Exercise 39. Looking at grammar. (Charts 17-6 → 17-11)

Combine these two sentences using the words below the example.

It may or may not rain. The party will be held inside/outside.

Example: if

- *If it rains, the party will be held inside.*
- *If it doesn't rain, the party will be held outside.*

- | | | |
|-------------------|------------|------------|
| 1. even if | 3. in case | 5. only if |
| 2. whether or not | 4. unless | |

Exercise 40. Reading and grammar. (Chapter 17)

Part I. Read the passage about the ways people learn.

How Do People Learn Best?

How do people learn best? There is not one answer because much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Imagine that you are learning how to fold a paper airplane. The person teaching you presents the information verbally. She begins by saying:

Take a piece of paper.
Fold it in half.
Open the paper.
Look at the crease in the middle.
Now take one corner and fold it down along the crease.



Benjamin Franklin

The instructions continue this way. How well are you going to learn how to fold a paper airplane?

Now imagine that your instructor is standing before you with paper and gives the directions while folding the paper herself. Will this help you more?

Finally, imagine that both you and your instructor have paper. Each time she gives you instructions, both you and she fold your own papers.

Of the three methods, which one will be the most effective in helping you learn how to fold a paper airplane?

It's interesting to think about Benjamin Franklin's quote in relation to learning English. How do you learn English best? Is "being told" effective for you? What about "being taught"? How about "being involved"?

Part II. Think about your experiences learning English vocabulary and complete the sentences with your own words. Punctuate carefully.

1. I remember new words best when _____
2. I often forget the meanings of new words unless _____
3. Even if I _____
4. I _____ only if _____
5. If you want to increase your vocabulary, _____

6. If teachers want to help their class learn new vocabulary, they _____

7. Although _____

8. When I am involved in my learning, I feel _____



Chapter 18

Reduction of Adverb Clauses to Modifying Adverbial Phrases

Exercise 1. Warm-up. (Charts 18-1 and 18-2)

Check (✓) the sentences that are grammatically correct.

1. While sitting at my desk, I fell asleep.
2. While I was sitting at my desk, I fell asleep.
3. While was sitting at my desk, I fell asleep.
4. Before I went into the theater, I turned off my cell phone.
5. Before go into the theater, I turned off my cell phone.
6. Before going into the theater, I turned off my cell phone.

18-1 Introduction

(a) Adverb clause:	<i>While I was walking to class</i> , I ran into an old friend.	In Chapter 13, we discussed changing adjective clauses to modifying phrases. (See Chart 13-11, p. 294.) Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same: <ul style="list-style-type: none">• If there is a be form of the verb, omit the subject of the dependent clause and be verb, as in (b). OR• If there is no be form of a verb, omit the subject and change the verb to -ing, as in (d).
(b) Modifying phrase:	<i>While walking to class</i> , I ran into an old friend.	
(c) Adverb clause:	<i>Before I left for work</i> , I ate breakfast.	
(d) Modifying phrase:	<i>Before leaving for work</i> , I ate breakfast.	
(e) Change possible:	<i>While I was sitting in class</i> , I fell asleep. <i>While sitting in class</i> , I fell asleep.	An adverb clause can be changed to a modifying phrase only when the subject of the adverb clause and the subject of the main clause are the same .
(f) Change possible:	<i>While Ann was sitting in class</i> , <i>she</i> fell asleep. (clause) <i>While sitting in class</i> , <i>Ann</i> fell asleep.	A <i>modifying adverbial phrase</i> that is the reduction of an adverb clause <i>modifies the subject of the main clause</i> .
(g) No change possible:	<i>While the teacher was lecturing to the class</i> , I fell asleep.*	No reduction (i.e., change) is possible if the subjects of the adverb clause and the main clause are different, as in (g).
(h) INCORRECT:	-While watching TV last night, the phone rang.	In (h): <i>While watching</i> is called a "dangling modifier" or a "dangling participle," i.e., a modifier that is incorrectly "hanging alone" without an appropriate noun or pronoun subject to modify.

While lecturing to the class, I fell asleep* means "While **I was lecturing to the class, **I** fell asleep."

Exercise 2. Looking at grammar. (Chart 18-1)

Check (✓) the sentences that are grammatically correct.

1. While sitting at my computer, the fire alarm went off.
2. While sitting at my computer, I heard the fire alarm go off.
3. While standing on the top floor of the building, the crowd below looked like ants.
4. While standing on the top floor of the building and looking down, Patrick suddenly felt dizzy.
5. Before getting up, Mary likes to lie in her warm bed and plan her day.
6. Before getting up, Mary's alarm clock went off three times by accident.
7. While working on his new novel, William found himself telling the story of his childhood.
8. After standing in line for hours to buy concert tickets, the theater manager told us the concert was sold out.

18-2 Changing Time Clauses to Modifying Adverbial Phrases

(a) Clause: <i>Since Maria came to this country</i> , she has made many friends.	Adverb clauses beginning with after , before , while , and since can be changed to modifying adverbial phrases.
(b) Phrase: <i>Since coming to this country</i> , Maria has made many friends.	
(c) Clause: <i>After he (had) finished his homework</i> , Peter went to bed.	In (c): There is no difference in meaning between <i>After he finished</i> and <i>After he had finished</i> . (See Chart 3-5, p. 50.)
(d) Phrase: <i>After finishing his homework</i> , Peter went to bed.	In (d) and (e): There is no difference in meaning between <i>After finishing</i> and <i>After having finished</i> .
(e) Phrase: <i>After having finished his homework</i> , Peter went to bed.	
(f) Phrase: Peter went to bed <i>after finishing his homework</i> .	The modifying adverbial phrase may follow the main clause, as in (f).

Exercise 3. Looking at grammar. (Charts 18-1 and 18-2)

Underline the subject of the adverb clause and the subject of the main clause in each sentence. Change the adverb clauses to modifying adverbial phrases if possible.

1. While Joe was driving to school yesterday, he had an accident.
→ *While driving to school yesterday, Joe had an accident.*
2. While Joe was watching TV last night, the telephone rang. (*no change*)
3. Before I came to class, I had a cup of coffee.
4. Before the student came to class, the teacher had already given a quiz.
5. Since I came here, I have learned a lot of English.
6. Since Alberto opened his new business, he has been working 16 hours a day.
7. Omar left the house and went to his office after he (had) finished breakfast.

- Before the waiter came to our table, I had already made up my mind to order shrimp.
- You should always read a contract before you sign your name.
- While Jack was trying to sleep last night, a mosquito kept buzzing in his ear.



- While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below.
- After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

Exercise 4. Let's talk: interview. (Chart 18-2)

Ask two classmates each question. Ask them to answer in complete sentences. Share some of their answers with the class.

What do you do . . .

- | | |
|------------------------------|--|
| 1. before going to bed? | 4. while sitting in class? |
| 2. after waking up? | 5. before leaving school for the day? |
| 3. after arriving at school? | 6. while preparing for a difficult exam? |

Exercise 5. Warm-up. (Charts 18-3 and 18-4)

Read the sentences and answer the questions.

- Hiking through the woods yesterday, Alan saw a bear.
QUESTION: Who was hiking through the woods?
- Walking through the woods, the bear spotted Alan.
QUESTION: Who was walking through the woods?

18-3 Expressing the Idea of “During the Same Time” in Modifying Adverbial Phrases

- (a) *While I was walking* down the street, I ran into an old friend.
- (b) *While walking* down the street, I ran into an old friend.
- (c) *Walking* down the street, I ran into an old friend.

Sometimes **while** is omitted, but the **-ing** phrase at the beginning of the sentence gives the same meaning (i.e., “during the same time”).

Examples (a), (b), and (c) have the same meaning.

18-4 Expressing Cause and Effect in Modifying Adverbial Phrases

(a) <i>Because she needed</i> some money to buy a book, <i>Sue</i> cashed a check.	Often an <i>-ing</i> phrase at the beginning of a sentence gives the meaning of "because."
(b) <i>Needing</i> some money to buy a book, <i>Sue</i> cashed a check.	Examples (a) and (b) have the same meaning.
(c) <i>Because he lacked</i> the necessary qualifications, <i>he</i> was not considered for the job.	<i>Because</i> is not included in a modifying phrase. It is omitted, but the resulting phrase expresses a cause-and-effect relationship, as in (b) and (d).
(d) <i>Lacking</i> the necessary qualifications, <i>he</i> was not considered for the job.	
(e) <i>Having seen</i> that movie before, <i>I don't want</i> to go again.	<i>Having + past participle</i> gives the meaning not only of "because" but also of "before."
(f) <i>Having seen</i> that movie before, <i>I didn't want</i> to go again.	
(g) <i>Because she was unable</i> to afford a car, <i>she</i> bought a bicycle.	A form of <i>be</i> in the adverb clause may be changed to <i>being</i> . The use of <i>being</i> makes the cause-and-effect relationship clear.
(h) <i>Being unable</i> to afford a car, <i>she</i> bought a bicycle.	Examples (g), (h), and (i) have the same meaning.
(i) <i>Unable</i> to afford a car, <i>she</i> bought a bicycle.	

Exercise 6. Looking at grammar. (Charts 18-3 and 18-4)

Underline the modifying adverbial phrases and discuss their meanings. Which ones give the meaning of "because"? Which ones give the meaning of "while"? Do some of the sentences give the idea of both?

1. Driving to my grandparents' house last night, I saw a young woman who was selling flowers. I stopped so that I could buy some for my grandmother. (*Meaning = "while"*)
2. Being a widow with three children, Mrs. Romero has no choice but to work.
3. Sitting on the airplane and watching the clouds pass beneath me, I let my thoughts wander to the new experiences that were in store for me during the next two years of living abroad.
4. Having guessed at the answers for most of the test, I did not expect to get a high score.
5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson, I walked over to him and apologized. I know his name is John George.
6. Tapping his fingers loudly on the airline counter, Todd made his impatience known.
7. Having broken her arm in a fall, Elena had to learn to write with her left hand.
8. Lying on her bed in peace and quiet, Lisa soon forgot her troubles.

Exercise 7. Looking at grammar. (Chart 18-4)

Change the adverb clauses to modifying adverbial phrases.

1. Because Sam didn't want to hurt her feelings, he didn't tell her the bad news.
→ *Not wanting to hurt her feelings, Sam didn't tell her the bad news.*
2. Because the little boy believed no one loved him, he ran away from home.
3. Because I had forgotten to bring a pencil to the examination, I had to borrow one.
4. Because Chelsea is a vegetarian, she does not eat meat.

Exercise 8. Looking at grammar. (Charts 18-2 → 18-4)

Choose all the possible answers for each sentence.

1. Before ____ to you, I had never understood that formula.
a. talked b. talking c. I talked
2. After ____ the chapter four times, I finally understood the author's theory.
a. I read b. read c. reading
3. Since ____ his bachelor's degree, he has had three jobs, each one better than the last.
a. he completed b. completing c. completed
4. ____ across Canada, I could not help being impressed by the great differences in terrain.
a. Traveling b. While I was traveling c. While traveling
5. ____ national fame, the union leader had been an electrician in a small town.
a. Before gaining b. Gaining c. Before he gained
6. ____ in an airplane before, the little girl was surprised and a little frightened when her ears popped.
a. Had never flown b. Having never flown c. Because she had never flown
7. Before ____ vice-president of marketing and sales, Peter McKay worked as a sales representative.
a. became b. becoming c. he became
8. ____ the cool evening breeze and listening to the sounds of nature, we lost track of time.
a. Because enjoying b. Enjoying c. We were enjoying
9. ____ to spend any more money this month, Jim decided against going to a restaurant for lunch. He made himself a sandwich instead.
a. Not wanting b. Because he didn't want c. Because not wanting

Exercise 9. Looking at grammar. (Charts 18-3 and 18-4)

If possible, combine each pair of sentences by making a modifying phrase out of the first sentence.

1. The children had nothing to do. They were bored.
→ *Having nothing to do, the children were bored.*
2. The children were bored. I offered to play a game with them. (*no change*)
3. Anna kept one hand on the steering wheel. She paid the bridge toll with her free hand.
4. Anna kept one hand on the steering wheel. Bob put the money for the bridge toll in her free hand.
5. I heard that Nadia was in the hospital. I called her family to find out what was wrong.
6. We slowly approached the door to the hospital. The nurse stepped out to help us.
7. I live a long distance from my work. I have to commute daily by train.
8. Abdul lives a long distance from his work. His car is essential.
9. I am a married man. I have many responsibilities.
10. Martha was picking strawberries in the garden. A bumblebee stung her.
11. I recognized his face, but I had forgotten his name. I just smiled and said, "Hi."
12. Ann was convinced that she could never learn to play the piano. She stopped taking lessons.

Exercise 10. Game. (Charts 18-3 and 18-4)

Work in teams. Make sentences by combining the ideas in Column A and Column B. Use the idea in Column A as a modifying adverbial phrase. Show logical relationships. The first group to combine all the ideas correctly is the winner.

Example: Having sticky pads on their feet, flies can easily walk on the ceiling.

Column A

1. They have sticky pads on their feet.
2. She has done very well in her studies.
3. She was born two months prematurely.
4. He had done everything he could for the patient.
5. She had never eaten Thai food before.
6. He had no one to turn to for help.
7. They are extremely hard and nearly indestructible.
8. They are able to crawl into very small places.

Column B

- a. Marta didn't know what to expect when she went to the Thai restaurant for dinner.
- b. Mice can hide in almost any part of a house.
- c. Sayid was forced to work out the problem by himself.
- d. The doctor left to attend other people.
- e. Nancy expects to be hired by a top company after graduation.
- f. Diamonds are used extensively in industry to cut other hard minerals.
- ✓g. Flies can easily walk on the ceiling.
- h. Monique needed special care for the first few days of her life.

Exercise 11. Looking at grammar. (Charts 18-1 → 18-4)

Check (✓) the sentences that are grammatically correct. Rewrite the incorrect sentences.

1. After leaving the theater, we stopped at a coffee shop for a late-night snack.
2. After leaving the theater, Tom's car wouldn't start, so we had to take a taxi home.
→ *After we left the theater, Tom's car wouldn't start, so we had to take a taxi home.*
→ *After leaving the theater, we discovered that Tom's car wouldn't start, so we took a taxi home.*
3. Not wanting to interrupt the conversation, I stood quietly and listened until I could have a chance to talk.
4. Being too young to understand death, my mother gave me a simple explanation of where my grandfather had gone.
5. When asked to explain his mistake, the new employee cleared his throat nervously.
6. While working in my office late last night, someone suddenly knocked loudly at my door and nearly scared me to death!
7. After hurrying to get ready for the picnic, it began to rain just as we were leaving.
8. While walking across the street at a busy intersection, a truck nearly hit me.

Exercise 12. Warm-up. (Chart 18-5)

Which sentences have the same meaning?

1. When Sharon heard the news of her friend's death, she began to cry.
2. Upon hearing the news of her friend's death, Sharon began to cry.
3. On hearing the news of her friend's death, Sharon began to cry.

18-5 Using Upon + -ing in Modifying Adverbial Phrases

(a) <i>Upon reaching</i> the age of 21, I received my inheritance.	Modifying adverbial phrases beginning with <i>upon + -ing</i> usually have the same meaning as adverb clauses introduced by <i>when</i> . Examples (a) and (b) have the same meaning.
(b) <i>When I reached</i> the age of 21, I received my inheritance.	<i>Upon</i> can be shortened to <i>on</i> . Examples (a), (b), and (c) all have the same meaning.

Exercise 13. Looking at grammar. (Chart 18-5)

Make sentences using *upon + -ing*.

1. When Carl saw his wife and child get off the airplane, he broke into a big smile.
→ *Upon seeing his wife and child get off the airplane, Carl broke into a big smile.*
2. When Tina crossed the marathon finish line, she fell in exhaustion.
3. When I looked in my wallet, I saw I didn't have enough money to pay my restaurant bill.



4. Sam found that he had made a math error when he re-read the data.
5. When you finish the examination, bring your paper to the front of the room.
6. There must have been 300 students in the room on the first day of class. The professor slowly read through the list of names. When I heard my name, I raised my hand to identify myself.
7. Captain Cook had been sailing for many weeks with no land in sight. Finally, one of the sailors shouted, "Land ho!" When he heard this, Cook grabbed his telescope and searched the horizon.

□ Exercise 14. Looking at grammar. (Charts 18-1 → 18-5)

Change the adverb clause in each sentence to a modifying adverbial phrase if possible. Change punctuation, capitalization, and word order as necessary.

1. After it spends some time in a cocoon, a caterpillar will emerge as a butterfly.
→ *After spending some time in a cocoon, a caterpillar will emerge as a butterfly.*
2. When the movie started, it suddenly got very quiet inside the theater. (*no change*)
3. When we entered the theater, we handed the usher our tickets.
→ *Upon entering the theater, we handed the usher our tickets.*
4. Because I was unprepared for the test, I didn't do well.
→ *Being unprepared for the test, I didn't do well.* OR *Unprepared for the test, I didn't do well.*
5. Before I left on my trip, I checked to see what shots I would need.
6. Jane's family hasn't received any news from her since she arrived in Kenya two weeks ago.
7. Because I hadn't understood the directions, I got lost.
8. My father reluctantly agreed to let me attend the game after he had talked it over with my mother.
9. When I discovered I had lost my key to the apartment, I called the building superintendent.
10. Because the forest area is so dry this summer, it is prohibited to light campfires.
11. After we had to wait for more than half an hour, we were finally seated at the restaurant.

□ Exercise 15. Let's talk. (Chapter 18)

Work in small groups. Imagine your friend is traveling to a foreign country and has never been abroad before. Give advice by making several suggestions for each item.

1. Before leaving on your trip, . . .
→ *you'll need to get a visa.*
→ *you should find out if you need immunizations.*
→ *give a friend or family member your itinerary.*
→ *don't forget to have someone pick up your mail.*
2. Upon arriving at the airport, . . .
3. After getting to your destination, . . .
4. When talking with the local people, . . .
5. While visiting tourist sites, . . .
6. Before leaving for home, . . .
7. In general, when traveling to a foreign country, . . .



Exercise 16. Listening. (Chapter 18)

Listen to each conversation. Choose the sentence (a. or b.) that has the same meaning.

CD 2
Track 26

Example: You will hear: A: William, don't forget to pick up some groceries after work.
B: Oh yeah, thanks. That's the first thing I'll do when I leave the office.

You will choose: a. After leaving work, William will stop at the grocery store.
b. Before leaving work, William will pick up some groceries.

1. a. Fearing people will laugh at her if she plays the piano, Rose doesn't want to play at the family gathering.
b. Knowing she plays beautifully, Rose is happy to play the piano at the family gathering.
2. a. Not wanting to upset him, Jan isn't going to talk to Thomas this afternoon.
b. Hoping to change Thomas' work behavior, Jan is going to talk to him this afternoon.
3. a. Upon finding her wedding ring, Susan hid it in a box.
b. On finding her wedding ring, Susan felt relieved.
4. a. Never having voted in an election, Sam is taking it very seriously.
b. Having done a lot of research before choosing a candidate, Sam voted in the presidential election.

Exercise 17. Reading and grammar. (Chapter 18)

Part I. Read the passage and underline the modifying adverbial phrases.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

Part II. Read the statements. Circle “T” for true and “F” for false.

- | | | |
|---|---|---|
| 1. Bell was testing a machine when Watson made a discovery. | T | F |
| 2. Watson heard words coming from the machine. | T | F |
| 3. Watson tested the new device again and again. | T | F |
| 4. Bell announced his phone was a toy. | T | F |

Exercise 18. Listening. (Chapter 18)

Part I. Look at the picture of the keyboard while listening to the lecture.



CD 2
Track 27



QWERTY keyboard

Part II. Read the statements. Circle “T” for true and “F” for false.

- | | | |
|---|---|---|
| 1. While working on a typewriter design, Sholes came up with more than one pattern for the keyboard. | T | F |
| 2. Upon discovering that the keys hit one another if the letters were in alphabetical order, Sholes developed a keyboard called “QWERTY.” | T | F |
| 3. Needing a keyboard that allowed typists to type letters as rapidly as possible, Sholes decided his design would be the best choice. | T | F |
| 4. Having a long history of successful use, QWERTY is not likely to be replaced any time soon. | T | F |



Chapter 19

Connectives That Express Cause and Effect, Contrast, and Condition

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

Which sentences express the same meaning as the given situation?

SITUATION: Monday was a holiday.

RESULT: All schools were closed.

1. All schools were closed on Monday because it was a holiday.
2. Because of the holiday, all schools were closed on Monday.
3. Due to the holiday, all schools were closed on Monday.
4. Due to the fact that it was a holiday, all schools were closed on Monday.
5. Because all schools were closed on Monday, it was a holiday.

19-1 Using *Because Of* and *Due To*

(a) <i>Because the weather was cold</i> , we stayed home.	Because introduces an adverb clause; it is followed by a subject and a verb, as in (a).
(b) <i>Because of the cold weather</i> , we stayed home. (c) <i>Due to the cold weather</i> , we stayed home.	Because of and due to are phrasal prepositions; they are followed by a noun object, as in (b) and (c).
(d) <i>Due to the fact that the weather was cold</i> , we stayed home.	Sometimes (usually in more formal writing) due to is followed by a noun clause introduced by the fact that .
(e) We stayed home <i>because of the cold weather</i> . We stayed home <i>due to the cold weather</i> . We stayed home <i>due to the fact that the weather was cold</i> .	Like adverb clauses, these phrases can also follow the main clause, as in (e).

Exercise 2. Looking at grammar. (Charts 17-3 and 19-1)

Identify the cause and effect in each pair of sentences. Then combine the sentences with **because**.

1. Jon is a heavy smoker. Jon has breathing problems.
2. Martina feels homesick. Martina moved to a new town.
3. Mr. Jordan's house has no heat. Mr. Jordan lost his job.
4. Victor has gained weight. Victor is going to eat less.

Exercise 3. Looking at grammar. (Charts 17-3 and 19-1)

Complete the sentences with *because* or *because of*.

1. We postponed our trip _____ the bad driving conditions.
2. Sue's eyes were red _____ she had been swimming in a chlorinated pool.
3. We can't visit the museum tomorrow _____ it isn't open.
4. Jim had to give up jogging _____ his sprained ankle.
5. _____ heavy fog at the airport, our plane was delayed for several hours.
6. _____ the elevator was broken, we had to walk up six flights of stairs.
7. Thousands of Irish people emigrated to the United States _____ the potato famine in Ireland in the mid-19th century.

Exercise 4. Looking at grammar. (Chart 19-1)

Complete the sentences with the ideas in parentheses.

1. (*The traffic was heavy.*) We were late to the meeting due to _____ *the heavy traffic* _____.
2. (*Bill's wife is ill.*) Bill has to do all of the cooking and cleaning because of _____
_____.
3. (*It was noisy in the next apartment.*) I couldn't get to sleep last night because of
_____.
4. (*Our parents are generous.*) Because of _____, all of the children in our family have received the best of everything.
5. (*Circumstances are beyond our control.*) Due to _____, our office is closed today.

Exercise 5. Warm-up. (Chart 19-2)

Check (✓) the sentences that logically complete the idea of the given sentence.

Nadia likes fresh vegetables.

1. ____ Therefore, she has a vegetable garden in her yard.
2. ____ As a result, she doesn't grow her own vegetables.
3. ____ Therefore, she buys canned vegetables at the store.
4. ____ As a result, she buys produce from local farmers.
5. ____ She eats a lot of frozen vegetables, therefore.
6. ____ Consequently, she eats produce from her garden.

19-2 Cause and Effect: Using *Therefore*, *Consequently*, and *So*

- (a) Al failed the test because he didn't study.
- (b) Al didn't study. *Therefore*, he failed the test.
- (c) Al didn't study. *Consequently*, he failed the test.

Examples (a), (b), and (c) have the same meaning. *Therefore* and *consequently* mean "as a result." In grammar, they are called *transitions* (or *conjunctive adverbs*). Transitions connect the ideas between two sentences. They are used most commonly in formal written English and rarely in spoken English.

- (d) Al didn't study. *Therefore*, he failed the test.
- (e) Al didn't study. He, *therefore*, failed the test.
- (f) Al didn't study. He failed the test, *therefore*.

POSITIONS OF A TRANSITION:

transition + S + V (+ rest of sentence)
S + *transition* + V (+ rest of sentence)
S + V (+ rest of sentence) + *transition*

A transition occurs in the second of two related sentences. Notice the patterns and punctuation in the examples. A period (NOT a comma) is used at the end of the first sentence.* The transition has several positions in the second sentence. The transition is separated from the rest of the sentence by commas.

- (g) Al didn't study, *so* he failed the test.

In (g): *So* is used as a *conjunction* between two independent clauses. It has the same meaning as *therefore*. *So* is common in both formal written and spoken English. A comma usually precedes *so* when it connects two sentences, as in (g).

*A semicolon is also possible in this situation. See the footnote to Chart 19-3.

Exercise 6. Looking at grammar. (Chart 19-2)

Rewrite the sentence with the given words. Punctuate carefully.

The children stayed home because a storm was approaching.

1. therefore _____
2. consequently _____
3. so _____

Exercise 7. Looking at grammar. (Charts 17-3, 19-1, and 19-2)

Punctuate the sentences. Add capital letters as necessary. NOTE: Two sentences need no changes.

1. *adverb clause*: Because it was cold she wore a coat.
2. *adverb clause*: She wore a coat because it was cold.
3. *prepositional phrase*: Because of the cold weather she wore a coat.
4. *prepositional phrase*: She wore a coat because of the cold weather.
5. *transition*: The weather was cold therefore she wore a coat.
6. *transition*: The weather was cold she wore a coat therefore.
7. *conjunction*: The weather was cold so she wore a coat.

Exercise 8. Looking at grammar. (Charts 17-3, 19-1, and 19-2)

Punctuate the sentences. Add capital letters as necessary.

- Pat always enjoyed studying sciences in high school therefore she decided to major in biology in college.
- Due to recent improvements in the economy fewer people are unemployed.
- Last night's storm damaged the power lines consequently the town was without electricity.
- Due to the snowstorm only five students came to class the teacher therefore canceled the class.

Exercise 9. Warm-up. (Chart 19-3)

Check (✓) the sentences that have the correct punctuation.

- Doctors sometimes recommend yoga for their patients. Because it can lower stress.
- Because yoga can lower stress doctors sometimes recommend it for their patients.
- Yoga can lower stress. Doctors, therefore, sometimes recommend it for their patients.
- Yoga can lower stress, so doctors sometimes recommend it for their patients.

19-3 Summary of Patterns and Punctuation

Adverb Clauses	(a) <i>Because it was hot</i> , we went swimming. (b) We went swimming <i>because it was hot</i> .	An <i>adverb clause</i> may precede or follow an independent clause. PUNCTUATION: A comma is used if the adverb clause comes first.
Prepositions	(c) <i>Because of the hot weather</i> , we went swimming. (d) We went swimming <i>because of the hot weather</i> .	A <i>preposition</i> is followed by a noun object, not by a subject and verb. PUNCTUATION: A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause.
Transitions	(e) It was hot. <i>Therefore</i> , we went swimming. (f) It was hot. <i>We</i> , <i>therefore</i> , went swimming. (g) It was hot. <i>We went swimming</i> , <i>therefore</i> .	A <i>transition</i> is used with the second sentence of a pair. It shows the relationship of the second idea to the first idea. A transition is movable within the second sentence. PUNCTUATION: A period is used between the two independent clauses.* A comma may NOT be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.
Conjunctions	(h) It was hot, <i>so we went swimming</i> .	A conjunction comes between two independent clauses. PUNCTUATION: Usually a comma is used immediately in front of a conjunction.

*A semicolon (;) may be used instead of a period between the two independent clauses.

It was hot; therefore, we went swimming.

It was hot; we, therefore, went swimming.

It was hot; we went swimming, therefore.

In general, a semicolon can be used instead of a period between any two sentences that are closely related in meaning: *Peanuts are not nuts; they are beans*. Notice that a small letter, NOT a capital letter, immediately follows a semicolon.

Exercise 10. Looking at grammar. (Charts 17-3 and 19-3)

Combine the sentences using the given words. Discuss correct punctuation.

We postponed our trip. The weather was bad.

Example: because → *We postponed our trip because the weather was bad.*

→ *Because the weather was bad, we postponed our trip.*

- | | | |
|--------------|---------------|-------------------------|
| 1. therefore | 3. so | 5. consequently |
| 2. since | 4. because of | 6. due to the fact that |

Exercise 11. Looking at grammar. (Charts 17-3, 19-2, and 19-3)

Combine each pair of ideas with the words in parentheses.

1. My cell phone doesn't work. The battery is dead. (*because*)
→ *My cell phone doesn't work because the battery is dead.* OR
→ *Because the battery is dead, my cell phone doesn't work.*
2. Pat doesn't want to return to the Yukon to live. The winters are too severe. (*because*)
3. It is important to wear a hat on cold days. We lose sixty percent of our body heat through our head. (*since*)
4. Bill couldn't pick us up after the concert. His car wouldn't start. (*therefore*)
5. When I was in my teens and twenties, it was easy for me to get into an argument with my father. Both of us can be stubborn and opinionated. (*because*)
6. A camel can go completely without water for eight to ten days. It is an ideal animal for desert areas. (*due to the fact that*)
7. Robert emailed the software company for technical support. He got some new business software that didn't work. (*so*)
8. A tomato is classified as a fruit, but most people consider it a vegetable. It is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. (*since*)
9. There is consumer demand for ivory. Many African elephants are being slaughtered ruthlessly. Many people who care about saving these animals from extinction refuse to buy any item made from ivory. (*due to, consequently*)
10. Most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth. Many sailors of the time refused to venture forth with explorers into unknown waters. (*because*)

Exercise 12. Warm-up. (Chart 19-4)

Read about Alan and Lisa. Imagine their reactions as parents and complete the sentences with phrases in the list or your own ideas. What do you notice about *so/such* and the words in blue?

SITUATION: Alan and Lisa are the proud parents of triplets. Before their triplets were born, however, they were told they were going to have twins. Imagine their surprise when they found out they were the parents of three babies. Alan was incredibly happy. Lisa was utterly exhausted.

began to cry
called friends

couldn't laugh or cry
danced around the room

fell asleep
went into shock

1. Ed was *so* happy that he
2. Lisa was *so* tired that she
3. Ed was *such* a happy dad that he
4. Lisa was *such* a tired mom that she

19-4 Other Ways of Expressing Cause and Effect: Such . . . That and So . . . That

(a) Because the weather was nice, we went to the zoo. (b) It was <i>such nice weather that</i> we went to the zoo. (c) The weather was <i>so nice that</i> we went to the zoo.	Examples (a), (b), and (c) have the same meaning.
(d) It was <i>such good coffee that</i> I had another cup. (e) It was <i>such a foggy day that</i> we couldn't see the road.	<i>Such . . . that</i> encloses a modified noun: <i>such + adjective + noun + that</i>
(f) The coffee is <i>so hot that</i> I can't drink it. (g) I'm <i>so hungry that</i> I could eat a horse. (h) She speaks <i>so fast that</i> I can't understand her. (i) He walked <i>so quickly that</i> I couldn't keep up with him.	<i>So . . . that</i> encloses an adjective or adverb: <i>so + {adjective or adverb} + that</i>
(j) She made <i>so many mistakes that</i> she failed the exam. (k) He has <i>so few friends that</i> he is always lonely. (l) She has <i>so much money that</i> she can buy whatever she wants. (m) He had <i>so little trouble</i> with the test <i>that</i> he left twenty minutes early.	<i>So . . . that</i> is used with <i>many, few, much, and little.</i>
(n) It was <i>such a good book (that)</i> I couldn't put it down. (o) I was <i>so hungry (that)</i> I didn't wait for dinner to eat something.	Sometimes, primarily in speaking, <i>that</i> is omitted.

Exercise 13. Looking at grammar. (Chart 19-4)

Complete the sentences with *so* or *such*.

- It was such an enjoyable party that no one wanted to leave.
- The party was so enjoyable that no one wanted to leave.
- We had so much fun that no one wanted to leave.
- Maya is _____ afraid of flying that she travels by train or bus.
- You've been _____ kind that I don't know how to thank you.
- The article had _____ little current information that it wasn't useful.
- The teacher has repeated herself _____ many times that it's becoming a joke.
- It was _____ a long trip abroad that I got very homesick.
- My elderly aunt has _____ few friends that I am beginning to worry about her.

Exercise 14. Let's talk. (Chart 19-4)

Work in small groups. Take turns making sentences using *so/such . . . that* with the given ideas. Try to exaggerate your answers. Share your favorite sentences with the class.

Example: I'm hungry. In fact, I'm . . .

→ *I'm so hungry. In fact, I'm so hungry (that) I could eat a horse.*

- I'm really tired. In fact, I'm . . .
- I didn't expect it! I was really surprised. In fact, I was . . .

- I took a very slow bus to town. In fact, it was
- I saw a shark while I was swimming in the ocean. I was frightened. In fact, I was
- We rented a video. It was a very exciting movie. In fact, it was
- The weather was really, really hot. In fact, it was
- My wallet fell out of my pocket and I lost a lot of money. In fact, I lost
- I ordered an expensive meal at a restaurant. The server brought a small plate with a tiny amount of food to your table. In fact, it was

Exercise 15. Looking at grammar. (Chart 19-4)

Make sentences using **so** or **such** by combining the ideas in Column A and Column B.

Example: The wind was strong. → *The wind was so strong that it blew my hat off my head.*

Column A

- The wind was strong.
- The radio was too loud.
- Olga did poor work.
- The food was too hot.
- There are many leaves on a single tree.
- The tornado struck with great force.
- Few students showed up for class.
- Charles used too much paper when he was writing his report.

Column B

- It burned my tongue.
- She was fired from her job.
- ✓c. It blew my hat off my head.
- The teacher postponed the test.
- It is impossible to count them.
- It lifted cars off the ground.
- I couldn't hear what Michael was saying.
- The wastepaper basket overflowed.



Exercise 16. Warm-up. (Chart 19-5)

Check (✓) the sentences that correctly complete the given sentence.

Kay got a new job so that . . .

- _____ she could be closer to home.
- _____ she is very excited.
- _____ her husband is taking her out to dinner to celebrate.
- _____ she could earn more money.

19-5 Expressing Purpose: Using So That

- (a) I turned off the TV *in order to enable my roommate to study in peace and quiet.*
- (b) I turned off the TV *so (that) my roommate could study in peace and quiet.*

In order to expresses purpose. (See Chart 15-1, p. 331.)

In (a): I turned off the TV for a purpose. The purpose was to make it possible for my roommate to study in peace and quiet.

So That + Can or Could

- (c) I'm going to cash a check *so that I can buy my textbooks.*
- (d) I cashed a check *so that I could buy my textbooks.*

So that also expresses purpose.* It expresses the same meaning as *in order to*. The word "that" is often omitted, especially in speaking.

So that is often used instead of *in order to* when the idea of ability is being expressed. *Can* is used in the adverb clause for a present/future meaning.

In (c): *so that I can buy* = *in order to be able to buy*
Could is used after *so that* in past sentences, as in (d).**

So That + Will / Would or Simple Present

- (e) I'll take my umbrella *so that I won't get wet.*
- (f) Yesterday I took my umbrella *so that I wouldn't get wet.*
- (g) I'll take my umbrella *so that I don't get wet.*

In (e): *so that I won't get wet* = *in order to make sure that I won't get wet*

Would is used in past sentences, as in (f).

In (g): It is sometimes possible to use the simple present after *so that* in place of *will*; the simple present expresses a future meaning.

*Note: *In order that* has the same meaning as *so that* but is less commonly used.

Example: *I turned off the TV in order that my roommate could study in peace and quiet.*

Both *so that* and *in order that* introduce adverb clauses. It is unusual but possible to put these adverb clauses at the beginning of a sentence: *So that my roommate could study in peace and quiet, I turned off the TV.*

**Also possible but less common: the use of *may* or *might* in place of *can* or *could* (e.g., *I cashed a check so that I might buy my textbooks.*).

Exercise 17. Looking at grammar. (Chart 19-5)

Combine each set of ideas by using *so (that)*.

1. Please turn down the radio. I want to be able to get to sleep.
→ *Please turn down the radio so (that) I can get to sleep.*
2. My wife turned down the radio. I wanted to be able to get to sleep.
→ *My wife turned down the radio so (that) I could get to sleep.*
3. Put the milk in the refrigerator. We want to make sure it won't (OR doesn't) spoil.
→ *Put the milk in the refrigerator so (that) it won't (OR doesn't) spoil.*
4. I put the milk in the refrigerator. I wanted to make sure it didn't spoil.
→ *I put the milk in the refrigerator so (that) it wouldn't spoil.*
5. Please be quiet. I want to be able to hear what Sharon is saying.
6. I asked the children to be quiet. I wanted to be able to hear what Sharon was saying.
7. I'm going to cash a check. I want to make sure that I have enough money to go to the store.
8. I cashed a check yesterday. I wanted to make sure that I had enough money to go to the store.

9. Ann and Larry have a six-year-old child. Tonight they're going to hire a babysitter. They want to be able to go out with some friends.
10. Last week Ann and Larry hired a babysitter. They wanted to be able to go to a dinner party at the home of Larry's boss.
11. Be sure to put the meat in the oven at 5:00. You want to be sure that it will be (OR is) ready to eat by 6:30.
12. Yesterday I put the meat in the oven at 5:00. I wanted it to be ready to eat by 6:30.
13. I'm going to leave the party early. I want to be able to get a good night's sleep tonight.
14. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet.
15. The little boy pretended to be sick. He wanted to stay home from school.

Exercise 18. Looking at grammar. (Charts 19-2 and 19-5)

Add **that** to the sentence if **so** means **in order that**. If **so** means **therefore**, add a comma.

that

1. I borrowed some money so I could pay my rent.
2. I didn't have enough money for a movie, so I went home and watched TV.
3. I need a visa so I can travel overseas.
4. I needed a visa so I went to the embassy to apply for one.
5. Marta is trying to improve her English so she can become a tour guide.
6. Olga wants to improve her English so she has hired a tutor.
7. Tarek borrowed money from his parents so he could start his own business.
8. I turned off the TV so I could concentrate on my paperwork.

Exercise 19. Warm-up. (Chart 19-6)

Usually when someone breaks an arm, he/she goes to a doctor. That is expected behavior. Answer the same question about expected behavior for each statement. Circle **yes** or **no**.

	EXPECTED BEHAVIOR?	
1. Ron broke his arm, but he didn't go to the doctor.	yes	no
2. Joe went to the doctor because he broke his arm.	yes	no
3. Sue broke her arm, so she went to the doctor.	yes	no
4. Amy broke her arm; nevertheless, she didn't go to the doctor.	yes	no
5. Despite having a broken arm, Rick didn't go to the doctor.	yes	no
6. Eva was in so much pain from her broken arm that she went to the doctor.	yes	no
7. Jeff broke his arm; therefore, he went to the doctor.	yes	no

19-6 Showing Contrast (Unexpected Result)

All of these sentences have the same meaning. The idea of cold weather is contrasted with the idea of going swimming. Usually if the weather is cold, one does not go swimming, so going swimming in cold weather is an "unexpected result." It is surprising that the speaker went swimming in cold weather.

Adverb Clauses	<i>even though</i> <i>although</i> <i>though</i>	(a) <i>Even though it was cold</i> , I went swimming. (b) <i>Although it was cold</i> , I went swimming. (c) <i>Though it was cold</i> , I went swimming.
Conjunctions	<i>but . . . anyway</i> <i>but . . . still</i> <i>yet . . . still</i>	(d) It was cold, <i>but</i> I went swimming <i>anyway</i> . (e) It was cold, <i>but</i> I <i>still</i> went swimming. (f) It was cold, <i>yet</i> I <i>still</i> went swimming.
Transitions	<i>nevertheless</i> <i>nonetheless</i> <i>however . . . still</i>	(g) It was cold. <i>Nevertheless</i> , I went swimming. (h) It was cold; <i>nonetheless</i> , I went swimming. (i) It was cold. <i>However</i> , I <i>still</i> went swimming.
Prepositions	<i>despite</i> <i>in spite of</i> <i>despite the fact that</i> <i>in spite of the fact that</i>	(j) I went swimming <i>despite</i> the cold weather. (k) I went swimming <i>in spite of</i> the cold weather. (l) I went swimming <i>despite the fact that</i> the weather was cold. (m) I went swimming <i>in spite of the fact that</i> the weather was cold.

□ Exercise 20. Looking at grammar. (Charts 19-2 and 19-6)

Complete the sentences with *inside* or *outside* to make logical statements.

1. It rained, but we still had our wedding _____.
2. It rained, so we had our wedding _____.
3. It rained; nevertheless, we had our wedding _____.
4. Though it rained, we had our wedding _____.
5. Even though it rained, we had our wedding _____.
6. Although it rained, we had our wedding _____.
7. Despite the fact that it rained, we had our wedding _____.
8. It rained; therefore, we had our wedding _____.

□ Exercise 21. Looking at grammar. (Chart 19-6)

Complete the sentences with *am* or *am not* to make logical statements.

1. The roads are icy; nevertheless, I _____ going shopping.
2. Though the roads are icy, I _____ staying home.
3. Even though the roads are icy, I _____ going shopping.
4. I _____ going shopping although the roads are icy.
5. The roads are icy, yet I _____ going shopping anyway.
6. Despite the fact that the roads are icy, I _____ staying home.
7. In spite of the icy roads, I _____ going shopping.

Exercise 22. Looking at grammar. (Chart 19-6)

Complete the sentences with the given words. Notice the use of punctuation and capitalization.

Part I. Complete the sentences with *but*, *even though*, or *nevertheless*.

1. Bob ate a large dinner. _____, he is still hungry.
2. Bob ate a large dinner, _____ he is still hungry.
3. Bob is still hungry _____ he ate a large dinner.
4. I had a lot of studying to do, _____ I went to a movie anyway.
5. I had a lot of studying to do. _____, I went to a movie.
6. _____ I had a lot of studying to do, I went to a movie.
7. I finished all of my work _____ I was very sleepy.
8. I was very sleepy, _____ I finished all of my work anyway.
9. I was very sleepy. _____, I finished all of my work.

Part II. Complete the sentences with *yet*, *although*, or *however*.

10. I washed my hands. _____, they still looked dirty.
11. I washed my hands, _____ they still looked dirty.
12. _____ I washed my hands, they still looked dirty.
13. Diana didn't know how to swim, _____ she jumped into the pool.
14. _____ Diana didn't know how to swim, she jumped into the pool.
15. Diana didn't know how to swim. _____, she jumped into the pool.

Exercise 23. Looking at grammar. (Chart 19-6)

Add commas, periods, and capital letters as necessary. Do not add, omit, or change any words.

1. Anna's father gave her some good advice nevertheless she did not follow it.
→ *Anna's father gave her some good advice. Nevertheless, she did not follow it.*
2. Anna's father gave her some good advice but she didn't follow it.
3. Even though Anna's father gave her some good advice she didn't follow it.
4. Anna's father gave her some good advice she did not follow it however.
5. Thomas was thirsty I offered him some water he refused it.
6. Thomas refused the water although he was thirsty.
7. Thomas was thirsty nevertheless he refused the glass of water I brought him.
8. Thomas was thirsty yet he refused to drink the water that I offered him.

Exercise 24. Looking at grammar. (Chart 19-6)

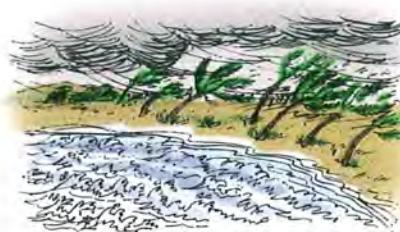
Combine the sentences using the given words. Discuss correct punctuation. Use the negative if necessary to make a logical statement.

His grades were low. He was admitted to the university.

- | | |
|---------------------|----------------|
| 1. even though | 4. nonetheless |
| 2. but . . . anyway | 5. despite |
| 3. yet . . . still | 6. because of |

Exercise 25. Warm-up. (Chart 19-7)

Read the question and the answers that follow. Which answers express “direct contrast,” i.e., the idea that “this” is the opposite of “that”?



hurricane



tornado

What is the difference between hurricanes and tornadoes?

1. Hurricanes develop over warm oceans while tornadoes form over land.
2. Hurricanes develop while they are traveling over warm ocean water.
3. Hurricanes develop over warm oceans, but tornadoes form over land.
4. Hurricanes develop over warm oceans; however, tornadoes form over land.
5. Hurricanes develop over warm oceans; on the other hand, tornadoes form over land.

19-7 Showing Direct Contrast

All of the sentences have the same meaning: “This” is the opposite of “that.”

Adverb Clauses	<i>while</i>	(a) Mary is rich, <i>while</i> John is poor.* (b) John is poor, <i>while</i> Mary is rich.
Conjunctions	<i>but</i>	(c) Mary is rich, <i>but</i> John is poor. (d) John is poor, <i>but</i> Mary is rich.
Transitions	<i>however</i> <i>on the other hand</i>	(e) Mary is rich; <i>however</i> , John is poor. (f) John is poor; <i>Mary</i> is rich, <i>however</i> . (g) Mary is rich. <i>John</i> , <i>on the other hand</i> , is poor. (h) John is poor. <i>Mary</i> , <i>on the other hand</i> , is rich.

*Sometimes a comma precedes a *while*-clause that shows direct contrast. A comma helps clarify that *while* is being used to express contrast rather than time. The use of a comma in this instance is a stylistic choice by the writer.

Exercise 26. Looking at grammar. (Chart 19-7)

Make two sentences with the same meaning as the given sentence. Use **however** or **on the other hand**. Punctuate carefully.

1. Florida has a warm climate, while Alaska has a cold climate.
2. While Fred is a good student, his brother is lazy.
3. Elderly people in my country usually live with their children, but the elderly in the United States often live by themselves.

Exercise 27. Looking at grammar. (Chart 19-7)

Complete the sentences with your own words.

1. Some people really enjoy swimming, while others . . . *are afraid of water*.
2. In the United States, people drive on the right-hand side of the road. However, people in . . .
3. While my desk always seems to be a mess, my . . .
4. My oldest son is shy, while my youngest son . . .

Exercise 28. Let's talk or write. (Chart 19-7)

Part I. Read the information below about extroverts and introverts. Make several sentences with the words in the list, either orally or in writing using the words **but**, **however**, **on the other hand**, or **while**.

General Characteristics of Extroverts and Introverts

Extroverts . . .

- like to be the center of attention.
- like to talk more than listen.
- enjoy meeting people.
- prefer being active.
- like to work in groups.
- don't always think before speaking.
- don't mind noise.
- like crowds.
- are energized by being with others.

Introverts . . .

- are uncomfortable being the center of attention.
- like to listen more than talk.
- are reserved when meeting people.
- like to spend time alone.
- don't like to work in groups.
- think carefully before speaking.
- prefer the quiet.
- avoid crowds.
- can find it tiring to spend time with others.

Examples:

- Extroverts like to talk more than listen, **while** introverts like to listen more than talk.
- Introverts like to listen more than talk. Extroverts, **however**, like to talk more than listen.

Part II. Are you an extrovert or introvert? Compare yourself to someone you know who is different from you. Make several sentences.

Exercise 29. Let's talk. (Chart 19-7)

Think of two different countries you are familiar with. How are they different? Use **while**, **however**, **on the other hand**, and **but**. Work in pairs, in small groups, or as a class.

- | | | |
|------------------|-----------------------|---------------------------|
| 1. size | 5. economic system | 9. educational costs |
| 2. population | 6. educational system | 10. medical care |
| 3. food | 7. role of women | 11. public transportation |
| 4. time of meals | 8. language | 12. dating customs |

Exercise 30. Warm-up. (Chart 19-8)

Choose the logical verb for each sentence: *can* or *can't*.

SITUATION: Sarah drinks coffee every morning. It wakes her up.

1. If Sarah drinks coffee in the morning, she *can / can't* wake up quickly.
2. Unless Sarah drinks coffee in the morning, she *can / can't* wake up quickly.
3. Sarah drinks coffee every morning; otherwise, she *can / can't* wake up quickly.
4. Sarah drinks coffee in the morning, or else she *can / can't* wake up quickly.

19-8 Expressing Conditions: Using *Otherwise* and *Or (Else)*

Adverb Clauses	(a) <i>If I don't eat breakfast</i> , I get hungry. (b) You'll be late <i>if you don't hurry</i> . (c) You'll get wet <i>unless you take your umbrella</i> .	If and unless state conditions that produce certain results. (See Charts 17-6 and 17-10, pp. 377 and 382.)
Transitions	(d) I always eat breakfast. <i>Otherwise</i> , I get hungry during class. (e) You'd better hurry. <i>Otherwise</i> , you'll be late. (f) Take your umbrella. <i>Otherwise</i> , you'll get wet.	Otherwise expresses the idea "if the opposite is true, then there will be a certain result." In (d): otherwise = <i>if I don't eat breakfast</i>
Conjunctions	(g) I always eat breakfast, <i>or (else)</i> I get hungry during class. (h) You'd better hurry, <i>or (else)</i> you'll be late. (i) Take your umbrella, <i>or (else)</i> you'll get wet.	Or else and otherwise have the same meaning.

Exercise 31. Looking at grammar. (Chart 19-8)

Make sentences with the same meaning as the given sentence. Use *otherwise*.

1. If I don't call my mother, she'll start worrying about me.
→ *I am going to / should / had better / have to / must call my mother. Otherwise, she'll start worrying about me.*
2. If you don't leave now, you'll be late for class.
3. Unless you have a ticket, you can't get into the theater.
4. You can't enter that country unless you have a passport.
5. If Tom doesn't get a job soon, his family won't have enough money for food.
6. Only if you speak both Japanese and Chinese fluently will you be considered for that job.*
7. Mary can go to school only if she gets a scholarship.
8. If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.

*Notice that the subject and verb in the main clause are inverted because the sentence begins with *only if*. See Chart 17-11, p. 383.

19-9 Summary of Connectives: Cause and Effect, Contrast, and Condition

	Adverb Clause Words	Transitions	Conjunctions	Prepositions
Cause and Effect	because since now that	so (that) therefore consequently	so	because of due to
Contrast	even though although though	while however nevertheless nonetheless on the other hand	but (. . . anyway) yet (. . . still)	despite in spite of
Condition	if unless only if even if whether or not	in case	otherwise	or (else)

Exercise 32. Looking at grammar. (Chart 19-9)

Using the two ideas of “to study” and “to pass or fail the exam,” complete the sentences. Punctuate and capitalize as necessary.

1. Because I did not study _____.
2. I failed the exam because _____.
3. Although I studied _____.
4. I did not study therefore _____.
5. I did not study however _____.
6. I studied nevertheless _____.
7. Even though I did not study _____.
8. I did not study so _____.
9. Since I did not study _____.
10. If I study for the exam _____.
11. Unless I study for the exam _____.
12. I must study otherwise _____.
13. Even if I study _____.
14. I did not study consequently _____.
15. I did not study nonetheless _____.

16. I will probably fail the exam whether _____
17. Only if I study _____
18. I studied hard yet _____
19. You'd better study or else _____

 **Exercise 33. Listening.** (Chart 19-9)

Listen to each sentence and choose the logical completion (a. or b.).



CD 2

Track 28

Example: You will hear: I was exhausted when I got home, but . . .

You will choose: a. I didn't take a nap. b. I took a nap.

- | | |
|------------------------------------|--|
| 1. a. my back gets sore. | b. my back doesn't get sore. |
| 2. a. my old one works fine. | b. my old one doesn't work. |
| 3. a. I hurry. | b. I don't hurry. |
| 4. a. I hurried. | b. I didn't hurry. |
| 5. a. our offices are hot. | b. our offices aren't hot. |
| 6. a. the noise bothers me. | b. the noise doesn't bother me. |
| 7. a. I fell asleep during dinner. | b. I didn't fall asleep during dinner. |

 **Exercise 34. Game.** (Charts 17-2, 19-4, and 19-9)

Work in teams. Combine these two ideas using the words below the example. The time is now, so use present and future tenses. The team that correctly combines the most sentences wins.

to go (or not to go) to the beach \ hot, cold, nice weather

Example: because

→ **Because** the weather is cold, we aren't going to go to the beach.

→ We're going to go to the beach **because** the weather is hot.

- | | | |
|------------------|----------------------|--------------------------|
| 1. so . . . that | 8. because of | 15. therefore |
| 2. so | 9. consequently | 16. only if |
| 3. nevertheless | 10. as soon as | 17. nonetheless |
| 4. despite | 11. such . . . that | 18. in spite of |
| 5. now that | 12. since | 19. even if |
| 6. once | 13. but . . . anyway | 20. yet . . . still |
| 7. although | 14. unless | 21. whether . . . or not |

Exercise 35. Reading. (Chart 19-9)

Part I. Read the passage comparing optimists and pessimists.

Optimists vs. Pessimists

Have you ever heard the expression that a glass is half full or half empty? If not, imagine that you are looking at a glass that is filled exactly halfway with liquid. Now, is the glass half full or half empty to you? People who say it is half full are called optimists, while people who say it is half empty are called pessimists. In simple terms, optimists see the best in the world, while pessimists see the worst.



One of the clearest ways to see the differences between the two is to look at the way optimists and pessimists explain events. When something bad happens, optimists tend to see the event as a single event which does not affect other areas of their lives. For example, Sarah is an optimistic person. When she gets a low grade on a test, she will say something like this to herself: "Oh well, that was one test I didn't do well on. I wasn't feeling well that day. I have another test in a few weeks. I'll do better on that one."

Pessimists, on the other hand, will feel that an event is just one of a string of bad events affecting their lives, and that they're somehow the cause of it. Let's take a look at Susan. She is a pessimist. When she gets a low grade on a test, she might say: "I failed again. I never do well on tests. I'm stupid. I should just quit trying." And when something does go well for Susan, she often attributes her success to luck. She may say, "I was just lucky that time," and she doesn't expect to do well again. While optimists don't see themselves as failures, pessimists do.

Research has shown that optimism can be a learned trait and that, despite their upbringing, people can train themselves to respond to events in more positive terms. For example, Paul has a tendency to react negatively to events. The first thing he has to do is become conscious of that behavior. Once he identifies how he is reacting, he can reframe his thoughts in more positive terms, as Sarah did when she failed the test. As Paul begins to do more of this, he forms new patterns of response, and over time these responses become more automatic. Gradually he can develop a more positive outlook on life.

What about you? How do you see life? Is the glass half full or half empty?

Part II. Complete the sentences with information from the reading.

1. Optimists think positively about life, while
2. An optimist may do poorly on a test; nevertheless,
3. Things sometimes go well for a pessimist; however,
4. Pessimists see themselves as failures; on the other hand,
5. Optimists don't see a single event affecting other areas of their lives; consequently,
6. Optimists see the best in the world; therefore,
7. Optimists see the best in the world; however,
8. Although people may have been raised as pessimists,
9. If a pessimist wants to change how he reacts,



Exercise 36. Listening. (Chapters 17 → 19)

CD 2
Track 29

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

1. What makes you yawn?
2. Do you yawn when others around you yawn?

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

1. Yawning is so contagious that when one person yawns, others nearby may yawn as well.
2. According to the speaker, people are not necessarily tired even though they may yawn.
3. According to the speaker, people yawn only if others around them yawn.
4. It's been proven that unless people yawn, they can't stay awake.
5. It's possible that at some point in history, people yawned so that they could stay awake and keep others awake in times of danger.
6. According to the speaker, if you are talking to people and they begin yawning, you can be certain that they have become bored by you.

T F

T F

T F

T F

T F

T F



Exercise 37. Check your knowledge. (Chapters 1 → 19)

These sentences are taken from student writing. You are the editor for these students. Rewrite the sentences, correcting errors, combining ideas, and making whatever revisions in phrasing or vocabulary you feel will help the writers say what they intended to say.

Example: My idea of the most important thing in life. It is to be healthy. Because a person can't enjoy life without health.

→ *In my opinion, the most important thing in life is good health because a person cannot enjoy life fully without it.*

1. We went shopping after ate dinner. But the stores were closed. We had to go back home even we hadn't found what were we looking for.
2. I want explain that I know a lot of grammars but is my problem I haven't enough vocabularies.
3. When I got lost in the bus station a kind man helped me, he explained how to read the huge bus schedule on the wall. Took me to the window to buy a ticket and showed me where was my bus, I will always appreciate his kindness.

4. I had never understand the important of know English language. Until I worked at a large international company.
5. Since I was young my father found an American woman to teach me and my brothers English, but when we move to other town my father wasn't able to find other teacher for other five years.
6. I was surprised to see the room that I was given at the dormitory. Because there aren't any furniture, and dirty.
7. When I meet Mr. Lee for the first time, we played video games at the student center even though we can't communicate very well, but we had a good time.
8. Because the United States is a large and also big country. It means that they're various kinds of people live there and it has a diverse population.
9. My grammar class was start at 10:35. When the teacher was coming to class, she returned the last quiz to my classmates and I. After we have had another quiz.
10. If a wife has a work, her husband should share the houseworks with her. If both of them help, the houseworks can be finish much faster.
11. The first time I went skiing. I was afraid to go down the hill. But then I think to myself, "Why not? Give it a try. You'll make it!" After stand around for ten minutes without moving. Finally, I decided go down that hill.

Exercise 38. Listening and writing. (Chapter 19)

 Listen to each passage twice. Then work together in pairs or small groups to write out the passage. Summarize what you heard. Then listen again and revise your writing as necessary.
CD 2
Track 30

PASSAGE 1: Turtles

PASSAGE 2: Boy or Girl?



Chapter 20

Conditional Sentences and Wishes

□ Exercise 1. Warm-up. (Chart 20-1)

Each sentence talks about a “condition” and the “result” of this condition. Underline the result clause in each sentence. Notice the verbs in blue. In which sentence does a past verb refer to present or future time?

1. If I have extra money, I usually buy computer equipment with it.
2. I will buy a new laptop computer next month if I have some extra money.
3. If I had some extra money, I would buy a new laptop today or tomorrow.
4. I would have bought a new laptop last month if I had had some extra money.

20-1 Overview of Basic Verb Forms Used in Conditional Sentences

Situation	If-clause	Result clause	Examples
True in the Present/Future	simple present	<i>will + simple form</i>	If I <u>have</u> enough time, I <u>watch</u> TV every evening. If I <u>have</u> enough time, I <u>will watch</u> TV later on tonight.
Untrue in the Present/Future	simple past	<i>would + simple form</i>	If I <u>had</u> enough time, I <u>would watch</u> TV now or later on.
Untrue in the Past	past perfect	<i>would have + past participle</i>	If I <u>had had</u> enough time, I <u>would have watched</u> TV yesterday.

□ Exercise 2. Looking at grammar. (Chart 20-1)

Complete the sentences with the verbs in parentheses.

1. I usually send my parents an email every week. That is a true fact. In other words:

If I (have) have enough time, I (send) send my parents an email **every week**.

2. I may have enough time to send my parents an email later tonight. I want to send them an email tonight. Both of those things are true. In other words:

If I (have) have enough time, I (send) send my parents an email **later tonight**.

3. I don't have enough time right now, so I won't send my parents an email. I'll try to do it later. I want to email them, but the truth is that I just don't have enough time right now. In other words:

If I (*have*) _____ enough time **right now**, I (*send*) _____ my parents an email.

4. I won't have enough time tonight, so I won't send my parents an email. I'll try to do it tomorrow. I want to email them, but the truth is that I just won't have enough time. In other words:

If I (*have*) _____ enough time **later tonight**, I (*send*) _____ my parents an email.

5. I wanted to send my parents an email last night, but I didn't have enough time. In other words:

If I (*have*) _____ enough time, I (*send*) _____ my parents an email **last night**.

Exercise 3. Warm-up. (Chart 20-2)

Discuss the differences in meaning, if any, in each pair of sentences.

1. a. If it rains, the streets get wet.
b. If it rains tomorrow, the streets will get wet.
2. a. If you heat water, it boils.
b. If you heat water, it will boil.
3. a. If it should rain tomorrow, we'll cancel the picnic.
b. If it rains tomorrow, we'll cancel the picnic.

20-2 True in the Present or Future

(a) If I *don't eat* breakfast, I always *get* hungry during class.

(b) Water *frieses* OR *will freeze* if the temperature *reaches* 32°F/0°C.

(c) If I *don't eat* breakfast tomorrow morning, I *will get* hungry during class.

(d) If it *rains*, we *should stay* home.

If it *rains*, I *might decide* to stay home.

If it *rains*, we *can't go*.

If it *rains*, we're *going to stay* home.

(e) If anyone *calls*, please *take* a message.

In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if-clause*.

The result clause has various possible verb forms. A result clause verb can be:

- the *simple present*, to express a habitual activity or situation, as in (a).
- either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in (b).
- the *simple future*, to express a particular activity or situation in the future, as in (c).
- *modals* and *phrasal modals* such as *should*, *might*, *can*, *be going to*, as in (d).*
- an *imperative verb*, as in (e).

(f) If anyone *should call*, please take a message.

Sometimes *should* is used in an *if-clause*. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.

*See Chart 9-1, p. 157, for a list of modals and phrasal modals.

Exercise 4. Let's talk. (Chart 20-2)

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

1. If it's cold tomorrow, what are you going to wear to class?
2. If it's cold, what do you usually wear?
3. Fish can't live out of water. If you take a fish out of water, what will happen/what happens?
4. If I want to learn English faster, what should I do?
5. Tell me what to do, where to go, and what to expect if I visit your hometown as a tourist.

Exercise 5. Looking at grammar. (Chart 20-2)

Choose the correct verb for the result clauses. In some cases, both answers are correct.

1. If I find out the answer, I *will let / let* you know.
2. If I have extra time, I *tutor / am going to tutor* students in math.
3. If it snows, the roads *are / will be* closed.
4. If you run up a hill, your heart *beats / will beat* fast.
5. If it should rain tomorrow, we *might change / will change* our plans.
6. If my cell phone battery goes dead, I *will recharge / would recharge* it.

Exercise 6. Listening. (Chart 20-2)



If + pronoun can be difficult to hear at the beginning of sentences because these words are generally unstressed. Additionally, **if** at the beginning of a sentence is often reduced to /f/. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

Example: You will hear: If I hear anything, I'll tell you.

You will write: If I hear anything, I'll tell you.

1. _____ too fast, please tell me.
2. _____ married, everyone will be shocked.
3. _____ okay, I'll ask for some advice.
4. _____ to quit, I hope he lets us know soon.
5. _____, we'll need to try something else.
6. _____ harder, I'm sure she'll succeed.
7. _____ the job, I'll call you right away.

Exercise 7. Warm-up. (Chart 20-3)

Choose the correct completions.

1. If Tom **were** a teacher, he **would teach** law.
 - a. Tom **is / isn't** a teacher.
 - b. Tom **teaches / doesn't teach** law.
2. If it **were** 5:00, we **could leave**.
 - a. It **is / isn't** 5:00.
 - b. We **can / can't** leave now.

20-3 Untrue (Contrary to Fact) in the Present or Future

- (a) If I *taught* this class, I *wouldn't give* tests.
- (b) If he *were* here right now, he *would help* us.
- (c) If I *were* you, I *would accept* their invitation.

In (a): In truth, I don't teach this class.

In (b): In truth, he is not here right now.

In (c): In truth, I am not you.

NOTE: **Were** is used for both singular and plural subjects. **Was** (with *I, he, she, it*) is sometimes used in informal speech: *If I was you, I'd accept their invitation.*

COMPARE:

- (d) If I had enough money, I *would buy* a car.
- (e) If I had enough money, I *could buy* a car.

In (d): The speaker wants a car but doesn't have enough money. **Would** expresses desired or predictable results.

In (e): The speaker is expressing one possible result. **could** = *would be able to*; **could** expresses possible options.

Exercise 8. Looking at grammar. (Charts 20-2 and 20-3)

Complete the sentences with the verbs in parentheses.

1. If I have enough apples, I (*bake*) will bake an apple pie this afternoon.
2. If I had enough apples, I (*bake*) would bake / could bake an apple pie.
3. I will fix your bicycle if I (*have*) a screwdriver of the proper size.
4. I would fix your bicycle if I (*have*) a screwdriver of the proper size.
5. I (*go*) to a movie tonight if I don't have any homework to do.
6. I (*go*) to a movie tonight if I didn't have any homework to do.
7. Sally always answers the phone if she (*be*) in her office.
8. Sally would answer the phone if she (*be*) in her office right now.

Exercise 9. Let's talk. (Chart 20-3)

Discuss the questions. Work in small groups or as a class.

Under what conditions, if any, would you . . .

1. exceed the speed limit while driving?
2. lie to your best friend?
3. disobey an order from your boss?
4. steal food?
5. carry a friend on your back?
6. not pay your rent?

Exercise 10. Looking at grammar. (Charts 20-2 and 20-3)

Complete the sentences with the verbs in parentheses. Work in pairs or small groups.

1. I (*be, not*) a student in this class if English (*be*) my native language.
2. Most people know that oil floats on water. If you pour oil on water, it (*float*) .

3. If there (*be*) _____ no oxygen on earth, life as we know it (*exist, not*) _____.

4. My evening newspaper has been late every day this week. If the paper (*arrive, not*) _____ on time today, I'm going to cancel my subscription.

5. If I (*be*) _____ a bird, I (*want, not*) _____ to live my whole life in a cage.

6. How long (*human beings, live*) _____ if all diseases in the world were completely eradicated?

7. If you boil water, it (*disappear*) _____ into the atmosphere as vapor.

8. If people (*have*) _____ paws instead of hands with fingers and opposable thumbs, the machines we use in everyday life (*have to*) _____ be constructed very differently. We (*be, not*) _____ able to turn knobs, push small buttons, or hold tools and utensils securely.



□ **Exercise 11. Let's talk: interview.** (Chart 20-3)

Find a partner to interview. Give him/her a fact. Ask your partner to make an unreal "if" statement. Change roles after item 3. Share some of the statements with the class.

Example: Ocean water is salty.

→ *If ocean water weren't salty, people could drink it and there would be enough water for everyone in the world.*

Facts:

- | | |
|-----------------------------------|---|
| 1. There is gravity on the earth. | 4. Children don't get everything they want. |
| 2. People don't have wings. | 5. Guns exist. |
| 3. Cars can't fly. | 6. There isn't enough food on the earth for everyone. |

□ **Exercise 12. Warm-up.** (Chart 20-4)

Check (✓) the sentences that have a past meaning.

1. ____ If Ann were available, she would help us.
2. ____ If Ann had been available, she would have helped us.
3. ____ If Ann is available, she will help us.
4. ____ If Ann had been available, she could have helped us.

20-4 Untrue (Contrary to Fact) in the Past

- (a) If you *had told* me about the problem, I *would have helped* you.
- (b) If they *had studied*, they *would have passed* the exam.
- (c) If I *hadn't slipped* on the stairs, I *wouldn't have broken* my arm.

In (a): In truth, you did not tell me about it.

In (b): In truth, they did not study. Therefore, they failed the exam.

In (c): In truth, I slipped on the stairs. I broke my arm.

NOTE: The auxiliary verbs are often reduced in speech.
"If you'd told me, I would've helped you (OR /-duv helped you)."^{*}

COMPARE:

- (d) If I *had had* enough money, I *would have bought* a car.
- (e) If I *had had* enough money, I *could have bought* a car.

In (d): *would* expresses a desired or predictable result.

In (e): *could* expresses a possible option.

could have bought = *would have been able to buy*

*In casual, informal speech, some native speakers sometimes use *would have* in an *if*-clause: *If you would've told me about the problem, I would've helped you.* This verb form usage is generally considered to be grammatically incorrect in standard English, but it occurs fairly commonly.

Exercise 13. Looking at grammar. (Chart 20-4)

Complete the sentences with a factual or truthful statement.

1. If I had worn a jacket, I wouldn't have been so cold at the park, but the truth is
→ *I didn't wear a jacket.*
2. If Martin hadn't become a soccer player, he would have been a soccer coach, but the truth is
3. If I hadn't answered my cell phone while I was driving, I wouldn't have caused the accident, but the truth is
4. If Professor Stevens had given a fair test, more students would have passed, but the truth is

Exercise 14. Looking at grammar. (Charts 20-1 → 20-4)

Underline the clause that expresses a condition. Write "T" if the condition is a true condition (i.e., a condition that exists in fact). Write "U" if the condition is untrue (i.e., a condition that does not exist in fact). Then decide if the sentence refers to present/future or past time.

- | | | | |
|-------------|---|--|------|
| 1. <u>T</u> | If the weather is warm, we'll eat outdoors. | present/future | past |
| 2. <u>U</u> | If the weather were warm, we would eat outdoors. | present/future | past |
| 3. ____ | If the weather had been warm, we would have eaten outdoors. | present/future | past |
| 4. ____ | If I had more money, I would work less. | present/future | past |
| 5. ____ | If I had had more money, I would have worked less. | present/future | past |
| 6. ____ | If I take time off from work, I feel more relaxed. | present/future | past |
| 7. ____ | If I hadn't had to work, I could have seen you. | present/future | past |
| 8. ____ | If I didn't have to work, I could see you. | present/future | past |

□ **Exercise 15. Looking at grammar.** (Charts 20-1 → 20-4)

Complete each sentence with **would do**, **will do**, or **would have done**.

1. Rita believes in hard work and wants her children to work hard. She always tells them, "If you work hard every day, you _____ well."
2. Scott is smart, but he doesn't work very hard. As a result, he is not very successful at his job. His co-workers often tell him, "If you worked hard every day, you _____ well."
3. Mark planned to study hard for a test yesterday, but some friends called, and he decided to go out with them. He didn't do well on his test the next day. His teacher told him, "If you had worked hard yesterday, you _____ well on the test."

□ **Exercise 16. Looking at grammar.** (Charts 20-1 → 20-4)

Complete the sentences with the verbs in parentheses.

1. If I (*have*) _____ enough money, I will go with you.
2. If I (*have*) _____ enough money, I would go with you.
3. If I (*have*) _____ enough money, I would have gone with you.
4. If the weather is nice tomorrow, we (*go*) _____ to the zoo.
5. If the weather were nice today, we (*go*) _____ to the zoo.
6. If the weather had been nice yesterday, we (*go*) _____ to the zoo.
7. If Sally (*be*) _____ at home tomorrow, I am going to visit her.
8. Jim isn't home right now. If he (*be*) _____ at home right now, I (*visit*) _____ him.
9. Linda wasn't at home yesterday. If she (*be*) _____ at home yesterday, I (*visit*) _____ her.
10. Last night Alex ruined his sweater when he washed it.
If he (*read*) _____ the label, he (*wash, not*) _____ it in hot water.



Exercise 17. Looking at grammar. (Charts 20-1 → 20-4)

Answer the questions with *yes* or *no*.

1. If the weather had been good yesterday, we would not have canceled the picnic.
 - a. Was the picnic canceled? yes
 - b. Was the weather good? no
2. If I had an envelope and a stamp, I would mail this letter today.
 - a. Do I have an envelope and a stamp right now? _____
 - b. Do I want to mail this letter today? _____
 - c. Am I going to mail this letter today? _____
3. Ann would have made it to class on time this morning if the bus hadn't been late.
 - a. Did Ann try to make it to class on time? _____
 - b. Did Ann make it to class on time? _____
 - c. Was the bus late? _____
4. If I didn't have any friends, I would be lonely.
 - a. Am I lonely? _____
 - b. Do I have friends? _____

Exercise 18. Let's talk. (Chart 20-4)

Work with a partner. Speaker A gives the cue. Speaker B begins the response with ***But if I had known.***

Example:

SPEAKER A (*book open*): There was a test yesterday. You didn't know that, so you didn't study.

SPEAKER B (*book closed*): But if I had known (that there was a test yesterday), I would have studied.

1. Your friend was in the hospital. You didn't know that, so you didn't visit her.
2. I've never met your friend. You didn't know that, so you didn't introduce me.
3. There was a meeting last night. You didn't know that, so you didn't go.
4. Your friend's parents are in town. You didn't know that, so you didn't invite them to dinner.

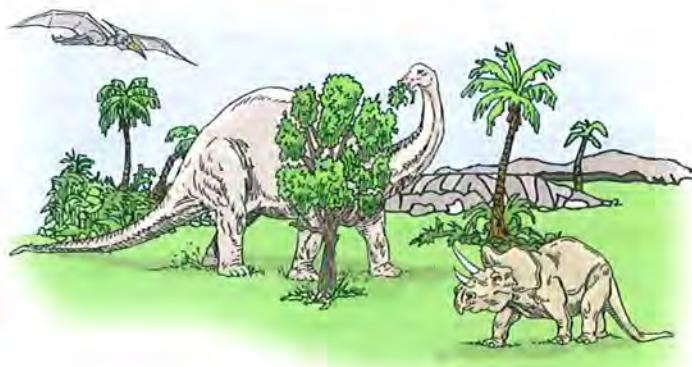
Change roles.

5. I wanted to go to the soccer game. You didn't know that, so you didn't buy a ticket for me.
6. I was at home last night. You didn't know that, so you didn't visit me.
7. Your sister wanted a gold necklace for her birthday. You didn't know that, so you didn't buy her one.
8. I had a problem. You didn't know that, so you didn't offer to help.

Exercise 19. Let's listen and talk. (Chart 20-4)

Part I. Answer this question: Why do you think dinosaurs became extinct? Then close your book and listen to the short talk on dinosaurs.

CD 2
Track 32



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

1. According to one theory, if an asteroid had collided with the earth, several disastrous changes in the earth's climate would have taken place. T F
2. This theory suggests that if an asteroid had not collided with the earth, dinosaurs would still exist. T F

Part III. Discuss these questions.

1. If dinosaurs still existed, what do you think the world would be like?
2. Would it be possible for dinosaurs and human beings to coexist on the same planet?

Exercise 20. Listening. (Charts 20-1 → 20-4)

In conditional sentences, /h/ is often dropped in the auxiliary verbs **have** and **had**. Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

CD 2
Track 33

SITUATION: Jon told several good friends a lie, and they recently found out. Here are their reactions:

Example: You will hear: If he had been truthful, he wouldn't have lost my trust.

You will write: If he had been truthful, he wouldn't have lost my trust.

1. _____ the truth sooner, _____ differently.
2. _____ him, _____ so foolish.
3. _____ me what a great guy Jon was, _____ him so easily.
4. _____ another person, _____ so shocked.
5. _____, _____ more respect for him.

Exercise 21. Looking at grammar. (Charts 20-1 → 20-4)

Complete the sentences with the verbs in parentheses.

1. You should tell your father exactly what happened. If I (*be*) _____ you, I (*tell*) _____ him the truth as soon as possible.
2. If I (*have*) _____ my camera with me yesterday, I (*take*) _____ a picture of Alex standing on his head.
3. I'm almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I need. If I (*have*) _____ more seeds than I need, I (*give*) _____ some to my neighbor.
4. George has only two pairs of socks. If he (*have*) _____ more than two pairs of socks, he (*have to, not*) _____ wash his socks so often.
5. The cowboy pulled his gun to shoot at the rattlesnake, but he was too late. If he (*be*) _____ quicker to pull the trigger, the snake (*bite, not*) _____ him on the foot. It's a good thing he was wearing heavy leather boots.
6. What (*we, use*) _____ to look at ourselves when we comb our hair if we (*have, not*) _____ mirrors?
7. It's been a long drought. It hasn't rained for over a month. If it (*rain, not*) _____ soon, a lot of crops (*die*) _____. If the crops (*die*) _____, many people (*go*) _____ hungry this coming winter.
8. A: Shhh! Your father is taking a nap. Uh-oh. You woke him up.
B: Gee, I'm sorry, Mom. If I (*realize*) _____ he was sleeping, I (*make, not*) _____ so much noise when I came in.
9. A: Since I broke my foot, I haven't been able to get to the basement to wash my clothes.
B: Why didn't you say something? I (*come*) _____ over and (*wash*) _____ them for you if you (*tell*) _____ me.
A: I know you (*come*) _____ right away if I (*call*) _____ you. I guess I didn't want to bother you.
B: Nonsense! What are good neighbors for?



 **Exercise 22. Listening.** (Charts 20-1 → 20-4)

Listen to the statements and answer the questions.

CD 2
Track 34

Example: You will hear: If Bob had asked me to keep the news about his marriage a secret, I wouldn't have told anybody. I know how to keep a secret.

You will answer: a. Did I tell anybody the news? yes
b. Did Bob ask me to keep it a secret? no

1. a. Am I going to go to the art museum? _____
b. Do I have enough time? _____
2. a. Did Mrs. Jones receive immediate medical attention? _____
b. Did she die? _____
3. a. Am I a carpenter? _____
b. Do I want to build my own house? _____
c. Am I going to build my own house? _____
4. a. Was the hotel built to withstand an earthquake? _____
b. Did the hotel collapse? _____

 **Exercise 23. Looking at grammar.** (Charts 20-1 → 20-4)

Complete each sentence with an appropriate auxiliary verb.

1. I don't have a pen, but if I did, I would lend it to you.
2. He is busy right now, but if he weren't, he would help us.
3. I didn't vote in the election, but if I had, I would have voted for Senator Todd.
4. I don't have enough money, but if I , I would buy that book.
5. The weather is cold today, but if it , I'd go swimming.
6. She didn't come, but if she , she would have met my brother.
7. I'm not a good cook, but if I , I would make all of my own meals.
8. He didn't go to a doctor, but if he , the cut on his hand wouldn't have gotten infected.
9. I always pay my bills. If I , I'd get in a lot of trouble.
10. Helium is lighter than air. If it , a helium-filled balloon wouldn't float upward.
11. I called my husband to tell him I would be late. If I , he would have gotten worried about me.

Exercise 24. Let's talk: pairwork. (Charts 20-1 → 20-4)

Work with a partner. Speaker A asks the questions. Speaker B begins the answers with **No, but.**

Example:

SPEAKER A (*book open*): Do you have a dollar?

SPEAKER B (*book closed*): No, but if I did (No, but if I had a dollar), I would lend it to you.

Change roles.

1. Are you rich?
2. Do you have a car?
3. Are you a bird?
4. Did you forget to bring a pen to class today?
5. Do you have your own airplane?
6. Are you the teacher of this class?

7. Are you at home right now?
8. Do you speak (*another language*)?
9. Did you forget to bring your grammar book to class today?
10. Is the weather hot/cold today?
11. Do you live in (*a different city*)?
12. Are you hungry?

Exercise 25. Warm-up. (Chart 20-5)

Match the true or factual sentences in Column A to the conditional sentences in Column B.

Column A

1. I was painting my apartment when you asked me to go to a movie.
2. I am painting my apartment right now.

Column B

- a. If I weren't painting my apartment, I would go to a movie with you.
- b. If I hadn't been painting my apartment, I would have gone to a movie with you.

20-5 Using Progressive Verb Forms in Conditional Sentences

Notice the use of progressive verb forms in these examples. Even in conditional sentences, progressive verb forms are used in progressive situations. (See Chart 1-2, p. 3, for a discussion of progressive verbs.)

(a) True: It *is raining* right now, so I *will not go* for a walk.

(b) Conditional: If it *were not raining* right now, I *would go* for a walk.

(c) True: It *was raining* yesterday afternoon, so I *did not go* for a walk.

(d) Conditional: If it *had not been raining*, I *would have gone* for a walk.

Exercise 26. Looking at grammar. (Chart 20-5)

Change the statements to conditional sentences.

1. You weren't listening, so you didn't understand the directions. But
→ *if you had been listening, you would have understood the directions.*
2. You aren't wearing a coat, so you're cold. But
3. Joe got a ticket because he was driving too fast. But
4. I'm enjoying myself, so I won't leave. But
5. You were sleeping, so I didn't tell you the news as soon as I heard it. But

Exercise 27. Looking at grammar. (Chart 20-5)

Complete each sentence with the correct form of the verb in parentheses. Make untrue or contrary-to-fact statements.

1. It's snowing. We can't go to the park.

If it (*snow*) weren't snowing, we could go to the park.

2. It wasn't snowing. We went to the park.

If it (*snow*) had been snowing,
we wouldn't have gone to the park.



3. Elena just got out of the shower. She's drying her hair with a hair dryer, so she can't hear the phone ring.

If Elena (*dry*) her hair, she could hear the phone ring.

4. Elena was waiting for a phone call from Tom, but as it happened, she was drying her hair when he called and couldn't hear the phone ring.

If Elena (*dry*) her hair when Tom called, she could have heard the phone ring.

5. Max is at a party at his friend's apartment, but he's not having any fun. He wants to leave. Max wouldn't want to leave early if he (*have*) fun.

6. Mrs. Chang was talking on her cell phone while she was driving and wasn't paying enough attention to traffic. When the car in front of her stopped, she crashed into it.

If Mrs. Chang (*talk*) on her cell phone, she probably wouldn't have gotten into an accident.

Exercise 28. Warm-up. (Chart 20-6)

Choose the correct time words.

1. If I had done my homework (*now / earlier*), I would know the answers (*now / earlier*).
2. Anita wouldn't be sick (*now / earlier*) if she had followed the doctor's orders (*now / earlier*).

20-6 Using "Mixed Time" in Conditional Sentences

Frequently the time in the *if*-clause and the time in the result clause are different: one clause may be in the present and the other in the past. Notice that past and present times are mixed in these sentences.

(a) True: I *did not eat* breakfast several hours ago, so I *am* hungry now.

(b) Conditional: If I *had eaten* breakfast several hours ago, I *would not be* hungry now.
(past) (present)

(c) True: He *is not* a good student. He *did not study* for the test yesterday.

(d) Conditional: If he *were* a good student, he *would have studied* for the test yesterday.
(present) (past)

Exercise 29. Looking at grammar. (Chart 20-6)

Change the statements to conditional sentences. Begin each one with **But**.

1. I'm hungry now because I didn't eat dinner.
→ *But if I'd eaten dinner, I wouldn't be hungry now.*
2. The room is full of flies because you left the door open.
3. You are tired this morning because you didn't go to bed at a reasonable hour last night.
4. I didn't finish my report yesterday, so I can't begin a new project today.
5. I'm not you, so I didn't tell him the truth.
6. I don't know anything about plumbing, so I didn't fix the leak in the sink myself.
7. Anita got sick because she didn't follow the doctor's orders.

Exercise 30. Warm-up. (Chart 20-7)

The following sentences are correct. Make sentences with the same meaning using **if**. Notice the order of the words in blue.

1. **Were I** the teacher, I would give fewer tests.
2. **Had I known** about your problem, I would have helped you.
3. **Should anyone come**, please tell them I'm asleep.

20-7 Omitting If

- (a) **Were I** you, I wouldn't do that.
(b) **Had I known**, I would have told you.
(c) **Should anyone call**, please take a message.

With **were**, **had** (past perfect), and **should**, sometimes **if** is omitted and the subject and verb are inverted.

In (a): **Were I you** = **if I were you**
In (b): **Had I known** = **if I had known**
In (c): **Should anyone call** = **if anyone should call**

Exercise 31. Looking at grammar. (Chart 20-7)

Make sentences with the same meaning by omitting **if**.

1. If you should need more money, go to the bank before six o'clock.
→ *Should you need more money, go to the bank before six o'clock.*
2. If I were you, I wouldn't do that.
3. If they had realized the danger, they would have done it differently.
4. If I were your teacher, I would insist you do better work.
5. If you should change your mind, please let me know immediately.
6. She would have gotten the job if she had been better prepared.
7. Your boss sounds like a real tyrant. If I were you, I would look for another job.
8. I'll be out of the office until June 12th. If you should need to reach me, I'll be at our company headquarters in Seoul.
9. The artists and creative thinkers throughout the history of the world have changed all of our lives. If they had not dared to be different, the history of civilization would have to be rewritten.
10. If there should be a global nuclear war, life on earth as we know it would end forever.

Exercise 32. Listening. (Chart 20-7)

Choose the sentence that best expresses the meaning of the sentence you hear.

CD 2
Track 35

Example: You will hear: Should you need help, I'll be in the room next door.

- You will choose:
- I'll be helping others in the room.
 - I'm available to help you.
 - You shouldn't ask me for help.
 - Do you need help from me?

- a. I get a lot of speeding tickets.
b. I was driving too fast.
c. I like to drive fast.
d. I didn't get a ticket.
- a. You shouldn't call me on my cell.
b. Did you have questions?
c. Call me soon.
d. Call me if you have questions.
- a. We're glad you told us.
b. We were happy to help you.
c. We needed to know earlier.
d. Why did you tell us so soon?
- a. I took the fastest way to the theater.
b. I didn't take the fastest way.
c. The theater was too far away.
d. I took several different routes.
- a. We stayed home.
b. We didn't stay home.
c. Someone warned us.
d. Several people warned us.
- a. Are we rich?
b. Rich people live in houses overlooking the ocean.
c. We aren't rich.
d. We live in a house overlooking the ocean.

Exercise 33. Warm-up. (Chart 20-8)

Read the paragraph. Check (✓) the sentences that are true.

One night a fire started in Janet's apartment. A blanket on the sofa got too close to an electric heater. Janet was in a deep sleep and wasn't aware of the fire. Fortunately, her neighbors saw smoke coming out of the window and threw rocks at her bedroom window to wake her up. Janet was very grateful that she wasn't killed or injured in the fire.

- Janet would have kept sleeping, but the neighbors woke her up.
- Janet would have awakened without her neighbors' help.
- Janet was awakened by her neighbors; otherwise, she wouldn't have woken up.

20-8 Implied Conditions

- (a) I *would have gone* with you, but I *had to study*.
 (b) I never *would have succeeded* without your help.

Often the *if*-clause is implied, not stated. Conditional verbs are still used in the result clause.

In (a): the implied condition = *if I hadn't had to study*
 In (b): the implied condition = *if you hadn't helped me*

- (c) She ran; *otherwise*, she *would have missed* her bus.

Conditional verbs are frequently used following *otherwise*.

In (c), the implied *if*-clause = *if she had not run*

Exercise 34. Looking at grammar. (Chart 20-8)

Identify the implied conditions by making sentences using *if*-clauses.

1. I would have visited you, but I didn't know that you were at home.
→ *I would have visited you if I had known you were at home.*
2. It wouldn't have been a good meeting without Rosa.
→ *It wouldn't have been a good meeting if Rosa hadn't been there.*
3. I would have answered the phone, but I didn't hear it ring.
4. I couldn't have finished the work without your help.
5. I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
6. I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
7. Olga turned down the volume on the CD player. Otherwise, the neighbors probably would have called to complain about the noise.
8. Tarek would have finished his education, but he had to quit school and find a job in order to support his family.

Exercise 35. Listening. (Chart 20-8)



CD 2

Track 36

Choose the statement (a. or b.) that is true for each sentence you hear. In some cases both answers are correct.

Example: You will hear: I canceled your dentist appointment for Tuesday. Otherwise, you would have had two appointments in one day.

You will choose: a. I thought you needed two appointments.
b. I didn't think you wanted two appointments.

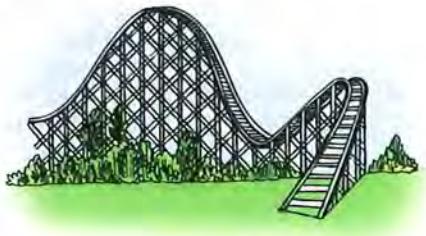
1. a. If I had had your number, I would have called.
b. I didn't have your number; otherwise, I would have called.
2. a. If my parents hadn't helped me, I wouldn't have gone to college.
b. If I hadn't gone to college, my parents wouldn't have helped me.
3. a. I picked up your clothes.
b. I wasn't able to pick up your clothes.
4. a. If someone had told us about the party, we would have come.
b. We came to the party even though you didn't tell us about it.
5. a. If I'd had your advice, I would have known what to do.
b. Because of your advice, I knew what to do.

Exercise 36. Looking at grammar. (Charts 20-1 → 20-8)

Complete each sentence with the verb in parentheses. Some of the verbs are passive.

1. If I could speak Japanese, I (*spend*) _____ next year studying in Japan.
2. Had I known Mr. Jung was in the hospital, I (*send*) _____ him a note and some flowers.
3. We will move into our new house next month if it (*complete*) _____ by then.

4. It's too bad that it's snowing. If it (*snow, not*) _____, we could go for a drive.
5. I was very tired. Otherwise, I (*go*) _____ to the party with you last night.
6. I'm glad I have so many friends and such a wonderful family. Life without friends or family (*be*) _____ lonely for me.
7. If you (*sleep, not*) _____ last night when we arrived, I would have asked you to go with us, but I didn't want to wake you up.
8. Bill has such a bad memory that he (*forget*) _____ his head if it (*be, not*) _____ attached to his body.
9. A: What would you be doing right now if you (*be, not*) _____ in class?
B: I (*sleep*) _____.
10. A: Boy, is it ever hot today!
B: You said it! If there (*be*) _____ only a breeze, it (*be, not*) _____ quite so unbearable.
11. A: Hi. Sorry I'm late.
B: That's okay.
A: I (*be*) _____ here sooner, but I had car trouble.
12. A: Want to ride on the roller coaster?
B: No way! I (*ride, not*) _____ on the roller coaster even if you paid me a million dollars!
13. A: Are you coming to the party?
B: I don't think so, but if I change my mind, I (*tell*) _____ you.



□ **Exercise 37. In your own words.** (Charts 20-1 → 20-8)

Complete the sentences with your own words, either orally or in writing. If written, add commas as necessary.

1. If it hadn't rained . . .
2. If it weren't raining . . .
3. You would have passed the test had . . .
4. It's a good thing we took a map with us. Otherwise . . .

5. Without electricity modern life
6. If you hadn't reminded me about the meeting tonight
7. Should you need any help
8. If I could choose any profession I wanted
9. If I were at home right now
10. Without your help yesterday
11. Were I you
12. What would you do if
13. If I had the chance to live my childhood over again
14. Had I known
15. Can you imagine what life would be like if

Exercise 38. Let's talk. (Charts 20-1 → 20-8)

Explain what you would do in these circumstances. Work in pairs or small groups.

Example:

SPEAKER A (*book open*): Suppose the student sitting next to you drops her pen.
What would you do?

SPEAKER B (*book closed*): I would pick it up for her.

1. Suppose/pretend there is a fire in this building right now. What would you do?
2. Suppose there is a fire in your room or apartment or house. You have time to save only one thing. What would you save?
3. Suppose you go to the bank to cash a check for (twenty dollars). The bank teller cashes your check and you leave, but when you count the money, you find she gave you (thirty dollars) instead of (twenty). What would you do?
4. Same situation, but she gave you only (fifteen dollars) instead of (twenty).
5. John was cheating during an examination. Suppose you were the teacher and you saw him. What would you have done?
6. You are at a party. A man starts talking to you, but he is speaking so fast that you can't catch what he is saying. What would you do?
7. Late at night you're driving your car down a deserted street. You're all alone. In an attempt to avoid a dog in the road, you swerve and hit a parked car. You know that no one saw you. What would you do?
8. Ricardo goes to a friend's house for dinner. His friend serves a dish that he can't stand/doesn't like at all. What if you were Ricardo?
9. Suppose you go to another city to visit a friend. You have never been there before. Your friend said he would meet you at the airport, but he's not there. You wait a long time, but he never shows up. You try to call him, but nobody answers the phone. Now what?

Exercise 39. Warm-up. (Chart 20-9)

Which sentences are true for you? Circle *yes* or *no*. What do you notice about the words in blue?

- | | | |
|---|-----|----|
| 1. I wish I <u>were</u> someplace else <u>right now</u> . | yes | no |
| 2. I wish I <u>could</u> travel all around the world <u>next year</u> . | yes | no |
| 3. I wish I <u>had</u> learned English when I was a child. | yes | no |

20-9 Verb Forms Following *Wish*

Wish is used when the speaker wants reality to be different, to be exactly the opposite.

	"True" Statement	Verb Form Following <i>Wish</i>	
A Wish about the Future	(a) She <i>will not tell</i> me. (b) He <i>isn't going to be</i> here. (c) She <i>can't come</i> tomorrow.	I <i>wish</i> (that) she <i>would tell</i> me. I <i>wish</i> he <i>were going to be</i> here. I <i>wish</i> she <i>could come</i> tomorrow.	<i>Wish</i> is followed by a noun clause. (See Chart 12-5, p. 253.) Past verb forms, similar to those in conditional sentences, are used in the noun clause.
A Wish about the Present	(d) I <i>don't know</i> French. (e) It <i>is raining</i> right now. (f) I <i>can't speak</i> Japanese.	I <i>wish</i> I <i>knew</i> French. I <i>wish</i> it <i>weren't raining</i> right now. I <i>wish</i> I <i>could speak</i> Japanese.	For example, in (a): <i>would</i> , the past form of <i>will</i> , is used to make a wish about the future.
A Wish about the Past	(g) John <i>didn't come</i> . (h) Mary <i>couldn't come</i> .	I <i>wish</i> John <i>had come</i> .* I <i>wish</i> Mary <i>could have come</i> .	In (d): the simple past (<i>knew</i>) is used to make a wish about the present. In (g): the past perfect (<i>had come</i>) is used to make a wish about the past.

*Sometimes in very informal speaking: *I wish John would have come*.

Exercise 40. Looking at grammar. (Chart 20-9)

Complete the sentences with an appropriate verb form.

- Our classroom doesn't have any windows. I wish our classroom _____ windows.
- The sun isn't shining. I wish the sun _____ right now.
- I didn't go shopping. I wish I _____ shopping.
- I don't know how to dance. I wish I _____ how to dance.
- It's cold today. I'm not wearing a coat. I wish I _____ a coat.
- I don't have enough money to buy that book. I wish I _____ enough money.
- I can't go with you tomorrow, but I wish I _____.
- My friend won't ever lend me his car. I wish he _____ me his car for my date tomorrow night.
- Mrs. Takasawa isn't coming to dinner with us tonight. I wish she _____ to dinner with us.
- The teacher is going to give an exam tomorrow. I wish he _____ us an exam tomorrow.
- You can't meet my parents. I wish you _____ them, but they're out of town.
- Khalid didn't come to the meeting. I wish he _____ to the meeting.
- I'm not lying on a sunny beach. I wish I _____ on a sunny beach.

Exercise 41. Let's talk: interview. (Chart 20-9)

Ask two classmates each question. Share some of their answers with the class.

1. What is something you can't do but you wish you could do?
2. What do you wish you were doing right now?
3. What is something you don't have but wish you had?
4. What is something that didn't happen yesterday but that you wish had happened?
5. What is something you don't know but wish you knew?
6. What is something that has never happened in your life but that you wish would happen?
7. What is something that happened in your life but that you wish had not happened?
8. What is something you have to do but wish you didn't have to do?
9. What is something that will not happen tomorrow but that you wish would happen?
10. What is something you were unable to do yesterday but you wish you could have done?

Exercise 42. Looking at grammar. (Chart 20-9)

Complete the sentences with an appropriate auxiliary verb.

1. I'm not at home, but I wish I were.
2. I don't know her, but I wish I did.
3. I can't sing well, but I wish I could.
4. I didn't go, but I wish I had.
5. He won't talk about it, but I wish he would.
6. I didn't read that book, but I wish I _____.
7. I want to go, but I can't. I wish I _____.
8. I don't have a bicycle, but I wish I _____.
9. He didn't buy a ticket to the game, but he wishes he _____.
10. It probably won't happen, but I wish it _____.
11. He isn't old enough to drive a car, but he wishes he _____.
12. They didn't go to the movie, but they wish they _____.
13. I don't have a driver's license, but I wish I _____.
14. I'm not living in an apartment, but I wish I _____.

Exercise 43. Warm-up. (Chart 20-10)

Choose the correct time word for each sentence. What do you notice about the verbs in blue and the tenses?

1. Jim's neighbors play loud music. He wishes they were quieter (now / soon).
2. Jim's neighbors are going to move. He wishes they would move (soon / last week).

20-10 Using Would to Make Wishes about the Future

- (a) It is raining. I *wish it would stop.*
(*I want it to stop raining.*)
- (b) I'm expecting a call. I *wish* the phone *would ring.*
(*I want the phone to ring.*)
- (c) It's going to be a good party. I *wish* you *would come.*
- (d) We're going to be late. I *wish* you *would hurry.*

Would is usually used to indicate that the speaker wants something to happen or someone other than the speaker to do something in the future. The wish may or may not come true (be realized).

In (c) and (d): *I wish you would . . .* is often used to make a request.

Exercise 44. Looking at grammar. (Charts 20-9 and 20-10)

Use the given information to answer each pair of questions. Use *wish + would*.

Example:

TOM: Why are you watching the telephone?

SUE: I'm waiting to hear from Sam. I want him to call me. I need to talk to him right now. We had an argument. I need to make sure everything's okay.

- (a) What does Sue want to happen in the near future?
→ *She wishes the phone would ring.*
- (b) What else does Sue wish?
→ *She wishes Sam would call her. She wishes she could talk to Sam right now.*
She probably wishes she and Sam hadn't had an argument.

1. ANNA: Can't you come to the concert? Please change your mind. I'd really like you to come.

YOKO: No, I can't. I have to work.

- (a) What does Anna want Yoko to do?
- (b) What else does Anna wish?

2. Helen is a neat and orderly person. Judy, her roommate, is messy. Judy never picks up after herself. She leaves dirty dishes in the sink. She drops her clothes all over the apartment. She never makes her bed. Helen nags Judy to pick up after herself.

- (a) What does Helen want Judy to do?
- (b) What does Judy probably wish?

Exercise 45. Listening. (Charts 20-9 and 20-10)



Listen to the sentences spoken in casual, relaxed English. Complete the sentences with the non-reduced forms of the words you hear.

CD 2
Track 37

Example: You will hear: I wish I didn't need so much sleep. I could get so much more done in a day!

You will write: I wish I didn't need so much sleep.

1. Alice doesn't like her job as a nurse. She wishes _____ to nursing school.
2. A: I wish _____ go to work today.
B: So do I. I wish _____ a holiday.

3. We had a good time in the mountains over vacation. I wish _____ with us. If _____ with us, _____ a good time.
4. I know that something's bothering you. I wish _____ me what it is. Maybe I can help.
5. A: My feet are killing me! I wish _____ more comfortable shoes.
B: Yeah, me too. I wish _____ that we were going to have to walk this much.

□ **Exercise 46. Let's talk.** (Charts 20-9 and 20-10)

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

1. Where do you wish you were right now? What do you wish you were doing?
2. Are you pleased with the weather today, or do you wish it were different?
3. Look around this room. What do you wish were different?
4. Is there anything you wish were different about the place you are living?
5. What do you wish were different about this city/town?
6. What do you wish were different about this country?
7. What do you wish were different about a student's life? about a worker's life?
8. Your friend gave you his phone number, but you didn't write it down because you thought you would remember it. Now you have forgotten the number. What do you wish?
9. You didn't eat breakfast/lunch/dinner before you came to class. Now you are hungry. What do you wish?
10. (____) stayed up very late last night. Today she is tired and sleepy. What does she probably wish?

□ **Exercise 47. Let's talk or write.** (Chapter 20)

Answer the questions, either orally or in writing. If orally, work in pairs, in small groups, or as a class.

1. If you could have free service for the rest of your life from a chauffeur, cook, housekeeper, or gardener, which would you choose? Why?
2. If you had to leave your country and build a new life, where would you go? Why?
3. If you had control of all medical research in the world and, by concentrating funds and efforts, could find the cure for only one disease in the next 25 years, which disease would you select? Why?
4. You have promised to spend an evening with your best friend. Then you discover you have the chance to spend the evening with (*name of a famous person*). Your friend is not invited. What would you do? Why?
5. Assume that you have a good job. If your boss told you to do something that you think is wrong, would you do it? Why or why not? (You understand that if you don't do it, you will lose your job.)
6. If you had to choose among perfect health, a loving family, and wealth (and you could have only one of the three during the rest of your life), which would you choose? Why?





Appendix

Supplementary Grammar Charts

UNIT A: Basic Grammar Terminology

A-1 Subjects, Verbs, and Objects

(a) <table border="0" data-bbox="161 586 261 653"><tr><td style="text-align: center; padding: 2px;">S</td><td style="text-align: center; padding: 2px;">V</td></tr><tr><td style="text-align: center; padding: 2px;">Birds</td><td style="text-align: center; padding: 2px;">fly.</td></tr></table> (noun) (verb)	S	V	Birds	fly.	Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O).		
S	V						
Birds	fly.						
(b) <table border="0" data-bbox="161 680 316 765"><tr><td style="text-align: center; padding: 2px;">S</td><td style="text-align: center; padding: 2px;">V</td></tr><tr><td style="text-align: center; padding: 2px;">The baby</td><td style="text-align: center; padding: 2px;">cried.</td></tr></table> (noun) (verb)	S	V	The baby	cried.	VERBS: Verbs that are not followed by an object, as in (a) and (b), are called "intransitive verbs."		
S	V						
The baby	cried.						
(c) <table border="0" data-bbox="161 774 435 859"><tr><td style="text-align: center; padding: 2px;">S</td><td style="text-align: center; padding: 2px;">V</td><td style="text-align: center; padding: 2px;">O</td></tr><tr><td style="text-align: center; padding: 2px;">The student</td><td style="text-align: center; padding: 2px;">needs</td><td style="text-align: center; padding: 2px;">a pen.</td></tr></table> (noun) (verb) (noun)	S	V	O	The student	needs	a pen.	Common intransitive verbs: <i>agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk.</i> Verbs that are followed by an object, as in (c) and (d), are called "transitive verbs."
S	V	O					
The student	needs	a pen.					
(d) <table border="0" data-bbox="161 868 458 953"><tr><td style="text-align: center; padding: 2px;">S</td><td style="text-align: center; padding: 2px;">V</td><td style="text-align: center; padding: 2px;">O</td></tr><tr><td style="text-align: center; padding: 2px;">My friend</td><td style="text-align: center; padding: 2px;">enjoyed</td><td style="text-align: center; padding: 2px;">the party.</td></tr></table> (noun) (verb) (noun)	S	V	O	My friend	enjoyed	the party.	Common transitive verbs: <i>build, cut, find, like, make, need, send, use, want.</i> Some verbs can be either intransitive or transitive. Intransitive: <i>A student studies.</i> Transitive: <i>A student studies books.</i>
S	V	O					
My friend	enjoyed	the party.					
	SUBJECTS AND OBJECTS: The subjects and objects of verbs are nouns (or pronouns). Examples of nouns: <i>person, place, thing, John, Asia, pen, information, appearance, amusement.</i>						

A-2 Adjectives

(a) Ann is an <i>intelligent</i> student. (adjective) (noun)	Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word <i>modify</i> means "change a little." Adjectives give a little different meaning to a noun: <i>intelligent student, lazy student, good student.</i>
(b) The <i>hungry</i> child ate fruit. (adjective) (noun)	Examples of adjectives: <i>young, old, rich, beautiful, brown, French, modern.</i>
(c) I saw some <i>beautiful</i> pictures. <i>INCORRECT:</i> beautiful s pictures	An adjective is neither singular nor plural. A final <i>-s</i> is never added to an adjective.

A-3 Adverbs

(a) He walks <i>quickly</i> . (adverb)	Adverbs modify verbs. Often they answer the question "How?" In (a): <i>How does he walk?</i> Answer: <i>Quickly.</i>
(b) She opened the door <i>quietly</i> . (adverb)	Adverbs are often formed by adding <i>-ly</i> to an adjective. Adjective: <i>quick</i> Adverb: <i>quickly</i>
(c) I am <i>extremely</i> happy. (adverb) (adjective)	Adverbs are also used to modify adjectives, i.e., to give information about adjectives, as in (c).
(d) Ann will come <i>tomorrow</i> . (adverb)	Adverbs are also used to express time or frequency. Examples: <i>tomorrow</i> , <i>today</i> , <i>yesterday</i> , <i>soon</i> , <i>never</i> , <i>usually</i> , <i>always</i> , <i>yet</i> .
MIDSENTENCE ADVERBS: (e) Ann <i>always</i> comes on time. (f) Ann <i>is always</i> on time. (g) Ann <i>has always</i> come on time. (h) <i>Does she always</i> come on time?	Some adverbs may occur in the middle of a sentence. Midsentence adverbs have usual positions; they <ul style="list-style-type: none"> come in front of simple present and simple past verbs (except <i>be</i>), as in (e); follow <i>be</i> (simple present and simple past), as in (f); come between a helping verb and a main verb, as in (g). In a question, a midsentence adverb comes directly after the subject, as in (h).

Common midsentence adverbs

ever always	usually often frequently	generally sometimes occasionally	seldom rarely hardly ever	never not ever	already finally just probably
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A-4 Prepositions and Prepositional Phrases

Common prepositions

about	at	beyond	into	since	up
above	before	by	like	through	upon
across	behind	despite	near	throughout	with
after	below	down	of	till	within
against	beneath	during	off	to	without
along	beside	for	on	toward(s)	
among	besides	from	out	under	
around	between	in	over	until	

(a) The [student] studies [in] the [library]. (noun)	An important element of English sentences is the prepositional phrase. It consists of a preposition (PREP) and its object (o). The object of a preposition is a noun or pronoun. In (a): <i>in the library</i> is a prepositional phrase.
(b) [We] enjoyed the [party] [at] your [house]. (noun)	
(c) We went [to the zoo] [in the afternoon]. (Place) (Time)	In (c): In most English sentences, "place" comes before "time."
(d) [In the afternoon], we went to the zoo.	In (d): Sometimes a prepositional phrase comes at the beginning of a sentence.

A-5 The Verb *Be*

- (a) John *is a student.*
(*be*) (noun)
- (b) John *is intelligent.*
(*be*) (adjective)
- (c) John *was at the library.*
(*be*) (prep. phrase)
- (d) Mary *is writing* a letter.
(e) They *were listening* to some music.
(f) That letter *was written* by Alice.

A sentence with ***be*** as the main verb has three basic patterns:

- In (a): ***be*** + *a noun*
In (b): ***be*** + *an adjective*
In (c): ***be*** + *a prepositional phrase*

Tense Forms of *Be*

	SIMPLE PRESENT	SIMPLE PAST	PRESENT PERFECT
Singular	<i>I am</i>	<i>I was</i>	<i>I have been</i>
	<i>you are</i>	<i>you were</i>	<i>you have been</i>
	<i>he, she, it is</i>	<i>he, she, it was</i>	<i>he, she, it has been</i>
Plural	<i>we, you, they are</i>	<i>we, you, they were</i>	<i>we, you, they have been</i>

A-6 Linking Verbs

- (a) The soup *smells good.*
(linking verb) (adjective)
- (b) This food *tastes delicious.*
- (c) The children *feel happy.*
- (d) The weather *became cold.*

Other verbs like ***be*** that may be followed immediately by an adjective are called "linking verbs." An adjective following a linking verb describes the subject of a sentence.*

Common verbs that may be followed by an adjective:

- *feel, look, smell, sound, taste*
- *appear, seem*
- *become* (and *get, turn, grow* when they mean "become")

*COMPARE:

- (1) *The man looks angry.* → An adjective (*angry*) follows *look*. The adjective describes the subject (*the man*). *Look* has the meaning of "appear."
- (2) *The man looked at me angrily.* → An adverb (*angrily*) follows *look at*. The adverb describes the action of the verb. *Look at* has the meaning of "regard, watch."



Ann *is at the laundromat.*
She *looks* very *busy*.

UNIT B: Questions

B-1 Forms of Yes/No and Information Questions

A yes/no question = a question that may be answered by yes or no

A: Does he live in Chicago?

B: Yes, he does. OR No, he doesn't.

An information question = a question that asks for information by using a question word

A: Where does he live?

B: In Chicago.

Question word order = (Question word) + helping verb + subject + main verb

Notice that the same subject-verb order is used in both yes/no and information questions.

(Question Word)	Helping Verb	Subject	Main Verb	(Rest of Sentence)	
(a) (b) Where	Does does	she she	live live?	there?	If the verb is in the simple present, use does (with <i>he, she, it</i>) or do (with <i>I, you, we, they</i>) in the question. If the verb is simple past, use did . Notice: The main verb in the question is in its simple form; there is no final -s or -ed .
(c) (d) Where	Do do	they they	live live?	there?	
(e) (f) Where	Did did	he he	live live?	there?	
(g) (h) Where	Is is	he he	living living?	there?	If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb.
(i) (j) Where	Have have	they they	lived lived?	there?	
(k) (l) Where	Can can	Mary Mary	live live?	there?	If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n).
(m) (n) Where	Will will	he he	be living be living?	there?	
(o) Who (p) Who	Ø can	Ø Ø	lives come?	there?	If the question word is the subject, usual question-word order is not used; does , do , and did are not used. The verb is in the same form in a question as it is in a statement. Statement: <i>Tom came.</i> Question: <i>Who came?</i>
(q) (r) Where	Are are	they they?	Ø Ø	there?	
(s) (t) Where	Was was	Jim Jim?	Ø Ø	there?	Main verb be in the simple present (<i>am, is, are</i>) and simple past (<i>was, were</i>) precedes the subject. It has the same position as a helping verb.

B-2 Question Words

	Question	Answer	
When	(a) <i>When</i> did they arrive? <i>When</i> will you come?	Yesterday. Next Monday.	<i>When</i> is used to ask questions about time.
Where	(b) <i>Where</i> is she? <i>Where</i> can I find a pen?	At home. In that drawer.	<i>Where</i> is used to ask questions about place.
Why	(c) <i>Why</i> did he leave early? <i>Why</i> aren't you coming with us?	Because he's ill. I'm tired.	<i>Why</i> is used to ask questions about reason.
How	(d) <i>How</i> did you come to school? <i>How</i> does he drive?	By bus. Carefully.	<i>How</i> generally asks about manner.
	(e) <i>How much</i> money does it cost? <i>How many</i> people came?	Ten dollars. Fifteen.	<i>How</i> is used with <i>much</i> and <i>many</i> .
	(f) <i>How old</i> are you? <i>How cold</i> is it? <i>How soon</i> can you get here? <i>How fast</i> were you driving?	Twelve. Ten below zero. In ten minutes. 50 miles an hour.	<i>How</i> is also used with adjectives and adverbs.
	(g) <i>How long</i> has he been here? <i>How often</i> do you write home? <i>How far</i> is it to Miami from here?	Two years. Every week. 500 miles.	<i>How long</i> asks about length of time. <i>How often</i> asks about frequency. <i>How far</i> asks about distance.
Who	(h) <i>Who</i> can answer that question? <i>Who</i> came to visit you?	I can. Jane and Eric.	<i>Who</i> is used as the subject of a question. It refers to people.
	(i) <i>Who</i> is coming to dinner tonight? <i>Who</i> wants to come with me?	Ann, Bob, and Al. We do.	<i>Who</i> is usually followed by a singular verb even if the speaker is asking about more than one person.
Whom	(j) <i>Who(m)</i> did you see? <i>Who(m)</i> are you visiting?	I saw George. My relatives.	<i>Whom</i> is used as the object of a verb or preposition. In everyday spoken English, <i>whom</i> is rarely used; <i>who</i> is used instead. <i>Whom</i> is used only in formal questions.
	(k) <i>Who(m)</i> should I talk <i>to</i> ? <i>To whom</i> should I talk? (formal)	The secretary.	NOTE: <i>Whom</i> , not <i>who</i> , is used if preceded by a preposition.
Whose	(l) <i>Whose</i> book did you borrow? <i>Whose</i> key is this? (<i>Whose</i> is this?)	David's. It's mine.	<i>Whose</i> asks questions about possession.

(continued)

B-2 Question Words (continued)

	Question	Answer	
What	(m) <i>What</i> made you angry? <i>What</i> went wrong?	His rudeness. Everything.	<i>What</i> is used as the subject of a question. It refers to things.
	(n) <i>What</i> do you need? <i>What</i> did Alice buy?	I need a pencil. A book.	<i>What</i> is also used as an object.
	(o) <i>What</i> did he talk <i>about</i> ? <i>About what</i> did he talk? (formal)	His vacation.	
	(p) <i>What kind of</i> soup is that? <i>What kind of</i> shoes did he buy?	It's bean soup. Sandals.	<i>What kind of</i> asks about the particular variety or type of something.
	(q) <i>What</i> did you <i>do</i> last night? <i>What</i> is Mary <i>doing</i> ?	I studied. Reading a book.	<i>What</i> + a form of <i>do</i> is used to ask questions about activities.
	(r) <i>What countries</i> did you visit? <i>What time</i> did she come? <i>What color</i> is his hair?	Italy and Spain. Seven o'clock. Dark brown.	<i>What</i> may accompany a noun.
	(s) <i>What</i> is Ed <i>like</i> ?	He's kind and friendly.	<i>What</i> + <i>be like</i> asks for a general description of qualities.
	(t) <i>What</i> is the weather <i>like</i> ?	Hot and humid.	
	(u) <i>What</i> does Ed <i>look like</i> ?	He's tall and has dark hair.	<i>What</i> + <i>look like</i> asks for a physical description.
	(v) <i>What</i> does her house <i>look like</i> ?	It's a two-story,* red brick house.	
Which	(w) I have two pens. <i>Which pen</i> do you want? <i>Which one</i> do you want? <i>Which do</i> you want?	The blue one.	<i>Which</i> is used instead of <i>what</i> when a question concerns choosing from a definite, known quantity or group.
	(x) <i>Which book</i> should I buy?	That one.	
	(y) <i>Which countries</i> did he visit? <i>What countries</i> did he visit?	Peru and Chile.	In some cases, there is little difference in meaning between <i>which</i> and <i>what</i> when they accompany a noun, as in (y) and (z).
	(z) <i>Which class</i> are you in? <i>What class</i> are you in?	This class.	

*American English: *a two-story house*.

British English: *a two-storey house*.

B-3 Shortened Yes/No Questions

- (a) *Going to bed now? = Are you going to bed now?*
- (b) *Finish your work? = Did you finish your work?*
- (c) *Want to go to the movie with us? = Do you want to go to the movie with us?*

Sometimes in spoken English, the auxiliary and the subject *you* are dropped from a yes/no question, as in (a), (b), and (c).

B-4 Negative Questions

- (a) *Doesn't she live* in the dormitory?
- (b) *Does she not live* in the dormitory? (very formal)

In a yes/no question in which the verb is negative, usually a contraction (e.g., *does + not* = *doesn't*) is used, as in (a).

Example (b) is very formal and is usually not used in everyday speech.

Negative questions are used to indicate the speaker's idea (i.e., what she/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).

- (c) Bob returns to his dorm room after his nine o'clock class. Matt, his roommate, is there. Bob is surprised.
Bob says, "What are you doing here? *Aren't you supposed to be in class now?*"

In (c): Bob believes that Matt is supposed to be in class now.

Expected answer: Yes.

- (d) Alice and Mary are at home. Mary is about to leave on a trip, and Alice is going to take her to the airport.
Alice says, "It's already two o'clock. We'd better leave for the airport. *Doesn't your plane leave at three?*"

In (d): Alice believes that Mary's plane leaves at three. She is asking the negative question to make sure that her information is correct.

Expected answer: Yes.

- (e) The teacher is talking to Jim about a test he failed. The teacher is surprised that Jim failed the test because he usually does very well.
The teacher says: "What happened? *Didn't you study?*"

In (e): The teacher believes that Jim did not study.

Expected answer: No.

- (f) Barb and Ron are riding in a car. Ron is driving. He comes to a corner where there is a stop sign, but he does not stop the car. Barb is shocked.
Barb says, "What's the matter with you? *Didn't you see that stop sign?*"

In (f): Barb believes that Ron did not see the stop sign.

Expected answer: No.

B-5 Tag Questions

- (a) Jack *can* come, *can't* he?
(b) Fred *can't* come, *can* he?

A tag question is a question added at the end of a sentence. Speakers use tag questions mainly to make sure their information is correct or to seek agreement.*

AFFIRMATIVE SENTENCE + NEGATIVE TAG → AFFIRMATIVE ANSWER EXPECTED

- Mary *is* here, *isn't* she? Yes, she is.
You *like* tea, *don't* you? Yes, I do.
They *have* left, *haven't* they? Yes, they have.

NEGATIVE SENTENCE + AFFIRMATIVE TAG → NEGATIVE ANSWER EXPECTED

- Mary *isn't* here, *is* she? No, she isn't.
You *don't* like tea, *do* you? No, I don't.
They *haven't* left, *have* they? No, they haven't.

(c) <i>This/That</i> is your book, isn't <i>it</i> ? <i>These/Those</i> are yours, aren't <i>they</i> ?	The tag pronoun for <i>this/that</i> = <i>it</i> . The tag pronoun for <i>these/those</i> = <i>they</i> .
(d) <i>There</i> is a meeting tonight, <i>isn't there</i> ?	In sentences with <i>there</i> + <i>be</i> , <i>there</i> is used in the tag.
(e) <i>Everything</i> is okay, isn't <i>it</i> ? (f) <i>Everyone</i> took the test, didn't <i>they</i> ?	Personal pronouns are used to refer to indefinite pronouns. <i>They</i> is usually used in a tag to refer to <i>everyone</i> , <i>everybody</i> , <i>someone</i> , <i>somebody</i> , <i>no one</i> , <i>nobody</i> .
(g) <i>Nothing</i> is wrong, <i>is</i> it? (h) <i>Nobody</i> called on the phone, <i>did</i> they? (i) You've never been there, <i>have</i> you?	Sentences with negative words take affirmative tags.
(j) <i>I am</i> supposed to be here, <i>am I not</i> ? (k) <i>I am</i> supposed to be here, <i>aren't I</i> ?	In (j): <i>am I not</i> ? is formal English. In (k): <i>aren't I</i> ? is common in spoken English.

*A tag question may be spoken:

- (1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct (e.g., *Ann lives in an apartment, doesn't she?*); OR
- (2) with a falling intonation if the speaker is expressing an idea with which she/he is almost certain the listener will agree (e.g., *It's a nice day today, isn't it?*).



Jim *could* use some help, *couldn't* he?

UNIT C: Contractions

C Contractions

IN SPEAKING: In everyday spoken English, certain forms of *be* and auxiliary verbs are usually contracted with pronouns, nouns, and question words.

- IN WRITING:
- (1) In written English, contractions with pronouns are common in informal writing, but they're not generally acceptable in formal writing.
 - (2) Contractions with nouns and question words are, for the most part, rarely used in writing. A few of these contractions may be found in quoted dialogue in stories or in very informal writing, such as a chatty letter to a good friend, but most of them are rarely if ever written.

In the following, quotation marks indicate that the contraction is frequently spoken but rarely, if ever, written.

	With Pronouns	With Nouns	With Question Words
am	I'm reading a book.	Ø	"What'm" I supposed to do?
is	She's studying. It's going to rain.	My "book's" on the table. Mary's at home.	Where's Sally? Who's that man?
are	You're working hard. They're waiting for us.	My "books're" on the table. The "teachers're" at a meeting.	"What're" you doing? "Where're" they going?
has	She's been here for a year. It's been cold lately.	My "book's" been stolen! Sally's never met him.	Where's Sally been living? What's been going on?
have	I've finished my work. They've never met you.	The "books've" been sold. The "students've" finished the test.	"Where've" they been? "How've" you been?
had	He'd been waiting for us. We'd forgotten about it.	The "books'd" been sold. "Mary'd" never met him before.	"Where'd" you been before that? "Who'd" been there before you?
did	Ø	Ø	"What'd" you do last night? "How'd" you do on the test?
will	I'll come later. She'll help us.	The "weather'll" be nice tomorrow. John'll be coming soon.	"Who'll" be at the meeting? "Where'll" you be at ten?
would	He'd like to go there. They'd come if they could.	My "friends'd" come if they could. "Mary'd" like to go there too.	"Where'd" you like to go?

UNIT D: Negatives

D-1 Using Not and Other Negative Words

(a) AFFIRMATIVE: The earth is round. (b) NEGATIVE: The earth is <i>not</i> flat.	<i>Not</i> expresses a <i>negative</i> idea.
AUX + NOT + MAIN VERB (c) I <i>will</i> <i>not</i> <i>go</i> there. I <i>have</i> <i>not</i> <i>gone</i> there. I <i>am</i> <i>not</i> <i>going</i> there. I <i>was</i> <i>not</i> <i>there</i> . I <i>do</i> <i>not</i> <i>go</i> there. He <i>does</i> <i>not</i> <i>go</i> there. I <i>did</i> <i>not</i> <i>go</i> there.	<i>Not</i> immediately follows an auxiliary verb or <i>be</i> . NOTE: If there is more than one auxiliary, <i>not</i> comes immediately after the first auxiliary: <i>I will not be going there</i> . <i>Do</i> or <i>does</i> is used with <i>not</i> to make a simple present verb (except <i>be</i>) negative. <i>Did</i> is used with <i>not</i> to make a simple past verb (except <i>be</i>) negative.

Contractions of auxiliary verbs with *not*

are not = aren't*
cannot = can't
could not = couldn't
did not = didn't
does not = doesn't
do not = don't

has not = hasn't
have not = haven't
had not = hadn't
is not = isn't
must not = mustn't
should not = shouldn't

was not = wasn't
were not = weren't
will not = won't
would not = wouldn't

- (d) I almost *never* go there.
I have *hardly ever* gone there.

In addition to *not*, the following are negative adverbs:
never, *rarely*, *seldom*
hardly (ever), *scarcely (ever)*, *barely (ever)*

- (e) There's *no* chalk in the drawer.

No also expresses a negative idea.

COMPARE: NOT VS. NO

- (f) I *do not have* any money.
(g) I have *no money*.

Not is used to make a verb negative, as in (f).

No is used as an adjective in front of a noun (e.g., *money*), as in (g).

NOTE: Examples (f) and (g) have the same meaning.

*Sometimes in spoken English you will hear "ain't." It means "am not," "isn't," or "aren't." *Ain't* is not considered proper English, but many people use *ain't* regularly, and it is also frequently used for humor.

D-2 Avoiding Double Negatives

- (a) *INCORRECT:* I don't have no money.
(b) *CORRECT:* I *don't* have *any* money.
CORRECT: I have *no* money.

Sentence (a) is an example of a "double negative," i.e., a confusing and grammatically incorrect sentence that contains two negatives in the same clause. One clause should contain only one negative.*

*Negatives in two different clauses in the same sentence cause no problems; for example:

A person who doesn't have love can't be truly happy.
I don't know why he isn't here.

D-3 Beginning a Sentence with a Negative Word

- (a) *Never will I do* that again!
(b) *Rarely have I eaten* better food.
(c) *Hardly ever does he come* to class on time.

When a negative word begins a sentence, the subject and verb are inverted (i.e., question word order is used).*

*Beginning a sentence with a negative word is relatively uncommon in everyday usage; it is used when the speaker/writer wishes to emphasize the negative element of the sentence and be expressive.

UNIT E: Preposition Combinations

E Preposition Combinations with Adjectives and Verbs

A	<i>be absent from</i> <i>be accused of</i> <i>be accustomed to</i> <i>be acquainted with</i> <i>be addicted to</i> <i>be afraid of</i> <i>agree with</i> <i>be angry at, with</i> <i>be annoyed with, by</i> <i>apologize for</i> <i>apply to, for</i> <i>approve of</i> <i>argue with, about</i> <i>arrive in, at</i> <i>be associated with</i> <i>be aware of</i>	<i>dream of, about</i> <i>be dressed in</i>	O	<i>object to</i> <i>be opposed to</i>
B	<i>believe in</i> <i>blame for</i> <i>be blessed with</i> <i>be bored with, by</i>	<i>be engaged in, to</i> <i>be envious of</i> <i>be equipped with</i> <i>escape from</i> <i>excel in, at</i> <i>be excited about</i> <i>excuse for</i> <i>be exhausted from</i> <i>be exposed to</i>	P	<i>participate in</i> <i>be patient with</i> <i>be pleased with</i> <i>be polite to</i> <i>pray for</i> <i>be prepared for</i> <i>prevent from</i> <i>prohibit from</i> <i>be protected from</i> <i>be proud of</i> <i>provide with</i>
C	<i>be capable of</i> <i>care about, for</i> <i>be cluttered with</i> <i>be committed to</i> <i>compare to, with</i> <i>complain about, of</i> <i>be composed of</i> <i>be concerned about</i> <i>be connected to</i> <i>consist of</i> <i>be content with</i> <i>contribute to</i> <i>be convinced of</i> <i>be coordinated with</i> <i>count (up)on</i> <i>be covered with</i> <i>be crowded with</i>	<i>be faithful to</i> <i>be familiar with</i> <i>feel like</i> <i>fight for</i> <i>be filled with</i> <i>be finished with</i> <i>be fond of</i> <i>forget about</i> <i>forgive for</i> <i>be friendly to, with</i> <i>be frightened of, by</i> <i>be furnished with</i>	Q	<i>be qualified for</i>
D	<i>decide (up)on</i> <i>be dedicated to</i> <i>depend (up)on</i> <i>be devoted to</i> <i>be disappointed in, with</i> <i>be discriminated against</i> <i>distinguish from</i> <i>be divorced from</i> <i>be done with</i>	<i>G</i> <i>be gone from</i> <i>be grateful to, for</i> <i>be guilty of</i>	R	<i>recover from</i> <i>be related to</i> <i>be relevant to</i> <i>rely (up)on</i> <i>be remembered for</i> <i>rescue from</i> <i>respond to</i> <i>be responsible for</i>
E		<i>H</i> <i>hide from</i> <i>hope for</i>	S	<i>be satisfied with</i> <i>be scared of, by</i> <i>stare at</i> <i>stop from</i> <i>subscribe to</i> <i>substitute for</i> <i>succeed in</i>
F		<i>I</i> <i>be innocent of</i> <i>insist (up)on</i> <i>be interested in</i> <i>introduce to</i> <i>be involved in</i>	T	<i>take advantage of</i> <i>take care of</i> <i>talk about, of</i> <i>be terrified of, by</i> <i>thank for</i> <i>think about, of</i> <i>be tired of, from</i>
G		<i>J</i> <i>be jealous of</i>	U	<i>be upset with</i> <i>be used to</i>
H		<i>K</i> <i>keep from</i> <i>be known for</i>	V	<i>vote for</i>
I		<i>L</i> <i>be limited to</i> <i>be located in</i> <i>look forward to</i>	W	<i>be worried about</i>
J		<i>M</i> <i>be made of, from</i> <i>be married to</i>		

UNIT F: The Subjunctive in Noun Clauses

F Using the Subjunctive in Noun Clauses

- (a) The teacher *demands* that we *be* on time.
- (b) I *insisted* that he *pay* me the money.
- (c) I *recommended* that she *not go* to the concert.
- (d) *It is important* that they *be told* the truth.

A subjunctive verb uses the simple form of a verb. It does not have present, past, or future forms; it is neither singular nor plural.

Sentences with subjunctive verbs generally *stress importance or urgency*. A subjunctive verb is used in *that*-clauses that follow the verbs and expressions listed below.

In (a): *be* is a subjunctive verb; its subject is *we*.

In (b): *pay* (not *pays*, not *paid*) is a subjunctive verb; it is in its simple form, even though its subject (*he*) is singular.

Negative: *not + simple form*, as in (c).

Passive: *simple form of be + past participle*, as in (d).

- (e) I *suggested* that she *see* a doctor.
- (f) I *suggested* that she *should see* a doctor.

Should is also possible after *suggest* and *recommend*.*

Common verbs and expressions followed by the subjunctive in a noun clause

advise (that)	propose (that)	it is critical (that)	it is important (that)
ask (that)	recommend (that)	it is essential (that)	it is necessary (that)
demand (that)	request (that)	it is imperative (that)	it is vital (that)
insist (that)	suggest (that)		

*The subjunctive is more common in American English than British English. In British English, *should + simple form* is more usual than the subjunctive: *The teacher insists that we should be on time*.

UNIT G: Troublesome Verbs

G Raise / Rise, Set / Sit, Lay / Lie

Transitive	Intransitive	
(a) <i>raise, raised, raised</i> Tom <i>raised his hand</i> .	(b) <i>rise, rose, risen</i> The sun <i>rises</i> in the east.	<i>Raise, set, and lay</i> are transitive verbs; they are followed by an object.
(c) <i>set, set, set</i> I <i>will set the book</i> on the desk.	(d) <i>sit, sat, sat</i> I <i>sit</i> in the front row.	<i>Rise, sit, and lie</i> are intransitive; they are NOT followed by an object.*
(e) <i>lay, laid, laid</i> I <i>am laying the book</i> on the desk.	(f) <i>lie,** lay, lain</i> He <i>is lying</i> on his bed.	In (a): <i>raised</i> is followed by the object <i>hand</i> . In (b): <i>rises</i> is not followed by an object. NOTE: <i>Lay</i> and <i>lie</i> are troublesome for native speakers too and are frequently misused. <i>lay = put</i> <i>lie = recline</i>

*See Appendix Chart A-1 for information about transitive and intransitive verbs.

***Lie* is a regular verb (*lie, lied*) when it means "not tell the truth": *He lied to me about his age*.



Listening Script

Please note: You may want to pause the audio after each item or in longer passages so that there is enough time to complete each task.

Chapter 1: Overview of Verb Tenses

Exercise 4, p. 2.

1. I cooked my own dinner last night.
2. I bought a textbook yesterday.
3. I get on the internet every day.
4. I will be home tonight.
5. I am going to watch a movie this weekend.

Exercise 6, p. 3.

1. At midnight last night, I was sleeping.
2. Right now I am thinking about grammar.
3. Tomorrow I will be sitting in class at this time.
4. Tonight at 9:00, I will be watching TV.
5. Last night at 9:00, I was watching TV.

Exercise 8, p. 4.

1. I have done my homework already.
2. Before I went to bed last night, I had done all my homework.
3. By the time I finish this chapter, I will have done several verb exercises.
4. I have studied all the English verb tenses.
5. Before I began this class, I had studied all the English verb tenses.

Exercise 15, p. 9.

1. Hoped. We hoped to see you last week. Hoped.
2. Stopped. The rain finally stopped. Stopped.
3. Waiting. The taxi is waiting. Waiting.
4. Sitting. He's sitting in a taxi. Sitting.
5. Started. The movie started late. Started.
6. Happened. What happened yesterday? Happened.
7. Planning. We're planning a birthday party. Planning.
8. Enjoyed. We enjoyed our vacation. Enjoyed.
9. Worried. We worried about you. Worried.
10. Studying. I'm studying English. Studying.

Exercise 18, p. 12.

1. We are renting an apartment in the city.
2. We preferred to rent and see how we liked city life.
3. The earthquake destroyed the town.
4. Our children visited their grandparents.
5. We gained a little weight on our vacation.
6. I'm planning a short trip this summer.
7. I'm taking a few weeks off from work.
8. Right now I am replying to several emails.
9. I'm done. I replied to all of them.

Chapter 2: Present and Past; Simple and Progressive

Exercise 5, p. 15.

1. Hey, look out the window! It's raining . . .
2. We get a lot of rain here . . .
3. Besides the rain, it also snows here a little . . .
4. Did you hear? We can go skiing this weekend. It's snowing in the mountains . . .
5. We go hiking a lot. We especially like to hike in the mountains . . .
6. Our son is spending some time in the mountains . . .

Exercise 12, p. 22.

1. Did she lose her notebook?
2. Did she forget her homework?
3. Did she make a lot of mistakes on the writing test?
4. Did she write several words incorrectly?
5. Did she take another student's homework to copy?
6. Did he do his homework?
7. Did he understand the homework?
8. Did he bring his homework to class?
9. Did he get a good grade on the test?
10. Did he know all the answers on the test?
11. Did she begin class on time?
12. Did she speak clearly?
13. Did she give a fair test?
14. Did she spend extra time helping her students?
15. Did she tell her students jokes?
16. Did she teach her students a song?
17. Did she sing with her students?

Exercise 14, p. 23.

- Did they swim in the water?
- Did they stand in the waves?
- Did they fall down in the waves?
- Did they run barefoot on the sand?
- Did they lie in the sun?
- Did they wear sunscreen?
- Did they dig in the sand?
- Did they build giant sandcastles?
- Did they write their names in the sand?
- Did they draw pictures in the sand?
- Did they hide their feet in the sand?
- Did they sing songs?
- Did some bees sting them?
- Did they see the sunset?

Exercise 16, p. 24.

- Did she wake up sick?
- Did she catch a cold?
- Did her head hurt?
- Did she take her temperature?
- Did she have a fever?
- Did she feel bad?
- Did she keep her pajamas on?
- Did she lie on the couch?
- Did she sleep for several hours?
- Did she dream about scary things?
- Did she eat some chicken soup?
- Did she speak to the doctor?
- Did she take some medicine?
- Did she read the instructions on the label?

Exercise 18, p. 25.

- Yesterday I felt . . .
- Yesterday Mr. Jones taught . . .
- Did you fill . . .
- The children drew . . .
- The man hid . . .
- One student withdrew . . .
- When I was cooking dinner, I burnt . . .
- Did you shrink . . .
- The audience wept . . .
- The plants grew . . .

Exercise 19, p. 25.

Part I.

A Scary Night

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

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

I hid in my bedroom closet while the thief was creeping around my office. Soon I heard sirens as the police sped to my building. From the crack in the closet door, I saw the thief as he ran outside with my computer.

The police jumped out of their cars and followed the thief, but he managed to get away in a car that was waiting for him. The police got back in their cars and drove after him. Later I learned that they caught the thief a few miles from my building.

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

Part II.

- The thief entered quietly.
- He opened a window.
- The woman spoke with the intruder.
- The woman went into her closet.
- The police caught the thief in the woman's apartment.
- The woman felt relaxed at the end of the story.

Exercise 20, p. 26.

- | | |
|----------------------|---------------------|
| 1. lasted, tried | 6. missed, reached |
| 2. helped, stopped | 7. saved, smelled |
| 3. described, wanted | 8. watched, asked |
| 4. invited, wanted | 9. finished, robbed |
| 5. believed, kissed | |

Exercise 21, p. 27.

- | | | |
|-----------|--------------|-------------|
| 1. typed | 4. replied | 7. canceled |
| 2. closed | 5. succeeded | 8. finished |
| 3. rented | 6. looked | 9. counted |

Exercise 22, p. 27.

- Olga blinked (blink/t/), yawned (yawn/d/), and stretched (stretch/t/).
- Mrs. Olsen mopped (mop/t/) the kitchen floor, vacuumed (vacuum/d/) the carpet, and dusted (dust/əd/) the furniture.
- The meeting started (start/əd/) late and ended (end/əd/) early.
- My friend jumped (jump/t/) up and down and yelled (yell/d/) when she got the news.
- The airplane departed (depart/əd/) at six and landed (land/əd/) at eight.
- When I asked (ask/t/) the doctor about some medication, he suggested (suggest/əd/) a new one.

Exercise 29, p. 32.

First Day of Class

It was my first day of class. I finally found the right room. The room was already full of students.

On one side of the room, students were talking to each other in Japanese or Arabic. On the other side, students were speaking in Spanish or Portuguese. It sounded like the United Nations. Some of the students, however, were sitting quietly by themselves, not talking to anyone.

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

Chapter 3: Perfect and Perfect Progressive Tenses

Exercise 2, p. 37.

1. I wrote a book. Have you ever ...
2. I lost my wallet. Have you ever ...
3. I climbed a mountain last year. Have you ever ...
4. I gave a speech to a large audience. Have you ever ...
5. I told a lie. Have you ever ...
6. I once sang in public. Have you ever ...
7. I rode on a motorcycle once. Have you ever ...
8. I drank Turkish coffee. Have you ever ...
9. I took a cooking class. Have you ever ...
10. I shook hands with a famous person. Have you ever ...
11. I helped another person with English. Have you ever ...
12. I slept in a tent. Have you ever ...
13. I drove a truck. Have you ever ...
14. I had a car accident. Have you ever ...
15. I studied biology. Have you ever ...
16. I once played a violin. Have you ever ...

Exercise 10, p. 41.

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

Exercise 11, p. 42.

1. My teacher's in the classroom.
2. Your teacher has already left.
3. All of the other teachers have already left too.
4. You're late! Where have you been?
5. Susan has a guilty look on her face. What's she done?
6. Finally! The mail's come.
7. My neighbors have lived in the same apartment for over thirty years.
8. Vicky's planning a trip to Brazil.
9. It's great to see you. How have you been?
10. India's been an independent country since 1947.
11. The weather's very nice.
12. The weather's been warm lately.
13. The children have finished their drawings.
14. Ruth has read four novels so far this month.

Exercise 18, p. 48.

- A: Good to see you! So, what have you been up to lately?
- B: Not too much. I've been taking it easy.
- A: How nice! Glad to hear you haven't been working too hard. By the way, how are your parents? I haven't seen them for a while.
- B: They're doing great. They're traveling now that they're retired.
- A: How long have they been retired?
- B: Gosh, I don't know. It's been a couple of years now.
- A: So, they've been traveling a lot?
- B: Yeah. They've been staying in warm, sunny places in the winter and spending summers here.
- A: What a great way to spend retirement! I'm glad to hear they're enjoying themselves.

Exercise 20, p. 49.

1. Susan got to the doctor's office at 9:00 A.M. It is now 9:30, and she's still in the waiting room.
2. Alexi arrived in this country last month. He bought a motorcycle right away and uses it to get around town.
3. Joe will soon make his decision about which job to take.
4. Mika is stuck in rush-hour traffic. She's going to be late for her first day of work at a new job. She left home at 7:00 and now it's 8:30.
5. Andrew and Donna are in the middle of a chess match. They're getting tired and would like some lunch. Their chess match started three hours ago.

Exercise 25, p. 52.

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

Exercise 26, p. 53.

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

Exercise 27, p. 53.

1. You're a new student, aren't you? How long've you been in this country?
2. You must miss your old neighbor. How long had you known Mr. Kim before he moved away?
3. You're looking for Jack? Jack has left. He isn't here.
4. We were late, and Natasha had left by the time we got there.
5. Unfortunately, I didn't have my cell phone with me when we got lost. I'd left it at home.
6. Since we're teachers, we have the summers off and do a lot of traveling. We'd like to travel to Africa next.
7. Talk about long marriages! Can you believe that Mr. and Mrs. Cho have been married for 65 years?
8. Serena's an amazing chef. She's created so many new and popular dishes that it's almost impossible to get a reservation at her restaurant.

Exercise 28, p. 54.

A Pleasant Surprise

Last night Amy got home from work two hours late. Usually she's home by 7:30, but last night she didn't get there until almost 9:30.

When she got home, her husband, Jamal, had already eaten dinner and was washing the dishes. With a worried tone in his voice, he asked her where she'd been. She told him she'd had to work late, and then, on her way home, there'd been a big accident that had slowed traffic to a crawl. He asked her why she hadn't called. She said she'd forgotten to recharge her cell phone, so she couldn't call him.

Jamal smiled warmly and said that he was just glad that she was safely home. Then he offered to make her dinner — which she gratefully accepted. A home-cooked meal sounded wonderful. It'd been a long day!

Exercise 33, p. 58.

1. Yoko has recently learned to ski.
2. Yoko has been learning how to ski.
3. Mia has worked as an auto mechanic, but she prefers other types of work.
4. Jon has been traveling since he received his job promotion a month ago.
5. Jon had been working in sales when he became vice-president for human resources.

Chapter 4: Future Time

Exercise 3, p. 61.

1. Let's go to the beach. The children enjoy going there.
2. Yes, I'm sure they'll enjoy it.
3. The children'll enjoy going to the beach.
4. We meet at the library every Wednesday night for our book club.
5. We'll meet you in the reference section of the library.

6. Where'll I find information on organic gardening?
7. You'll find the information you're looking for in the gardening section of our bookstore.
8. These books have the information you're looking for.

Exercise 5, p. 62.

1. You'll need to turn in all your assignments by tomorrow.
2. We'll review for the final exam on Monday.
3. The test'll have 50 questions.
4. There'll be 50 questions on the exam.
5. You'll have the whole hour to complete the test.
6. It's a long exam. Sorry, but nobody'll finish early.
7. It'll be a lot of work. Study hard!
8. The results'll be available in my office the next day.

Exercise 6, p. 62.

1. Next in the news: The United Nations is going to vote on the new trade resolution tomorrow afternoon.
2. The election's almost here. I think I'm going to (gonna) vote for Carol Johnson. I like her.
3. Good evening, ladies and gentleman. It is clear that our town has a number of problems. What are we going to do to make our town a better place to live? I'd like to offer a few suggestions this evening.
4. Oh, no! We're out of gas. We're in the middle of nowhere. It's past midnight. Yikes! What're we going to (gonna) do?

Exercise 12, p. 66.

1. So, you were talking about your plans for the summer. What are you going to do?
2. Can you help me out? I've got to get this letter in the mail by noon.
3. Tell me again. Why are you leaving work early?
4. Darn, this flashlight doesn't work.
5. Here's the broom. What did you want it for?

Chapter 5: Review of Verb Tenses

Exercise 4, p. 78.

A Silly Mistake

When I got home to my apartment last night, I took out my key to open the door as usual. As always, I put it in the lock, but the door didn't open. I tried my key again and again with no luck. So I knocked on the door for my wife to let me in. Finally the door opened, but I didn't see my wife on the other side. I saw a stranger. I had been trying to get into the wrong apartment! I quickly apologized and went to my own. I felt very stupid about what I had done.

Exercise 8, p. 80.

1. Flight 907 landed at 8:06 P.M.
2. It was evening, and Greg was home alone. He was lying on his couch in the living room. He had been listening to classical music for almost an hour.

- This wet weather is getting very tiresome. It's been raining for days.
- On the way to the theater, we got stuck in traffic, so we were late. The concert was just starting as we walked in.
- Janice is interested in learning to fly a small plane. She's had two lessons so far.
- There was a robbery at the bank ten minutes ago, and the police still haven't come. By the time they get here, the thief'll be far away.

Chapter 6: Subject-Verb Agreement

Exercise 3, p. 85.

- | | | |
|-------------|-------------|-------------|
| 1. ride/z/ | 4. rug/z/ | 7. wish/əz/ |
| 2. write/s/ | 5. sleep/s/ | 8. page/əz/ |
| 3. rob/z/ | 6. lock/s/ | 9. month/s/ |

Exercise 5, p. 86.

- Cats sleep eighteen hours a day.
- People come in many shapes and sizes.
- Maria practices pronunciation by reading sentences aloud.
- The cafeteria serves good sandwiches.
- Our teacher encourages us to speak English outside of class.
- When Jack has a cold, he coughs and sneezes.

Exercise 9, p. 88.

- The students ...
- The students in this classroom ...
- Each student ...
- Every student ...
- Every student in Mrs. Walker's classes ...
- The students and teachers ...
- Every student and teacher ...
- Each student and teacher ...

Exercise 15, p. 91.

- Still hungry? There're some leftovers in the fridge.
- If you want more to eat, there's an apple left over from lunch.
- Don't leave yet. There're email messages waiting for your response.
- Excuse me. There's someone on the phone for you.
- I need your help. Is there a place we could go to talk?
- It's very crowded. Are there chairs for us to sit down?
- I think there're extra chairs in the hallway.
- Moving is a lot of work. Is there anything I can do to help?

Chapter 7: Nouns

Exercise 14, p. 108.

- Joseph and Rob are taxi drivers.
- They're drivers. They drive taxis for a living.
- Maria and her sister have good jobs. They're office managers.
- Managers of big offices have a lot of responsibilities.
- I don't enjoy traveling in airplanes anymore. The seats are getting smaller and smaller.
- Airplane seats are getting more and more uncomfortable, don't you think?
- Schools often offer a lot of after-school activities for students.
- Anna enjoys school activities such as playing on the soccer team and being in the debate club.

Exercise 23, p. 117.

- My boss has unreasonable expectations.
- This is not an easy situation to deal with.
- I feel uneasy about this situation.
- This is a difficult situation.
- My boss has made an unreasonable request.
- The speaker presented a complicated problem.
- The speaker presented complicated problems.
- The presentation was uncomplicated.

Exercise 30, p. 121.

Computer Bugs

When there is a problem with a computer, we often say we have a "computer bug." Of course, it's not a real insect. It refers to a technical difficulty we are having. The expression actually goes back to Thomas Edison, who was a famous inventor. When he was working on his first phonograph, he had a lot of problems. He attributed the problems to an imaginary insect that had hidden inside the machine. He is quoted in a newspaper as saying there was "a bug" in his phonograph. This was in 1889, and it is the first recorded use of the word *bug* in such a context.

Exercise 39, p. 128.

- I don't really like much salt on my food.
- I have a long plane ride ahead of me.
- Mr. Hong arrived in Canada only a few days ago. He's never studied English. I think he knows how to say "hello," but I haven't heard him say any other English words.
- Talk to Mr. Hong's daughter. She studied English in school before they emigrated. If you speak slowly, she'll understand you, and you can have a conversation with her.
- Linda is in Mexico, but she can't speak Spanish. She can't find a job. She's almost out of money.

- Billy has loving parents and grandparents. He's healthy and happy. He has cousins and friends to play with. He's a lucky little boy.
- Mr. Perez doesn't know how to be a good boss. He has a bad temper and yells at people all the time about nothing.

Chapter 8: Pronouns

Exercise 10, p. 139.

- Where's Kim?
A: I don't know. I haven't seen him this morning.
B: I think he's in the restroom.
C: I'm looking for him too.
D: Ask his assistant. He'll know.
E: Have you tried looking in his office? I know he's not there much, but maybe he'll surprise you.
- The Nelsons are giving their daughter a motorcycle for graduation.
A: Hmm. Does she like motorcycles that much?
B: Really? Is she a motorcycle rider?
C: That's an odd gift. I wonder what they were thinking.
D: That's what the Smiths gave their son. I think he's already had an accident.
E: I'm not a fan of motorcycles. Cars just don't see them in traffic.
F: I think it's a wonderful gift! I've had mine for years, and it's been great.

Exercise 20, p. 146.

- Hey Jon, I see you finally cleaned your apartment. How did you find the time to do it . . .
- Do you like my dress? I made it . . .
- We were going to take a trip with our cousins, but the plans got so complicated that we finally decided to go by . . .
- My brother has an antique car. He restored it . . .
- Mr. and Mrs. Peterson are planning to sell their house. They are going to put an ad in the paper and sell it . . .
- My sister-in-law is an architect. She designed her office . . .

Exercise 30, p. 151.

- This coffee is delicious. Could I please have another cup?
- The coffee isn't in this grocery bag, so I'll look in the other one.
- There are supposed to be ten chairs in the room, but I count only five. Where are the others?
- No, let's not use this printer. Let's use the other one.

- Bob is a nickname for Robert. Others are Rob and Robbie.
- The sky is clearing. It's going to be another beautiful day.

Exercise 34, p. 154.

- The teacher asked the students the same question. One after another they gave the wrong answer.
- Mr. and Mrs. Clark lead such busy lives that they see each other only on weekends.
- Mr. Perez is doing fine. Susan spoke with him just the other day.
- A: I have a secret about Danny and me.
B: Let me guess. You're engaged!
A: Yes! But it's a secret. We haven't told anyone other than you.
- A: Have you sent party invitations yet?
B: Everyone except Jan knows about the surprise party.

Chapter 9: Modals, Part 1

Exercise 7, p. 161.

- This is a non-smoking restaurant. Would you mind putting out your cigarette?
- The music's awfully loud. Would you mind if I turned it down?
- It's getting cool in here. Would you mind closing the window?
- I can't reach the salt and pepper. Would you mind passing it to me?
- I can't talk now. Mind if I called you back?

Exercise 17, p. 166.

Situation 1: Class registration

Here is some important information you need for class registration next Monday. If you are a new student, you will need to register in person. Bring some form of photo ID, such as a passport or driver's license, or you cannot register. If you are a returning student, you can register online or in person.

Situation 2: Class changes and tuition

If you want to change classes next week, you need to do so in person. You cannot do this online. Also, it is very important that you pay your tuition in full by the second week of classes, which is the deadline for payment, or you will have to drop your classes.

Exercise 24, p. 169.

- The key's in the desk drawer, but it's not necessary to lock the front door when you leave.
- When you apply for a visa, it's very important that you show proof of citizenship.
- It's a good idea to arrive at the airport early tomorrow. The security lines will be long.
- Only airline passengers with boarding passes will be allowed into the boarding area.

Exercise 26, p. 170.

1. Your sister is broke now because she spent all her money carelessly.
2. Your friends went to Hawaii over vacation. They had a good time. You didn't go with them, and now you are sorry.
3. Jack had too much coffee, and now he can't sleep.
4. The little girl told a lie. She got into a lot of trouble.

Chapter 10: Modals, Part 2

Exercise 9, p. 184.

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

- Tom: I wonder what that noise is.
Billy: It may be a bird.
Tom: It can't be a bird. It's running across the roof.
Birds don't run across roofs.
Billy: Well, some birds do. It could be a big bird that's running fast.
Tom: No, I think it must be some kind of animal. It might be a mouse.
Billy: It sounds much bigger than a mouse. It may be a dragon!
Tom: Son, it couldn't be a dragon. We don't have any dragons around here. They exist only in storybooks.
Billy: It could be a little dragon that you don't know about.
Tom: Well, I suppose it might be some kind of lizard.
Billy: I'll go look.
Tom: That's a good idea.
Billy: Guess what, Dad. It's a rat!

Exercise 21, p. 192.

What's wrong? Your parents look upset.

1. We should ask them.
2. We shouldn't ask them.
3. You may have upset them.
4. You should try to find out.
5. Maybe you shouldn't have stayed out so late.
6. You'd better have a good excuse for being late.
7. You could have told them what you planned to do.
8. You must have known your behavior would cause problems.

Exercise 31, p. 199.

1. The secretary can help you.
2. My mother can't speak English.
3. My friend can meet you at the airport.
4. Mr. Smith can answer your question.
5. We can't come to the meeting.
6. Can't you come?
7. You can take that course.

8. I can't cook.

9. I can't drive a stick-shift car.
10. Our son can count to ten.

Exercise 33, p. 200.

An Experiment in Human Behavior

A researcher in human behavior conducted an experiment. First she talked to a group of four-year-olds.

"How many of you can dance?" All of the children raised their hands.

"How many of you can sing?" All of the hands shot up.

"And finally, how many of you can draw?" Every child's hand was raised.

Next the researcher went to a college class of twenty-five students in their late teens and early twenties.

"How many of you can dance?" she asked. About a third of the students raised their hands.

"How many of you can sing?" Some hands were raised, but fewer than were raised for the first question.

"How many of you can draw?" Only two hands went up.

Exercise 44, p. 208.

1. Carlos was planning to come to the party, but he didn't show up. It was a great party. There was delicious food, and we danced until midnight.
2. I have a whole lot of material I need to review before the exam, but I just don't feel like studying this afternoon.
3. Tony's over an hour late for our meeting. That's not like him. I hope nothing bad has happened.
4. Rick was supposed to be at work early today to train his new assistant, but he woke up with a high fever. He can't even get out of bed.
5. The teacher called on Sonya in class yesterday, but she kept looking out the window and didn't respond.

Chapter 11: The Passive

Exercise 10, p. 216.

1. A famous architect has been asked to design the new library.
2. There was a group of noisy kids at the movie theater. They had been told several times to leave.
3. I was ignored by the salesclerk while she spent five minutes talking on the phone.
4. After the speech, the audience will ask the speaker follow-up questions.
5. The staff is planning a retirement party for Dr. Wilson.
6. Since the beginning of the modern industrial age, many of the natural habitats of plants and animals have been altered or destroyed by human development.

Exercise 15, p. 219.

How Chocolate Is Made

Chocolate is made from the seeds of roasted cocoa beans. After the seeds have been roasted, the inside of the seed is pressed into a liquid. This liquid is called chocolate liquor. The liquor contains fat, which is separated from the liquor. After this has been done, a solid is left. This solid, which is known as cocoa cake, is ground up and becomes unsweetened cocoa. This is a very bitter chocolate. To make it taste better, other substances such as cocoa butter and sugar will be added later.

Exercise 22, p. 224.

The 2004 Indian Ocean Tsunami

In 2004, several countries that border the Indian Ocean, including Indonesia, Thailand, India, Malaysia, and Somalia, were hit by an earthquake and subsequent tsunami. (As you may already know, a tsunami is a giant ocean wave.) In just a few short hours, millions of lives were changed forever. The earthquake was measured at 9.3 on the Richter scale. It was the fourth largest earthquake since 1900 and the second largest that has ever been recorded on the Richter scale.

The quake was followed by four giant waves as high as 100 feet (or 30 meters). Whole villages were destroyed. Thousands of people were swept out to sea, and many others died due to lack of medical care. In total, almost 300,000 people were killed, and 1.3 million people were left homeless. Aftershocks from the earthquake continued for several days.

Tragically, the damage could have been lessened if there had been a tsunami early-warning system. Such a system already exists for the Pacific Ocean, but it doesn't reach to the Indian Ocean. Since the tsunami disaster, governments have been working together to develop an early-warning system so that Southeast Asia will not experience such destruction again from a tsunami.

Exercise 30, p. 230.

1. Water is composed of hydrogen and oxygen.
2. I am not acquainted with Dr. William's books.
3. I'm finally accustomed to living here.
4. You're so busy. I think you're involved in too many activities.
5. Are you prepared for the next test?
6. Mr. and Mrs. Miller are devoted to each other.
7. I'm concerned about my grandfather's health.
8. Are you satisfied with your progress?

Exercise 43, p. 237.

1. Excuse me. Your application form has some missing information.
2. As the owner of her own design business, Carol works hard to have satisfied customers.
3. After the earthquake, frightened residents were afraid to sleep indoors for several days.

4. I think James will be single forever. He's just not the marrying type.
5. The airplane pilot had a few scary moments when lightning hit his plane.
6. The finished product was exactly what the client had asked for.

Exercise 44, p. 238.

1. When I ride on a roller coaster, my heart pounds with excitement. The ride is ...
2. During the ride, I feel ...
3. The art museum has an exhibit that people are upset about. People who visit the museum are ...
4. People say that the exhibit is ...
5. My parents enjoy talking with my friend, Maria. They find her ...
6. Maria gets along well with my parents. She thinks they are ...
7. Not one of the students could understand Professor Steven's explanations. Whenever he explains a math problem, the students become more ...
8. His explanations are terribly ...

Exercise 47, p. 239.

The Olympic Games

The Olympic Games began more than 2,000 years ago in Olympia, a small town in Greece. The games were established for two purposes. One was to showcase the physical qualities and athletic performances of its young men. At that time, only Greek males were allowed to compete. In fact, women were not even permitted to watch the games, and the only spectators were men. The other goal was to encourage good relationships among Greek cities. People of other nationalities were not invited to participate.

The winner of each event was crowned with a wreath made of olive leaves. Additionally, his statue could be placed in Olympia for all to see. Winning athletes were treated as heroes when they returned to their cities because with their victory, they brought fame and honor to their hometowns.

Chapter 12: Noun Clauses

Exercise 11, p. 248.

1. A: It's a beautiful day. Let's walk over to Lakeside Park. It's not far from here, is it?
B: Gosh, I don't know how far it is.
2. A: Do you want to walk to the farmers' market with me tomorrow morning? They have lots of fresh fruits and vegetables.
B: Gee, I don't know. Maybe. How far is it?
3. A: That was a terrible movie!
B: I agree. I don't know why we watched the whole thing.

- A: I watched an awful movie on TV last night.
B: Well, if it was awful, why did you watch it?
- A: Is Jeannie going to be 49 or 50 this year?
B: I don't know. I can never remember how old she is.
- A: Excuse me. I'm still unsure about the pronunciation of that word.
B: Which one?
A: This one right here. How is this word pronounced?
- A: You look upset.
B: I am. I'm very upset.
A: So, what is the problem?

Exercise 41, p. 264.

- I'm not going to the personnel meeting because I have to finish a report.
- I can't lend Marta any money because my wallet is in my coat pocket back at home.
- Someone in this room is wearing very strong perfume. It's giving me a headache.
- Hi, Emma. I'll meet you at the coffee shop at 9:00. I promise not to be late.
- I'm considering looking for a new job. What do you think I should do?
- We are going to be late for the concert. My wife has to attend a business function after work.

Chapter 13: Adjective Clauses

Exercise 5, p. 271.

Part I.

- He has a friend who'll help him.
- He has a friend who's helping him.
- He has a friend who's helped him.
- He has friends who're helping him.
- He has friends who've helped him.
- He has a friend who'd helped him.
- He has a friend who'd like to help him.

Part II.

- We know a person who'll be great for the job.
- We know a person who'd like to apply for the job.
- That's the man who's giving the speech at our graduation.
- I know a nurse who's traveled around the world helping people.
- Let's talk to the people who're planning the protest march.
- There are people at the factory who've worked there all their adult lives.
- The doctor who'd been taking care of my mother retired.

Exercise 19, p. 278.

- I met the man who's going to become the new manager of our department.
- I know someone who's never flown in an airplane.
- I talked to the man whose wife was in the car accident on Fifth Street yesterday. She's in the hospital, but she's going to be okay.
- I forgot the name of the woman who's going to call you later — Mrs. Green or Mrs. White or something like that.
- I need to hurry. The neighbor whose bike I borrowed is waiting for me to return it.
- I got an email from a friend who's studying in Malaysia. It was really good to hear from her.
- I recently heard from a friend who's been out of the country for over two months. He finally sent me an email.
- I'm thinking about getting a pet. There's a woman at work whose dog just had puppies. I might adopt one.

Exercise 21, 279.

- That's the person who's going to help us.
- That's the person whose help we need.
- I'd like to introduce you to a teacher who's spent time in Africa.
- I'd like to introduce you to the teacher whose husband is from Africa.
- The company is looking for a person who's bilingual.
- The company is looking for a person whose native language is Arabic.
- The company is looking for a person who's had a lot of experience in sales.
- They want to hire a person who's familiar with their sales territory.

Exercise 29, p. 281.

- The man who organized the community dinner is a friend of mine.
- Two people died in the accident that blocked all lanes of the highway for two hours.
- The small town where I was born is now a large city.
- The music teacher who directs the school band plays in a rock band on weekends.
- The camera that Jack gave me for my birthday takes excellent digital pictures.
- My neighbor often drops in for a visit about the time when we would like to sit down to dinner.

Exercise 33, p. 284.

- A: Do you see that guy who's wearing the baseball cap?
B: I see two guys that're wearing baseball caps. Do you mean the one whose T-shirt says "Be Happy"?
- A: Yeah, him. Do you remember him from high school? He looks a little different now, doesn't he? Isn't he the one whose wife joined the circus?

B: Nah, I heard that story too. That was just a rumor. When the circus was in town last summer, his wife spent a lot of time there, so people started wondering why. Some people started saying she was working there as a performer. But the truth is that she was only visiting a cousin who's a manager for the circus. She just wanted to spend time with him while he was in town.

A: Well, you know, it was a story that sounded pretty fishy to me. But people sure enjoyed talking about it. The last thing that I heard was that she'd learned how to eat fire and swallow swords!

B: Rumors really take on a life of their own, don't they?!

Exercise 36, p. 286.

- Did you hear about the man who rowed a boat across the Atlantic Ocean?
- My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
- Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
- Tea which is made from herbs is called herbal tea.
- Toys which contain lead paint are unsafe for children.
- Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 39, p. 288.

- My mother looked in the fruit basket and threw away the apples that were rotten.
- My mother looked in the fruit basket and threw away the apples, which were rotten.
- The students who had done well on the test were excused from class early.
- The students, who had done well on the test, were excused from class early.

Exercise 52, p. 295.

- The fence surrounding our house is made of wood.
- The children attending that school receive a good education.
- Dr. Stanton, the president of the university, will give a speech at the commencement ceremonies.
- Our solar system is in a galaxy called the Milky Way.

Exercise 56, p. 297.

Animals and Earthquakes

Whether or not animals can predict earthquakes has been widely debated for hundreds of years. In fact, as far back as 373 B.C. villagers reported that hundreds of animals deserted the Greek town of Helice a few days before an earthquake destroyed it. There are other interesting phenomena that scientists have noted. For example, before an earthquake, dogs may begin barking or howling for no reason; chickens might stop laying eggs; and some pets will go into hiding.

In Asia in 2004, many animals that were accustomed to being on the beach in the early morning refused to go there the morning of the big tsunami. In Thailand, a herd of buffalo on a beach noticed or heard something which made them run to the top of a hill before the tsunami was anywhere in sight. The villagers who followed them were saved.

What causes this strange behavior in animals? One theory is that they can sense the earth move before people can. There are vibrations deep in the earth that begin before an earthquake can be detected. Another idea is that the energy in the air changes and that animals are disturbed by these changes.

Some scientists dismiss these ideas, while others believe that they are worth researching further. Those scientists who have witnessed this strange animal behavior are certain that animals are far more sensitive to subtle changes in the earth than people are and that studying their behavior can be useful in the prediction of earthquakes.

Chapter 14: Gerunds and Infinitives, Part 1

Exercise 6, p. 305.

- A: I'm sorry I'm late.
B: No problem. We have lots of time.
- A: I finished the project early.
B: That's great you got it done so quickly.
- A: I hate to do housework.
B: I know. I do too. It's a lot of work.
- A: You were a big help. Thanks.
B: Sure. I was happy to help out.
- A: Your report isn't finished. What's your excuse?
B: Uh, well, sorry. I don't really have one.
- A: How do you like the food here?
B: It's too spicy. I can't eat much of it.
- A: How was your weekend? Did you go away for the holiday?
B: No. I got the flu and spent the whole weekend in bed.

Exercise 13, p. 308.

- A: What should we do tomorrow night?
B: Let's just stay home and watch a movie. There's nothing I like to do better on a weekend.
A: Sounds good to me.
- A: I was really looking forward to the hike up to Skyline Ridge to see the mountains, but I guess we're not going to get there this month.
B: It doesn't look like it. I don't think there's any hope. It's supposed to rain the rest of this week and into next week.
- A: Do you want to take a break?
B: No, we have to finish this report by 5:00. We don't have time for a break.
- A: Let's go into the city this weekend. There's a great concert at the park. And it's free!
B: Great idea! Who's playing?

5. A: Gosh, I'd really like to go out this evening, but I have all this work to do. I have three papers due, and I haven't begun to write any of them.
B: I know how you feel. I'm way behind in my homework too.
6. A: I just heard that there's an accident on the freeway and nothing's moving. I don't want our drive home to take hours.
B: Me neither. Let's not leave the office for another couple of hours. We can get caught up on our work.
A: Good idea. I have so much to do.

Exercise 17, p. 309.

Ron's Busy Saturday

Ron is an active individual. On his days off, he likes to do several activities in one day. His friends can't keep up with him.

Last Saturday, for example, he began by going canoeing early in the morning. He finds early mornings on the lake very calm and relaxing. He brought a fishing rod with him so he could go fishing and perhaps catch something for dinner. He saw some friends getting their sailboat ready and thought about going sailing with them, but decided instead to go swimming. By that time, it was only noon!

After lunch, he went biking in the hills behind his town. He cooked a fish that he had caught for dinner, and it was delicious. Later, some friends called to invite him out, so he finished the day by going dancing with them.

Exercise 22, p. 312.

1. I have a terrible memory. I can't even remember my children's birthdays.
2. My teenage son tried to hide his report card, but I caught him.
3. I'm in a hurry in the mornings. I always stand at the kitchen counter and eat my breakfast.
4. Foreign languages are hard for me to learn.
5. I sat in traffic for two hours. It was a waste of time.
6. We sang songs on the bus trip. It was fun.
7. I looked all over for Tom. He was studying in the library.
8. There was a line to buy movie tickets. I had to wait for an hour.

Exercise 31, p. 318.

1. Joan remembered to call her husband before she left work yesterday.
2. Rita remembered going to the farmers' market with her grandmother.
3. Roger stopped smoking when the doctor told him he had heart disease.
4. Mr. and Mrs. Olson stopped to eat before the movie.
5. I regret leaving school before I graduated.

Chapter 15: Gerunds and Infinitives, Part 2

Exercise 14, p. 336.

1. That dinner was delicious, Nancy.

2. Do you leave your daughter home alone when you go out?
3. I think our English is getting a lot better, but learning a second language isn't easy.
4. I used a new laundry detergent on these shirts. How did it work?
5. Mr. Jones is 99 years old. He's too old to drive.
6. We need 20 big envelopes, but we only have 10.

Exercise 36, p. 348.

An Issue in Health Care: Illiteracy

According to some estimates, well over half of the people in the world are functionally illiterate. This means that they are unable to perform everyday tasks because they can't read, understand, and respond appropriately to information. One of the problems this creates in health care is that millions of people are not able to read directions on medicine bottles or packages. Imagine being a parent with a sick child and being unable to read the directions on a medicine bottle. We all know that it is important for medical directions to be understood clearly. One solution is pictures. Many medical professionals are working today to solve this problem by using pictures to convey health-care information.

Exercise 39, p. 350.

Protecting Yourself in a Lightning Storm

Lightning storms can occur suddenly and without warning. It's important to know how to stay safe if you're outside when a storm begins. Some people stand under trees or in open shelters like picnic areas in order to protect themselves. They are surprised to hear that this can be a fatal mistake. Tall objects are likely to attract lightning, so when you are out in the open, you should try to make yourself as small as possible. Crouching down or curling up into a ball lessens the chance that a lightning bolt will strike you. Finding a depression in the ground to hide in, like a hole or a ditch, is even better.

Being inside a building is safer than being outside, but it's not without dangers. Be careful to stay away from doors and windows. If you're talking on a phone with a cord, hang up. Lightning has been known to travel along a phone cord and strike the person holding the phone. Even TVs can conduct lightning through the cable or antenna, so it's a good idea to stay away from the television. It's also inadvisable to take a shower or bath since plumbing can conduct electricity from lightning. How safe are cars? Surprisingly, the inside of a car is safe as long as it has a metal roof, but avoid touching any part of the car that leads to the outside.

There's a 30/30 rule regarding lightning. As soon as you see lightning, begin counting the seconds until you hear thunder. If you hear thunder before you reach 30, this means you need to seek shelter immediately. Additionally, even if the storm has passed, you want to stay in a protected place for 30 minutes after you hear the last sounds of thunder or have seen the last flashes of lightning. Many lightning deaths, in fact more than half in the United States, occur after a storm has passed.

Chapter 16: Coordinating Conjunctions

Exercise 5, p. 354.

1. My bedroom has a bed, a desk, and a lamp.
2. The price of the meal includes a salad, a main dish, and dessert.
3. The price of the meal includes a salad and a main dish.
4. Elias waited for his son, wife, and daughter.
5. Elias waited for his son's wife and daughter.
6. Susan raised her hand, snapped her fingers, and asked a question.
7. Red, yellow, gold, and olive green are the main colors in the fabric.
8. I love films full of action, adventure, and suspense.
9. I love action and adventure films.
10. Travel is fatal to prejudice, bigotry, and narrow-mindedness.

Exercise 14, p. 359.

1. Ben will call either Mary or Bob.
2. Both my mother and father talked to my teacher.
3. Simon saw not only a whale but also a dolphin.
4. Our neighborhood had neither electricity nor water after the storm.
5. Either Mr. Anderson or Ms. Wiggins is going to teach our class today.

Exercise 16, p. 360.

Bats

(1) What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of both happiness and luck?

(2) In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are not only harmless but also beneficial mammals. "When I was a child, I believed that a bat would attack me and tangle itself in my hair. Now I know better," said Dr. Horowitz.

(3) Contrary to popular Western myths, bats do not attack humans. Although a few bats may have diseases, they are not major carriers of rabies or other frightening diseases. Bats help natural plant life by pollinating plants, spreading seeds, and eating insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and destroy the fruit industry.

(4) According to Dr. Horowitz, bats are both gentle and trainable pets. Not many people, however, own or train bats, and bats themselves prefer to avoid people.

Exercise 19, p. 362.

1. Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
2. Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.

3. When Alex got home, he took off his coat and tie, threw his briefcase on the kitchen table, and opened the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got home.
4. When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy day, but she felt fine because it ended on a relaxing note.
5. It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 21, p. 363.

Butterflies

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Chapter 17: Adverb Clauses

Exercise 11, p. 372.

Cultural Misunderstandings

Since Marco and Anya came to this country, they've had some memorable misunderstandings due to language and culture. The first time Marco met someone at a party, he was asked "How's it going?" Marco thought that the person was asking him about leaving, and that seemed very strange.

Once, Anya walked into class, and a native speaker said, "Hi. How are you?" When Anya started to give a long answer, the native speaker looked at her rather oddly. This happened several times until Anya learned she was just supposed to say something like "Okay" or "Fine, thanks. And you?"

Another time, Marco was at a restaurant and wanted to get the server's attention. He snapped his fingers. The server was not pleased.

Since coming here, Marco and Anya have learned that cultural misunderstandings are a normal part of learning another language. They can be valuable and even entertaining learning experiences. Marco and Anya just smile at these misunderstandings now.

Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases

Exercise 16, p. 395.

1. A: I don't want to play the piano at the family gathering. I don't play well enough. People will laugh at me.
B: Oh, Rose, don't be silly. You play beautifully. Everyone will love hearing you.
2. A: Jan, are you going to tell Thomas that he needs to do more work on the project? He hasn't done his share. He's being really lazy.
B: Well, he'll probably get upset, but I'm going to talk with him about it this afternoon.
3. A: I'm so relieved that I found my wedding ring. It'd been missing for a month. The next time I take it off, I'm going to put it in a box on top of my dresser drawer.
B: That sounds like a wise thing to do, Susan. It'd be terrible to lose your wedding ring again.
4. A: This is the first year I'm eligible to vote in the presidential election. I'm going to research all the candidates extensively.
B: They have very different positions, Sam. It's good to get as much information as you can.

Exercise 18, p. 396

The QWERTY Keyboard

Do you know why the letters on an English language keyboard are placed where they are? Take a minute and look at the second row on the keyboard in the picture. Notice that Q-W-E-R-T-Y are the first six letters beginning on the left. In fact, the keyboard is called "QWERTY." As you look at all the letters on the keyboard, does it seem to make any sense to you? Many people have wondered about this rather strange placement of keys, but as it turns out, there is a logical reason for the design.

A man named Christopher Sholes, the inventor of the typewriter, came up with this keyboard in the 1860s. Wanting to create a logical design, Sholes first placed the letters in alphabetical order on his typewriter. He put two rows from A to Z on the keyboard.

But Sholes found there was a problem. The letters were on typebars — typebars, by the way, are also called keys — and some of these keys crashed into one another. This happened when letters that often occur together in words, like "s" and "l," were near each other on the keyboard. The keys tended to hit each other and get stuck, and the typist would have to stop and pull them apart.

Trying to figure out a way to keep the keys from hitting one another, Sholes made a list of letters commonly used together in English, like the pair I already mentioned, "s" and "l," or, for example, "q" and "u." He then rearranged these letters so they would be on

opposite sides of the keyboard. If you look at a keyboard, "q" is on the left side and "u" is on the right side. He put the keys that were most likely to be hit one after the other on opposite sides of the keyboard. This keyboard became known as QWERTY.

Nowadays, with computers, we don't have to worry about keys crashing into one another, so QWERTY is not necessarily the fastest and most efficient keyboard. Other people have come up with alternative keyboard patterns, but so far, none has gained much popularity. Having survived since the 1860s, QWERTY has demonstrated its longevity. It does not appear that it is going to be replaced any time soon by a faster, more efficient keyboard.

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 33, p. 412.

1. Because I lift heavy boxes at work, . . .
2. I bought a new TV even though . . .
3. Even if I'm late for work, . . .
4. I was late for work this morning; nevertheless, . . .
5. The air-conditioning has been broken; therefore, . . .
6. Although I live in a noisy city, . . .
7. I was so tired last night that . . .

Exercise 36, p. 414.

Why We Yawn

Have you ever noticed that when a person near you yawns, you may start yawning too? This is called contagious yawning. *Contagious* in this sense means that the behavior spreads: when one person does something like yawn, it can cause others to do the same thing.

There are various theories about why people yawn. One popular idea is that yawning brings more oxygen into the brain to wake people up. Is that what you have thought? But in 2007, researchers at a university in New York came up with a new idea: yawning helps cool the brain.

Scientists found that people yawned more frequently in situations where their brains were warmer. The idea is that yawning cools the brain by increasing blood flow and bringing cooler air into the body. Cooler brains work better than warmer ones.

This may also help explain why yawning is contagious. People are more awake when their brains are cooler. As people evolved over time, contagious yawning helped people stay awake. This was important in times of danger. It's very possible that the person yawning could have been signaling to others to stay awake.

The next time you are talking to someone and that person yawns, you can tell yourself that he or she actually wants to stay awake, not go to sleep.

Exercise 38, p. 415.

Passage 1: Turtles

Turtles have survived on earth for more than 200 million years, but now many species face extinction. People in many parts of the world use them for food and for traditional medicine, so the demand for them is high. In spite of international trade laws that protect them, illegal traffic in turtles is increasing.

Passage 2: Boy or Girl?

Research shows that many parents prefer to have a boy rather than a girl because boys are expected to become better economic providers for their parents in their old age. In developed countries, however, more women than men go to a university. It's possible that in some places more women than men will be prepared for the high-paying jobs of the 21st century.

Chapter 20: Conditional Sentences and Wishes

Exercise 6, p. 418.

1. If I'm talking too fast, please tell me.
2. If we get married, everyone will be shocked.
3. If it's okay, I'll ask for some advice.
4. If he's planning to quit, I hope he lets us know soon.
5. If it's not working, we'll need to try something else.
6. If she works harder, I'm sure she'll succeed.
7. If I should get the job, I'll call you right away.

Exercise 19, p. 424.

The Extinction of Dinosaurs

There are several scientific theories as to why dinosaurs became extinct. One theory has to do with asteroids. Asteroids, as you may know, are rocky objects that orbit the sun. According to this theory, an asteroid collided with the earth millions of years ago, causing disastrous changes in the earth's climate, such as tsunamis, high winds, and dust in the atmosphere that blocked the sun. As a result, dinosaurs could no longer survive. Some scientists believe that if this asteroid had not collided with the earth, dinosaurs would not have become extinct.

Exercise 20, p. 424.

1. If I had known the truth sooner, I would have acted differently.
2. If we hadn't believed him, we wouldn't have felt so foolish.
3. If you hadn't told me what a great guy Jon was, I wouldn't have believed him so easily.

4. If it had been another person, I wouldn't have been so shocked.
5. If he hadn't lied, I would have had more respect for him.

Exercise 22, p. 426.

1. If I had enough time, I'd go to the art museum this afternoon. I love going to art museums.
2. Mrs. Jones is really lucky. If she hadn't received immediate medical attention, she would have died.
3. If I were a carpenter, I'd build my own house. I'd really enjoy that.
4. So many people died unnecessarily in the earthquake. If the hotel had been built to withstand an earthquake, it wouldn't have collapsed.

Exercise 32, p. 430.

1. If I hadn't been driving so fast, I wouldn't have gotten a speeding ticket.
2. Should you have questions, give me a call on my cell.
3. Had you told us sooner, we could have helped you.
4. If there had been a faster way to get to the theater, I would have taken it.
5. Had anyone warned us about the situation, we would have stayed home.
6. Were we rich, we would live in a house overlooking the ocean.

Exercise 35, p. 431.

1. I would have called, but I left your number at home.
2. I couldn't have gone to college without my parents' financial help.
3. I ran out of time. Otherwise, I would have picked up your clothes from the cleaners.
4. We would have come to the party, but no one told us about it.
5. Without your advice, I wouldn't have known what to do.

Exercise 45, p. 436.

1. Alice doesn't like her job as a nurse. She wishes she hadn't gone to nursing school.
2. A: I wish we didn't have to go to work today.
B: So do I. I wish it were a holiday.
3. We had a good time in the mountains over vacation. I wish you had come with us. If you had come with us, you would have had a good time.
4. I know that something's bothering you. I wish you would tell me what it is. Maybe I can help.
5. A: My feet are killing me! I wish I had worn more comfortable shoes.
B: Yeah, me too. I wish I had known that we were going to have to walk this much.



Answer Key

Chapter 1: Overview of Verb Tenses

Exercise 1, p. 1.

Sample questions:

1. What is your name?
2. How do you spell your (last/first) name? / How do you spell that?
3. Where are you from?
4. Where were you born?
5. Where do you live? / Where are you living?
6. Why did you come here?
7. How long have you been living here? How long are you going to be living here? / How long do you plan to be here?
8. What is your major? / What is your field of study? / What do you do?
9. What do you like to do in your free time? What hobbies do you have?
10. How do you like living here? How do you feel about living here? What do you think about living here?

Exercise 2, p. 1.

Questions to ask:

Partner A:

1. What do you do every day before you leave home?
2. What have you done / have you been doing since you got up this morning?
3. What are you doing right now?
4. What were you doing at (this exact time) yesterday?
5. What had you done by the time you got here today? (*also possible:* What did you do)

Partner B:

1. What did you do last night?
2. What are you going to do / will you do tomorrow?
3. What have you been doing for the past five minutes?
4. What will you be doing at (this exact time) tomorrow?
5. What will you have done by the time you go to bed tonight?

Exercise 4, p. 2.

- | | |
|-----------|----------------------|
| 1. cooked | 4. will be |
| 2. bought | 5. am going to watch |
| 3. get | |

Exercise 6, p. 3.

- | | |
|--------------------|---------------------|
| 1. was sleeping | 4. will be watching |
| 2. am thinking | 5. was watching |
| 3. will be sitting | |

Exercise 8, p. 4.

- | | |
|-------------------|-----------------|
| 1. have done | 4. have studied |
| 2. had done | 5. had studied |
| 3. will have done | |

Exercise 11, p. 6.

- | | |
|---|--|
| 1. studies | |
| 2. is studying | |
| 3. studied | |
| 4. was studying | |
| 5. will study / is going to study | |
| 6. will be studying / is going to be studying | |
| 7. has already studied | |
| 8. had already studied | |
| 9. will already have studied | |
| 10. has been studying | |
| 11. had been studying | |
| 12. will have been studying | |

Exercise 12, p. 8.

2. The speakers are discussing an activity that began and ended in the past. Tense: simple past.
3. The speakers are discussing an activity that is happening (is in progress) at the moment of speaking. Tense: present progressive.
4. The speakers are discussing an activity in progress at a particular time in the past. Tense: past progressive.
5. The speakers are discussing activities that have occurred (or not occurred) "before now," at unspecific times in the past. Tense: present perfect.
6. The speakers are discussing what will happen at a specific time in the future. Tense: simple future.
7. The speakers are discussing the duration of an activity that has already started and will end at a specific time in the future. Tense: future perfect progressive.
8. This question concerns the duration of an activity that started in the past and is still in progress. Tense: present perfect progressive.
9. This question concerns an activity that started and ended before another time in the past. Tense: past perfect.

Exercise 14, p. 9.

- Does Pedro walk to work every morning?
- What are you talking about?
- Did you finish your work?
- My friend doesn't like her apartment.
- Are you working for this company? / Do you work for this company?
- What time did your plane arrive?
- How long have you been living in this city? / How long have you lived in this city?
- Ali won't be in class tomorrow.

Exercise 15, p. 9.

- | | |
|------------|--------------|
| 1. hoped | 6. happened |
| 2. stopped | 7. planning |
| 3. waiting | 8. enjoyed |
| 4. sitting | 9. worried |
| 5. started | 10. studying |

Exercise 16, p. 10.

Part I.

dating	putting	enjoying
dining	stopping	happening
grading	winning	staying

Part II.

answered	controlled
listened	permitted
offered	planned
opened	preferred

Exercise 17, p. 11.

Part I.

- | | |
|------------|---------------|
| 2. hiding | 8. patting |
| 3. running | 9. lying |
| 4. ruining | 10. beginning |
| 5. coming | 11. earning |
| 6. writing | 12. flying |
| 7. eating | |

Part II.

- | | |
|----------------------------|-------------------------|
| 2. planning, planned | 9. dying, died |
| 3. raining, rained | 10. employing, employed |
| 4. taping, taped | 11. burying, buried |
| 5. tapping, tapped | 12. admitting, admitted |
| 6. entering, entered | 13. visiting, visited |
| 7. preferring, preferred | 14. waiting, waited |
| 8. translating, translated | |

Exercise 18, p. 12.

- | | |
|----------------|----------------|
| 1. are renting | 6. 'm planning |
| 2. preferred | 7. 'm taking |
| 3. destroyed | 8. am replying |
| 4. visited | 9. replied |
| 5. gained | |

Chapter 2: Present and Past; Simple and Progressive

Exercise 1, p. 13.

- I don't know Sam's wife.
- My roommate usually watches television, listens to music, or goes out in the evening.
- When I turned the key, the car started.
- Air consists of oxygen, nitrogen, and other gases.
- The children drew some pictures in school this morning.
- Right now Sally is in the kitchen eating breakfast.
- While I was driving home last night, I heard a strange noise in the engine.
- A: What are you talking about?
B: I am talking about the political situation in my country.

Exercise 2, p. 13.

- (Answers will vary.)
- (Answers will vary.)
- No. (The earth revolves around the sun.)
- Sentence 3 is a general truth.
- Sentence 1 is a daily habit.
- Sentence 2 is something that is happening right now.

Exercise 3, p. 14.

Sample sentences:

The earth revolves around the sun.

Air contains nitrogen and oxygen.

The human heart beats 72 times per minute (on average).

Snowflakes have six sides.

The average person sleeps eight hours a night.

Hybrid cars use less gas.

Exercise 4, p. 15.

- | | |
|-----------------------|-----------------------|
| 2. washes | 5. Do you always lock |
| 3. usually sits . . . | 6. am still waiting |
| is sitting | 7. is shining |
| 4. am trying | 8. shines . . . wakes |

Exercise 5, p. 15.

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

Exercise 7, p. 16.

- | | |
|------|------|
| 1. b | 3. a |
| 2. b | 4. a |

Exercise 8, p. 17.

- smell* describes a state that exists, i.e., the flowers have a smell and that smell is good.
- is smelling* describes the action of using one's nose.

2. a. *think* means “believe” in this sentence and describes a state.
 b. *am thinking* is an action; thoughts are going through the speaker’s mind.
3. a. *see* describes a perception that exists right now as a result of the speaker using his/her eyes.
 b. *is seeing* a doctor means “is going to a doctor for help,” a general activity in progress at present.
 c. *are seeing* means they are dating each other, a general activity in progress at present.
4. a. *looks* means “appears or seems to be” and describes an apparent state that exists: Astrid is apparently cold.
 b. *is looking* describes the action of using one’s eyes.
5. a. *is feeling* describes the action of using one’s sense of touch. Sue is using her hands to touch the cat’s fur. The activity is in progress at the present moment.
 b. *feels* describes a state that exists, the state of the cat’s fur; i.e., it is soft.
 c. *am not feeling* describes the speaker’s physical feelings of illness, in progress at the present. [Note: The simple present is also possible here with little difference in meaning (*I don’t feel well today*) to describe a state that exists.]
 d. *feel* means “think or believe” in this sentence and describes a state.
6. a. *remember* describes a state that exists.
 b. *is remembering* describes an activity in progress: memories are going through Aunt Sara’s mind.
7. a. *be* describes a state that exists.
 b. *being* describes a temporary behavior: the children are acting awfully quiet.
8. a. *is appearing* describes the action of performing on stage in a theater, general activity in progress at present
 b. *appears* means “seems” and describes an apparent state that exists.

Exercise 9, p. 18.

2. a 5. a
 3. b 6. a
 4. b

Exercise 10, p. 18.

1. is beginning . . . don’t have . . . don’t own . . . is wearing . . . wear
 2. is doing . . . is being . . . doesn’t want . . . is always
 3. am looking . . . looks . . . has . . . isn’t having
 4. A: do you like . . . Does it need
 B: tastes . . . reminds
 5. A: are you looking
 B: look
 A: Do you think . . . resemble
 B: see
 6. am looking . . . is writing . . . is biting . . . is scratching . . . is staring . . . seems . . . is thinking . . . do you think . . . is doing

Exercise 12, p. 22.

- | | |
|---------------|------------|
| 1. lost | 10. knew |
| 2. forgot | 11. began |
| 3. made | 12. spoke |
| 4. wrote | 13. gave |
| 5. took | 14. spent |
| 6. did | 15. told |
| 7. understood | 16. taught |
| 8. brought | 17. sang |
| 9. got | |

Exercise 13, p. 23.

1. Yes, I found a pet store.
 2. Yes, I bought a parrot.
 3. Yes, I took it out of its cage.
 4. Yes, I had some trouble with it.
 5. Yes, it bit me.
 6. Yes, I left the pet store.
 7. Yes, I went to the doctor.
 8. Yes, I drove to the doctor’s office.
 9. Yes, she put a bandage on my finger.
 10. Yes, I paid her.

Exercise 14, p. 23.

- | | |
|----------|-----------|
| 1. swam | 8. built |
| 2. stood | 9. wrote |
| 3. fell | 10. drew |
| 4. ran | 11. hid |
| 5. lay | 12. sang |
| 6. wore | 13. stung |
| 7. dug | 14. saw |

Exercise 15, p. 24.

1. Yes, I had a great trip.
 2. Yes, I came back feeling rested.
 3. Yes, I met many people.
 4. Yes, I hung out with local people.
 5. Yes, I did a lot of tourist activities.
 6. Yes, I stood on the Acropolis.
 7. Yes, I spent time in museums.
 8. Yes, I bought some Greek sandals.
 9. Yes, I spoke a little Greek.
 10. Yes, I ate in typical Greek restaurants.
 11. Yes, I got your emails.
 12. Yes, I brought you a present.
 13. Yes, I sent you a postcard.
 14. Yes, I was sad to leave Greece.

Exercise 16, p. 24.

- | | |
|-----------|------------|
| 1. woke | 8. lay |
| 2. caught | 9. slept |
| 3. hurt | 10. dreamt |
| 4. took | 11. ate |
| 5. had | 12. spoke |
| 6. felt | 13. took |
| 7. kept | 14. read |

Exercise 17, p. 25.

- Note: The pronoun *he* is being used for these answers.
1. Yes, he woke me up a lot.
 2. Yes, I heard a lot of noise.
 3. Yes, his cell phone rang many times.
 4. Yes, he fought with someone.
 5. Yes, he put on a CD.
 6. Yes, he sang loudly.
 7. Yes, he made breakfast at midnight.
 8. Yes, he ground some coffee beans first.
 9. Yes, he fed the neighbor's cats.
 10. Yes, he swept the floor afterwards.
 11. Yes, he knew I was awake.
 12. Yes, he meant to wake me up.
 13. Yes, he upset me.
 14. Yes, I was upset.

Exercise 18, p. 25.

1. happy, good about my decision
2. two classes, at night
3. the car with gas
4. with colored pencils, several faces, for several hours
5. in the woods, some money
6. from the math class, some money from the bank
7. my hand, some rice
8. these jeans, my shirt
9. at the sad ending, when the play finished
10. over the fence, very quickly, in a sunny spot

Exercise 19, p. 25.

Part I.

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

Part II.

- | | |
|----------|------------|
| 1. had | 9. sped |
| 2. burst | 10. saw |
| 3. broke | 11. ran |
| 4. woke | 12. got |
| 5. heard | 13. caught |
| 6. shook | 14. felt |
| 7. hid | 15. upset |
| 8. heard | |

Exercise 20, p. 26.

- | | |
|--------------|--------------|
| 1. different | 6. same |
| 2. same | 7. same |
| 3. different | 8. same |
| 4. same | 9. different |
| 5. different | |

Exercise 21, p. 27.

- | | | |
|---------|---------|---------|
| 1. /t/ | 4. /d/ | 7. /d/ |
| 2. /d/ | 5. /əd/ | 8. /t/ |
| 3. /əd/ | 6. /t/ | 9. /əd/ |

Exercise 22, p. 27.

1. blinked/t/ . . . yawned/d/ . . . stretched/t/
2. mopped/t/ . . . vacuumed/d/ . . . dusted/əd/
3. started/əd/ . . . ended/əd/
4. jumped/t/ . . . yelled/d/
5. departed/əd/ . . . landed/əd/
6. asked/t/ . . . suggested/əd/

Exercise 23, p. 28.

/t/	/d/	/əd/
chased	believed	accepted
fixed	complained	needed
missed	died	requested
pushed	played	
thanked	rained	
worked	worried	

Exercise 24, p. 28.

- | | |
|------------|----------------|
| combed/d/ | exercised/d/ |
| brushed/t/ | talked/t/ |
| cooked/t/ | surfed/t/ |
| waited/əd/ | translated/əd/ |
| walked/t/ | added/əd/ |
| washed/t/ | cleaned/d/ |
| typed/t/ | listened/d/ |
| worked/t/ | |

Exercise 25, p. 28.

1. Rita stood under a tree when it began to rain.
2. Rita was standing under a tree when it began to rain.

Exercise 26, p. 29.

- | | |
|------|------|
| 1. a | 3. a |
| 2. b | 4. a |

Exercise 27, p. 30.

2. called . . . wasn't . . . was studying
3. didn't hear . . . was sleeping
4. was shining . . . was blowing . . . were singing
5. were arguing . . . walked
6. opened . . . found
7. was reading . . . fell . . . closed . . . sneaked/snuck
8. A: Did you hear
B: wasn't listening . . . was thinking
9. was snowing . . . was shining . . . were shoveling . . . was lying

Exercise 28, p. 31.

1. A: was waiting
B: Did they call
2. A: did you break
B: slipped . . . was crossing
3. B: was looking
A: Did you find
B: parked
4. A: Did you ask . . . saw
B: was working . . . looked . . . decided

5. B: happened
A: got . . . was driving . . . wasn't paying . . . didn't see . . . kept

Exercise 29, p. 32.

- | | |
|------------------|------------|
| 1. found | 5. looked |
| 2. was | 6. walked |
| 3. were speaking | 7. stopped |
| 4. were sitting | |

Exercise 33, p. 33.

All the sentences are correct. *Always* can also be used with the present progressive.

Exercise 34, p. 33.

Sample sentences:

2. He's always leaving his dirty dishes on the table.
3. He's constantly borrowing my clothes without asking me.
4. He's always trying to show me he's smarter than me.
5. He's forever bragging about himself.
6. He's constantly cracking his knuckles while I'm trying to study.
7. He's always forgetting to give me my phone messages.

Exercise 35, p. 33.

Sample sentences:

1. playing the music too loud.
2. talking on the phone.
3. leaving her clothes on the floor.
4. inviting friends over for parties.

Exercise 36, p. 34.

In A, the focus is on the activity. In B, the focus is on the place.

Exercise 37, p. 34.

3. in his bedroom watching TV.
4. watching TV in his bedroom.
5. taking a nap on the couch in the living room.
6. on the couch in the living room taking a nap.
7. attending a conference in Singapore.

Exercise 38, p. 35.

1. Breakfast is an important meal. I always **eat** breakfast.
2. While I was working in my office yesterday, my cousin **stopped** by to visit me.
3. Yuki **stayed** home because she **caught** a bad cold.
4. My brother **looks** like our father, but I **resemble** my mother.
5. Jun, are you **listening** to me? I am **talking** to you!
6. While I was surfing the internet yesterday, I **found** a really interesting Web site.
7. Did you **speak** English before you **came** here?

8. Yesterday, while I was working at my computer, Shelley suddenly **came** into the room. I **didn't know** she was there. I was **concentrating** hard on my work. When she suddenly **spoke**, I **jumped**. She **startled** me.

Chapter 3: Perfect and Perfect Progressive Tenses

Exercise 1, p. 36.

Questions: *Have you ever . . .*

1. bought a boat?
2. broken a window?
3. hidden from the police?
4. taught English?
5. made ice cream?
6. won a contest?
7. ridden an elephant?
8. flown an airplane?
9. caught a butterfly?
10. left your umbrella at a restaurant?
11. dug a hole to plant a tree?
12. driven a school bus?
13. drawn a picture of yourself?
14. built a house?
15. forgotten your own name?
16. fallen off a ladder?
17. held a poisonous snake?
18. stolen anything?
19. eaten a duck egg?
20. swung a baseball bat?
21. fed a lion?
22. split wood with an axe?
23. hit a baseball?
24. read a play by Shakespeare?
25. grown tomatoes from a seed?
26. torn a page out of a library book?

Exercise 2, p. 37.

- | | |
|------------|-------------|
| 1. written | 9. taken |
| 2. lost | 10. shaken |
| 3. climbed | 11. helped |
| 4. given | 12. slept |
| 5. told | 13. driven |
| 6. sung | 14. had |
| 7. ridden | 15. studied |
| 8. drunk | 16. played |

Exercise 4, p. 39.

- | | |
|----------|----------|
| 1. since | 5. for |
| 2. for | 6. since |
| 3. for | 7. for |
| 4. since | 8. since |

Exercise 7, p. 40.

Present perfect verbs:

1. 've had
2. 've missed
3. haven't eaten
4. hasn't finished
5. have met . . . haven't
6. I've eaten
7. haven't read . . . haven't had

Time frame:

1. from the beginning of the week to now (Wed.)
2. from the beginning of the term to now
3. from the time speaker got up to now
4. from right after dinner to now
5. unspecified time
6. unspecified time
7. from the time she/he got the book up to now

Exercise 11, p. 42.

1. is
2. has already left
3. have already left
4. have you been
5. has she done
6. has come
7. have lived
8. is planning
9. have you been
10. has been
11. is
12. has been
13. have finished
14. has read

Exercise 13, p. 44.

1. has never seen
2. saw
3. had . . . went
4. haven't had
5. has been
6. was
7. has just occurred . . . occurred
8. have gotten . . . saw . . . am also getting
9. have already taken . . . took
10. have known
11. knew

Exercise 14, p. 45.

1. Have you ever broken something valuable? What did you break?
2. Have you ever lost something important? What did you lose?
3. Have you ever stayed up all night? Why did you stay up all night?
4. Have you ever traveled to an interesting place? Where did you travel to?
5. Have you ever been in a car accident? When were you in a car accident?
6. Have you ever played a team sport? Which sport did you play?

Exercise 15, p. 45.

1. a, c
2. a, c

Exercise 16, p. 47.

2. is reviewing . . .
has been reviewing
3. is standing . . .
has been standing
4. has been playing . . .
5. have been practicing . . .
6. have been sleeping . . .

Exercise 17, p. 47.

Possible sentences using the present perfect progressive:

1. He has been cooking some food.
2. He has been fixing the table.
3. He has been memorizing vocabulary.
4. He has been planting flowers.
5. He has been vacuuming.
6. He has been washing the windows.

Using *yesterday* plus the simple past:

1. He cooked some food yesterday.
2. He fixed the table yesterday.
3. He memorized vocabulary yesterday.
4. He planted flowers yesterday.
5. He vacuumed yesterday.
6. He washed the windows yesterday.

Using *just* plus the present perfect:

1. He has just cooked some food.
2. He has just fixed the table.
3. He has just memorized vocabulary.
4. He has just planted flowers.
5. He has just vacuumed.
6. He has just washed the windows.

Exercise 18, p. 48.

1. have you been
2. I've been taking
3. haven't been working
4. how are
5. haven't seen
6. They're doing
7. They're traveling
8. have they been
9. It's been
10. they've been traveling
11. They've been staying
12. spending
13. they're enjoying

Exercise 19, p. 48.

4. has been waiting . . .
5. have liked . . .
6. has been watching . . .
7. has been teaching / has taught . . .
8. have been playing . . . has been playing / has played . . .

Exercise 20, p. 49.

1. has been waiting . . . 9:00 A.M.
2. has owned . . . one month
3. has not decided . . .
4. has been sitting . . . 7:00
5. have been playing . . . three hours

Exercise 22, p. 49.

First events:

1. Someone had knocked . . .
2. The teacher had written . . .

Exercise 23, p. 51.

2. felt . . . took
3. had already given . . . got
4. was . . . had stopped
5. roamed . . . became / had become . . . appeared
6. had never seen . . . visited
7. had left/left
8. looked . . . had left . . . had forgotten . . . offered
9. saw . . . had not seen . . . didn't recognize . . . had lost
10. emigrated . . . had never traveled . . . settled . . . grew . . . went . . . had always wanted

Exercise 24, p. 52.

Past perfect verbs:

1. had forgotten . . . had called . . . had rushed (Fiction writing uses more past perfect.)
2. no past perfect verbs (Spoken English uses more past tense.)
3. had had . . . had passed away . . . had grown (Fiction writing uses more past perfect.) [Note: *moved* could be either *had moved* or *moved*. If past perfect, the second *had* does not need to be repeated.]

Exercise 25, p. 52.

1. we-ad
2. movie-ad
3. I-ad
4. roommate-ad

Exercise 26, p. 53.

- | | |
|------------------|-------------------------|
| 1. We had . . . | 4. (no reduction) |
| He had . . . | 5. flood had |
| They had | 6. Where had |
| 2. children had | 7. I had (1st sentence) |
| 3. roommates had | |

Exercise 27, p. 53.

2. had
3. has
4. had
5. had
6. would
7. have
8. is . . . has

Exercise 28, p. 54.

- | | |
|----------------------|--------------------|
| 1. had already eaten | 5. hadn't called |
| 2. she'd been | 6. she'd forgotten |
| 3. she'd had | 7. It'd been |
| 4. there'd been | |

Exercise 29, p. 55.

1. a
2. b
3. b
4. a

Exercise 30, p. 55.

3. have been studying
4. had been studying
5. had been daydreaming
6. have been sleeping

Exercise 31, p. 56.

Sample answers:

- | | |
|---------------------|----------------------|
| 2. had been talking | 5. had been looking |
| 3. had been playing | 6. had been drawing |
| 4. had been dancing | 7. had been studying |

Exercise 32, p. 57.

- | | |
|----------------|------------|
| 2. Mr. Sanchez | 6. Mr. Fox |
| 3. Alice | 7. Dan |
| 4. Carlos | 8. Ken |
| 5. Jane | 9. Robert |

Exercise 33, p. 58.

1. a
2. b
3. b
4. a
5. b

Exercise 34, p. 58.

1. Since I came to this country, I **have learned / have been learning** a lot about the way of life here.
2. I **arrived** here only a short time ago. I **have been** here since last Friday.
3. How long **have** you been living here? I **have** been here for almost two years.
4. Why **haven't** you been in class for the last couple of days?
5. I **have been** coaching a soccer team for the last two months.
6. My grandfather **lived** in a small village in Italy when he was a child. At nineteen, he **moved** to Rome, where he **met** and **married** my grandmother in 1957. My father **was** born in Rome in 1960. I **was** born in Rome in 1989.
7. I **have been** living in my cousin's apartment since I arrived here. It is very small, and we are sharing the bedroom. I **need** my own place, but I **haven't found** one so far.
8. When I was a child, I **lived** with my grandmother instead of my parents. Grandpa **had died / died** before I **was** born, so I never knew him. Grandma raised me alone.

Chapter 4: Future Time

Exercise 1, p. 60.

- | | |
|------------|-------------|
| 1. future | 6. present |
| 2. future | 7. present |
| 3. present | 8. future |
| 4. future | 9. future |
| 5. future | 10. present |

Exercise 2, p. 60.

1. Marie will **cook** some chicken and rice for dinner tonight.
2. Where **will you** be tomorrow morning?
3. I **won't / will not** ride the bus to work tomorrow.
4. Marco will **probably** call us this evening.
5. I **am** going to look for a new apartment.

Exercise 3, p. 61.

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

Exercise 5, p. 62.

1. You will need
2. We will review
3. test will have
4. There will be
5. You will have
6. nobody will finish
7. It will be
8. results will be

Exercise 6, p. 62.

1. going to
2. gonna
3. going to
4. gonna

Exercise 8, p. 63.

1. b
2. a . . . d
3. c

Exercise 9, p. 64.

1. c
2. a
3. A: c
B: b
4. a
5. b
6. c

Exercise 10, p. 64.

1. willingness
2. plan
3. prediction
4. plan
5. willingness
6. prediction
7. willingness
8. plan

Exercise 11, p. 65.

3. B: 'll do
4. C: 'll do
5. 's going to erase
6. B: 'll meet
7. A: 'll see
8. 'm going to meet
9. won't tell
10. won't open

Exercise 12, p. 66.

1. a
2. b
3. a
4. b
5. a

Exercise 14, p. 67.

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

Exercise 15, p. 67.

2. eat . . . will probably take / am probably going to take
3. get . . . will give / am going to give
4. watch . . . will call / am going to call
5. will wait / am going to wait . . . comes
6. stops . . . will walk / am going to walk
7. graduate . . . intend . . . will go / am going to go . . . get
8. will listen / am going to listen . . . am sleeping

Exercise 16, p. 68.

1. What are you going to do after you wake up tomorrow?
2. What are you going to do as soon as class ends today?
3. Before you go to bed tonight, what are you going to do?
4. What are you going to do when you have free time this weekend?
5. When you finish school, what are you going to do?

Exercise 17, p. 68.

All the sentences have a future meaning.

Exercise 18, p. 69.

- | | |
|-------------------|----------------------|
| 4. in the future | 11. habitually |
| 5. in the future | 12. A: now |
| 6. now | B: now |
| 7. in the future | A: in the future |
| 8. habitually | 13. A: in the future |
| 9. in the future | B: in the future |
| 10. in the future | A: in the future |

Exercise 19, p. 70.

Sample answers:

2. am taking / am catching
3. am stopping / am quitting
4. am seeing
5. are driving

Exercise 21, p. 71.

All the verbs take a progressive form (present, past, future).

Exercise 22, p. 72.

1. is going to be studying / will be studying . . . am going to be finishing / will be finishing
2. is going to be seeing / will be seeing . . . is going to be doing / will be doing . . . is going to be talking / will be talking

Exercise 23, p. 72.

1. arrive . . . is going to be waiting / will be waiting
2. get . . . is going to be shining / will be shining . . . are going to be singing / will be singing . . . is still going to be lying / will still be lying

3. B: am going to be enjoying / will be enjoying
A: am going to be thinking / will be thinking
4. will be / am going to be in Chicago visiting
5. will be / am going to be working

Exercise 24, p. 73.

All the verbs are in a form of the perfect.

Exercise 25, p. 73.

1. have been . . . had been . . . will have been
2. get . . . will have already arrived . . . will already have arrived
3. got . . . had already arrived
4. have been sitting . . . had been sitting . . . will have been sitting
5. will have begun . . . will have been teaching
6. will have been driving
7. get / will have taken
8. will have been running
9. will have been

Exercise 26, p. 74.

2. He will shave, shower, and then make a light breakfast.
3. After he eats breakfast tomorrow, he will get ready to go to work.
4. By the time he gets to work tomorrow, he will have drunk three cups of coffee.
5. Between 8:00 and 9:00, Bill will answer his email and (will) plan his day.
6. By 10:00 tomorrow, he will have called his new clients.
7. At 11:00 tomorrow, he will be attending a staff meeting.
8. He will go to lunch at noon and have a sandwich and a bowl of soup.
9. After he finishes eating, he will take a short walk in the park before he returns to the office.
10. He will work at his desk until he goes to another meeting in the middle of the afternoon.
11. By the time he leaves the office, he will have attended three meetings.
12. When Bill gets home, his children will be playing in the yard.
13. They will have been playing since 3:00 in the afternoon.
14. As soon as he finishes dinner, he will take the children for a walk to a nearby playground.
15. Afterward, the whole family will sit in the living room and discuss their day.
16. They will watch television for a while, and then he and his wife will put the kids to bed.
17. By the time Bill goes to bed tomorrow, he will have had a full day and will be ready for sleep.

Chapter 5: Review of Verb Tenses

Exercise 1, p. 76.

1. I **have been** studying here since last January.
2. By the time Hassan returned to his country, he **had been** away from home for more than three years.
3. After I **graduate**, I **am** going to return to my hometown.
4. By the end of the 21st century, man **will have** discovered the cure for the common cold.
5. I want to get married, but I **haven't met** the right person yet.
6. I **have seen** that movie three times, and now I **want** to see it again.
7. I **don't** like my job. My brother wants me to quit. I **think** he is right.
8. While I'm **studying** tonight, I'm going to listen to classical music.
9. We washed the dishes and **cleaned** up the kitchen after our dinner guests **left**.
10. My neighbors are Mr. and Mrs. Sanchez. I **have known** them ever since I **was** a child.
11. Many scientists believe there **will be** a major earthquake in California in the near future.

Exercise 2, p. 76.

1. is studying . . . is also taking . . . begin
2. had already eaten . . . left
3. always eats . . . goes . . . goes . . . will eat / is going to eat
4. called . . . was attending
5. will be attending
6. got . . . was sleeping . . . had been sleeping
7. is taking . . . fell . . . has been sleeping
8. eats . . . is going to go / will go . . . will have eaten . . . goes
9. started . . . hasn't finished . . . has been reading
10. has finished . . . is reading . . . has been reading . . . intends . . . has read . . . has ever read

Exercise 4, p. 78.

Part I.

- | | |
|------|------|
| 1. F | 3. F |
| 2. T | 4. T |

Part II.

- | | |
|----------------|---------------------|
| 1. got | 8. didn't see |
| 2. took | 9. saw |
| 3. put | 10. had been trying |
| 4. didn't open | 11. apologized |
| 5. tried | 12. went |
| 6. knocked | 13. felt |
| 7. opened | 14. had done |

Exercise 6, p. 79.

1. got
2. have been trying
3. have been

4. have had / 've had
5. has been staying
6. have been spending /
have spent / are spending
7. have been
8. went
9. watched
10. have barely had
11. is
12. am sitting
13. have been sitting
14. leaves / is going to leave / will leave
15. decided / have decided
16. am writing
17. am getting
18. am going to take / will take
19. get
20. are you getting
21. are your classes going

Exercise 8, p. 80.

- | | | |
|------|------|------|
| 1. a | 3. b | 5. b |
| 2. a | 4. a | 6. b |

Exercise 9, p. 80.

1. has experienced
2. will experience / is going to experience
3. began
4. have occurred
5. causes
6. have developed
7. hold / are holding
8. moves
9. waves
10. know
11. happened
12. struck
13. were sitting
14. suddenly found
15. died
16. collapsed
17. sent
18. will the next earthquake occur / is the
next earthquake going to occur
19. have often helped
20. are studying
21. also appear
22. seem
23. have developed
24. will be / are going to be
25. strikes

Exercise 13, p. 82.

1. I haven't been in this town very long. I **came** here just two weeks ago.
2. Dormitory life is not quiet. Everyone **shouts** and **makes** a lot of noise in the halls.
3. My friends will meet me when I **arrive** at the airport.

4. Hasn't anyone ever **told** you to knock on the door before you enter someone else's room? Didn't your parents **teach** you that?
5. The phone **rang** while I was doing the dishes. I **dried** my hands and **answered** it. When I **heard** my husband's voice, I **was** very happy.
6. I **have been** in the United States for the last four months. During this time, I **have** done many things and **seen** many places.
7. When the old man started to walk back to his hut, the sun **had** already **hid** / **hidden** itself behind the mountain.
8. While I **was** writing my composition last night, someone **knocked** on the door.
9. Why did you **write** a children's book?
10. I'm really glad you **are going to** / **will** visit my hometown next year.
11. While I **was** **visiting** my cousin in Los Angeles, we went to a restaurant and **ate** Thai food.
12. When I was a child, I viewed things from a much lower height. Many physical objects around me **appeared** very large. When I **wanted** to move something such as a chair, I **needed** help.
13. When I was in my country, I **was** afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I **have** a different opinion. I **have lived** in this small town for three months and (**have**) **learned** that there is very little crime here.

Chapter 6: Subject-Verb Agreement

Exercise 1, p. 84.

2. My **parents** visit many countries when they travel in Europe.
3. Robert **sings** when he **takes** a shower.
4. **Chickens**, **ducks**, and **turkeys** lay **eggs**.
5. Anna **wears** **gloves** on her **hands** when she **works** in her garden.
6. She **scratches** her chin when it **itches**.

Exercise 2, p. 84.

- | | |
|-------------------|-------------------|
| 2. plural, noun | 5. singular, verb |
| 3. singular, verb | 6. plural, noun |
| 4. plural, noun | |

Exercise 3, p. 85.

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

Exercise 4, p. 86.

- | | |
|----------------|-------------------|
| 4. bushes/əz/ | 9. touches/əz/ |
| 5. hats/s/ | 10. coughs/s/ |
| 6. rises/əz/ | 11. methods/z/ |
| 7. seasons/z/ | 12. languages/əz/ |
| 8. develops/s/ | |

Exercise 5, p. 86.

1. Cats sleep . . . hours
2. shapes . . . sizes
3. practices . . . sentences
4. cafeteria . . . serves . . . sandwiches
5. teacher . . . encourages
6. coughs . . . sneezes

Exercise 6, p. 86.

1. Opera singers sing. An opera singer sings.
2. Teachers teach. A teacher teaches.
3. Butterflies fly. A butterfly flies.
4. Balls bounce. A ball bounces.
5. Doors open and close. A door opens and closes.
6. Mosquito bites itch. A mosquito bite itches.
7. Hungry babies cry. A hungry baby cries.
8. Students ask questions. A student asks questions.
9. Snakes hiss. A snake hisses.
10. Dogs say “arf-arf” in English. A dog says “arf-arf” in English.

Exercise 7, p. 87.

1. The verb agrees with the subject: In sentence a., the subject is singular, so the verb is singular. In b., there is a plural subject, so the verb is plural.
2. In a., there is a plural subject, so the verb is plural. In b., *every* is followed by a singular noun, so the verb is singular.
3. In a. and b., the subjects *fruit* and *apples*, not the prepositional phrases that follow, determine agreement.
4. In a., *vegetables* is the plural subject, so the verb is plural. In b., the gerund *eating* is the subject, not *vegetables*. Gerunds require a singular verb.

Exercise 8, p. 87.

- | | | |
|-------------|-----------------|----------|
| 1. is | 6. agree | 11. do |
| 2. are | 7. approves | 12. was |
| 3. astounds | 8. has | 13. were |
| 4. are | 9. are . . . is | 14. Is |
| 5. is | 10. is | 15. is |

Exercise 9, p. 88.

- | | |
|----------|----------|
| 1. know | 5. knows |
| 2. know | 6. know |
| 3. knows | 7. knows |
| 4. knows | 8. knows |

Exercise 10, p. 88.

In most expressions of quantity, the verb is determined by the noun that follows *of* (items 1, 2, 3, 4). Exceptions: *one of* and *each of* take a plural noun but a singular verb (items 5, 6).

Exercise 11, p. 89.

2. apples . . . are
3. movie . . . is

4. movies . . . are

5. students . . . are
6. money . . . is
7. students . . . are
8. clothing . . . is
9. one . . . is
10. Each . . . has
11. Each . . . has
12. Every one . . . is
13. animals . . . are . . . All . . . are
14. A number . . . are
15. The number . . . is
16. One . . . is
17. Do . . . students
18. Does . . . homework
19. were . . . students
20. was . . . one

Exercise 12, p. 90.

- | | | |
|--------|---------|---------|
| 2. are | 9. are | 15. is |
| 3. is | 10. are | 16. is |
| 4. are | 11. is | 17. are |
| 5. is | 12. is | 18. is |
| 6. is | 13. are | 19. is |
| 7. is | 14. is | 20. are |
| 8. is | | |

Exercise 14, p. 91.

- | | |
|-----------|---------------|
| 1. aren't | 7. was |
| 2. isn't | 8. is |
| 3. are | 9. are |
| 4. is | 10. has been |
| 5. are | 11. have been |
| 6. isn't | |

Exercise 15, p. 91.

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

Exercise 17, p. 92.

- | | |
|--------|--------|
| 1. is | 4. are |
| 2. is | 5. are |
| 3. are | |

Exercise 19, p. 94.

- | | |
|----------|-----------------------|
| 2. is | 11. is |
| 3. is | 12. are |
| 4. seeks | 13. is |
| 5. is | 14. commute |
| 6. are | 15. is . . . isn't it |
| 7. is | 16. are |
| 8. is | 17. want |
| 9. do | 18. depends . . . |
| 10. are | are . . . have |

Exercise 20, p. 94.

- | | |
|------------------------|------------------------------|
| 2. Linguistics is | 6. 70 percent . . . is . . . |
| 3. Diabetes is | one percent . . . is |
| 4. English is | 7. is 256 |
| 5. are . . . Canadians | 8. The Netherlands is |
| | 9. Fish are |

Exercise 22, p. 95.

- | | | |
|--------|--------|--------|
| 1. are | 5. is | 9. are |
| 2. is | 6. are | 10. is |
| 3. are | 7. is | 11. is |
| 4. are | 8. are | 12. is |

Exercise 23, p. 96.

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

Exercise 24, p. 96.

- | | |
|----------|--------|
| 1. has | 5. is |
| 2. is | 6. is |
| 3. need | 7. is |
| 4. needs | 8. are |

Exercise 25, p. 96.

- | | |
|-----------|----------------|
| 3. I, are | 9. I, work |
| 4. C | 10. C |
| 5. C | 11. I, are |
| 6. I, are | 12. C |
| 7. C | 13. C |
| 8. I, has | 14. I, contain |

Exercise 26, p. 97.

- | | |
|----------|--------------|
| 2. are | 11. are |
| 3. keeps | 12. Are |
| 4. makes | 13. is |
| 5. is | 14. is |
| 6. is | 15. appears |
| 7. Does | 16. are |
| 8. Do | 17. is |
| 9. is | 18. provides |
| 10. are | |

Exercise 27, p. 98.

3. A lot of the people in my class **work** during the day and **attend** class in the evening.
4. Many of the satellites orbiting the earth **are** used for communications.
5. (*no errors*)
6. Studying a foreign language often **leads** students to learn about the culture of the countries where it is spoken.
7. One of the most common names for dogs in the United States **is** "Rover."

8. (*no errors*)

9. Most of the mountain peaks in the Himalayan Range **are** covered with snow the year round.
10. (*no errors*)
11. Seventy-five percent of the people in New York City **live** in upstairs apartments, not on the ground floor.
12. (*no errors*)
13. Unless there **is** a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.
14. While I was in Paris, some of the best food I found **was** not at the well-known eating places but in small out-of-the-way cafés.

Chapter 7: Nouns

Exercise 1, p. 100.

- | | |
|-------------|------------------|
| 2. branches | 9. echoes |
| 3. mice | 10. photos |
| 4. enemies | 11. zeros/zeroes |
| 5. valleys | 12. crises |
| 6. shelves | 13. curricula |
| 7. beliefs | 14. offspring |
| 8. women | |

Exercise 2, p. 100.

- | | |
|---------------|------------|
| 2. potatoes | 8. geese |
| 3. fish | 9. donkeys |
| 4. sandwiches | 10. deer |
| 5. carrots | 11. wolves |
| 6. vegetables | 12. sheep |
| 7. kangaroos | |

Exercise 4, p. 102.

-s

- | | |
|---------|--------|
| beliefs | memos |
| chiefs | photos |
| clouds | videos |
| kilos | zoos |

-es

- | | |
|---------|--------------------------------------|
| heroes | potatoes |
| boxes | tomatoes |
| classes | fishes (<i>possible, but rare</i>) |
| matches | |

-ves

- | | |
|--------|---------|
| knives | scarves |
| leaves | shelves |
| lives | wolves |
| loaves | |

no change

- | |
|-------|
| deer |
| fish |
| sheep |

Exercise 5, p. 103.

3. men
4. attorneys
5. discoveries . . . laboratories
6. boxes . . . oxen
7. beaches . . . cliffs
8. pianos
9. phenomena
10. media

Exercise 6, p. 104.

(1) **Bacteria** are the smallest living **things**. They are simple **organisms** that consist of one cell.

(2) **Bacteria** exist almost everywhere. They are in the air, water, and soil, as well as in the **bodies** of all living **creatures**.

(3) There are **thousands of kinds** of bacteria. Most of them are harmless to human **beings**, but some cause **diseases** such as tuberculosis and pneumonia.

(4) **Viruses** are also microscopic **organisms**, but **viruses** live in the **cells** of other living **things**. By themselves, they are lifeless **particles** that cannot reproduce, but inside a living cell they become active and can multiply **hundreds of times**.

(5) **Viruses** cause many **diseases**. They infect human **beings** with such **illnesses** as influenza, the common cold, measles, and AIDS (Acquired Immune Deficiency Syndrome).

(6) **Viruses** are tiny. The virus that causes AIDS is 230 million times smaller than the period at the end of this sentence. Some viral **infections** are difficult or impossible to treat.

Exercise 7, p. 104.

1. 2
2. 1
3. 1
4. 2
5. 2
6. 1

Exercise 8, p. 105.

- | | |
|---------------|----------------------|
| 2. boy's | 7. Bess's/Bess' |
| 3. boys' | 8. today's |
| 4. children's | 9. month's |
| 5. child's | 10. Jack and Larry's |
| 6. Sally's | |

Exercise 9, p. 105.

3. My uncle is my **father's** brother.
4. I have four aunts. All of my **aunts'** homes are within walking distance of my **mother's** apartment.
5. Esteban's **aunt's** oldest son is a violinist.
6. **Bill's** wife is a factory worker.
7. I walked into my **boss's/boss'** office.
8. I borrowed the **secretary's** pen to fill out the application form.
9. Five astronauts were aboard the space shuttle. The **astronauts'** safe return to earth was a welcome sight to millions of television viewers.
10. It is the **people's** right to know what the city is going to do about the housing problem.

11. Quite a few diplomats are assigned to our city. Almost all of the **diplomats'** children attend a special school.

12. A **diplomat's** work invariably involves numerous meetings.

Exercise 10, p. 106.

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

Exercise 11, p. 106.

- | | |
|-------------------|-----------------------|
| 1. computer error | 2. airplane passenger |
| computer screen | airplane pilot |
| computer skills | airplane ticket |

Exercise 12, p. 107.

2. flowers . . . flower
3. beans . . . bean
4. babies . . . baby
5. children . . . child
6. salads . . . salad
7. mosquitoes/mosquitos . . . mosquito
8. two-hour . . . two hours
9. ten years old . . . ten-year-old
10. three-letter . . . three letters

Exercise 14, p. 108.

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

Exercise 15, p. 108.

1. a, b, c
2. a, c, d

Exercise 16, p. 109.

- | | |
|---|---|
| 2. jewelry (NC)
rings (C)
bracelets (C)
necklace (C) | 3. mountains (C)
fields (C)
lakes (C)
scenery (NC) |
|---|---|

4. Gold (NC)
iron (NC)
metals (C)
5. iron (C)
6. car (C)
engine (C)
furniture (NC)
refrigerator (C)
junk (NC)

Exercise 17, p. 111.

3. trees, bushes, grass, dirt, flowers
4. advice, suggestions
5. words, vocabulary
6. glasses, water
7. Windows, glass
8. glasses, eyesight
9. time, homework, assignments
10. times, time
11. smoke, dust, monoxide, substances, pollution
12. literature, novels, poetry, essays, poets, poems
13. seasons, weather
14. happiness, patience, rewards
15. stars, grains, sand
16. (*no change*)

Exercise 19, p. 112.

2. rivers
3. symphonies, music
4. trucks, traffic
5. computers, equipment
6. problems, homework
7. vocabulary, definitions
8. this information
9. advice
10. progress

Exercise 20, p. 113.

- Tom uses *the* because he and Anna are talking about the same specific cat.
- Tom uses *a* because Anna doesn't know the cat he's talking about. The speaker and listener are not thinking of the same specific cat.
- Tom and Anna are talking about any and all cats in general.

Exercise 21, p. 115.

- | | |
|-----------------|------------------|
| 4. Ø Tennis | 15. Ø Grammar |
| 5. A | 16. A |
| 6. An | 17. Ø English |
| 7. Ø Gold | 18. Ø Air |
| 8. A | 19. Ø Fruit |
| 9. Ø Health | 20. An |
| 10. An | 21. Ø Iron |
| 11. A | 22. An |
| 12. Ø Water | 23. A |
| 13. Ø Knowledge | 24. Ø Basketball |
| 14. Ø Homework | |

Exercise 22, p. 116.

- | | | |
|----------|----------|----------|
| 5. an | 11. a | 17. a |
| 6. some | 12. some | 18. some |
| 7. a | 13. an | 19. Some |
| 8. some | 14. some | 20. some |
| 9. some | 15. a | 21. an |
| 10. some | 16. some | 22. some |

Exercise 23, p. 117.

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

Exercise 25, p. 117.

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

Exercise 26, p. 118.

- | | |
|-----------------------------|--|
| 3. a | |
| 4. the | |
| 5. B: the | |
| A: a | |
| 6. a | |
| 7. the . . . the | |
| 8. A: The . . . a . . . the | |
| B: the | |
| 9. A: The | |
| B: a . . . a | |
| A: the | |
| B: a . . . the . . . the | |
| A: the | |
| B: an | |

Exercise 27, p. 119.

- | | |
|-------------------|-------------------------|
| 4. Ø | 9. the |
| 5. A . . . an | 10. an |
| 6. Ø Hats . . . Ø | 11. the . . . the . . . |
| 7. The | an . . . the |
| 8. Ø . . . Ø | |

Exercise 28, p. 120.

- | | |
|------------------------------|--|
| 1. a | |
| 2. a | |
| 3. Ø Cell . . . Ø | |
| 4. a | |
| 5. the | |
| 6. Ø Jewelry . . . Ø . . . Ø | |
| 7. an | |
| 8. Ø Beings . . . the | |
| 9. Ø | |
| 10. The | |
| 11. The | |

Exercise 29, p. 120.

1. a
2. the
3. Ø (People) ... Ø ... Ø ... Ø ... Ø ... Ø
4. Ø ... Ø ... Ø ... a
5. a ... an ... a ... a ... the ... the ... the ... the
6. Ø ... Ø ... Ø ... an ... Ø
7. a ... the ... the ... the

Exercise 30, p. 121.

- | | | |
|------|---------|---------|
| 1. a | 6. The | 11. a |
| 2. a | 7. a | 12. a |
| 3. a | 8. the | 13. the |
| 4. a | 9. an | 14. the |
| 5. a | 10. the | 15. a |

Exercise 31, p. 121.

Deleted words/expressions:

- | | |
|------------------|-----------------|
| 9. too much | 18. both |
| 11. a little | 19. several |
| 13. a great deal | 23. too many |
| 16. two | 25. a few |
| 17. a couple of | 27. a number of |

Exercise 32, p. 123.

Deleted words/expressions:

- | | |
|----------------|---------------------|
| 6. too many | 17. too much |
| 7. a few | 20. a little |
| 9. a number of | 22. a great deal of |

Exercise 33, p. 123.

- | | |
|-----------------|-------------------|
| 3. much | 10. much |
| 4. many letters | 11. is ... much |
| 5. is ... much | 12. much |
| 6. much | 13. many patients |
| 7. many sides | 14. many teeth |
| 8. much | 15. isn't much |
| 9. many | |

Exercise 34, p. 124.

2. stamps, rice, stuff, things
3. Ø, salt, equipment, Ø
4. Ø, loaves of bread, Ø, jars of honey
5. novels, Ø, poems, Ø
6. orange juice, light bulbs, hardware, computer software
7. sleep, information, facts, help
8. women, movies, scenes, Ø
9. shirts, Ø, pens, Ø
10. patience, wealth, Ø, Ø
11. money, advice, time, Ø
12. ideas, theories, hypotheses, Ø

Exercise 36, p. 125.

1. a
2. b

Exercise 37, p. 126.

- | | |
|------------------|------------------|
| 3. A little | 7. a few |
| 4. (very) little | 8. a little |
| 5. a few | 9. (very) little |
| 6. (very) few | |

Exercise 38, p. 127.

- | | |
|---------------------------------|--|
| 3. (very) few | |
| 4. a few ... a few | |
| 5. a few | |
| 6. (very) few ... (very) little | |
| 7. a little | |
| 8. a little ... a little | |

Exercise 39, p. 128.

- | | |
|------|------|
| 1. b | 5. a |
| 2. a | 6. b |
| 3. b | 7. b |
| 4. a | |

Exercise 41, p. 128.

- | | |
|--------------|------------------------|
| 1. country | 3. country ... country |
| 2. countries | 4. countries |

Exercise 42, p. 129.

- | | |
|-------------|--------------|
| 2. girls | 7. student |
| 3. children | 8. students |
| 4. child | 9. student |
| 5. member | 10. students |
| 6. members | |

Exercise 43, p. 129.

3. The teacher gave each student / each of the students a test paper.
4. (no change)
5. Spain is one of the countries I want to visit.
6. Every piece of furniture / All the furniture / All of the furniture in that room is made of wood.
7. One of the machines / One of the pieces of equipment / One piece of equipment / Some of the equipment in our office is broken.
8. I gave a present to each woman / each of the women / all of the women in the room.
9. One of my favorite places in the world is an island in the Caribbean Sea.
10. (no change)
11. It's impossible for one human being to know every language in the world.
12. I found each of the errors / each error in this exercise.

Exercise 44, p. 130.

- | | | |
|-------|--------|--------|
| 3. Ø | 7. of | 11. of |
| 4. of | 8. Ø | 12. of |
| 5. of | 9. of | 13. of |
| 6. of | 10. of | 14. of |

Exercise 45, p. 131.

- | | | | |
|------------|-------|--------|--------|
| 3. Ø ... Ø | 6. of | 9. Ø | 12. of |
| 4. of | 7. Ø | 10. of | 13. of |
| 5. of | 8. of | 11. Ø | |

Exercise 50, p. 134.

1. That book contains many different kinds of stories and articles.
2. In my country, there are a lot of schools.
3. She is always willing to help her friends in every possible way.
4. In the past, horses were the principal means of transportation.
5. He succeeded in creating one of the best armies in the world.
6. There is a lot of equipment in the research laboratory, but undergraduates are not allowed to use it.
7. I have a five-year-old daughter and a three-year-old son.
8. Most of the people in my apartment building are friendly.
9. Everyone seeks happiness in life.
10. Writing compositions is very hard for me.
11. Almost all of the students / Almost all students / Most (of the) students in my class are from Asia.
12. It's difficult for me to understand English when people use a lot of slang.

Chapter 8: Pronouns

Exercise 1, p. 135.

1. My friends and I ordered Indian food at the restaurant. I wasn't very hungry, but I ate most of it.
2. When we were in school, my sister and I used to play tennis after school every day.
3. If you want to pass your exams, you had better study very hard for them.
4. A hippopotamus spends most of its time in the water of rivers and lakes.
5. After work, Mr. Gray asked to speak to Mona and me about the company's new policies. He explained them to us and asked for our opinions.
6. My friends asked to borrow my car because theirs was in the garage for repairs.

Exercise 3, p. 137.

pronouns	antecedents
2. they ... they	monkeys
3. she them	teacher
4. her ... She it	papers
5. it	Nancy
6. She ... She His (poss. adj.) ... him They him	apple
	dog
	cat
	Yuri
	dogs
	Yuri

Exercise 4, p. 137.

- | | |
|--------|--------|
| 1. me | 4. her |
| 2. me | 5. me |
| 3. him | |

Exercise 5, p. 137.

- | | |
|------------------------|-----------------|
| 2. She | 8. I |
| 3. her ... her | 9. me |
| 4. Her | 10. me |
| 5. She ... her ... her | 11. my |
| 6. her | 12. mine ... me |
| 7. She ... her | |

Exercise 6, p. 138.

2. mine ... yours
3. their ... hers ... his
4. Our ... our ... ours ... theirs

Exercise 8, p. 138.

- | | |
|--------------------------|---------|
| 2. its | 4. its |
| 3. Its ... It's ... It's | 5. it's |

Exercise 9, p. 139.

It ... dives ... spears ... its ... its ... it ... tosses ... catches ... it ... swallows ... it ... It's ... them

Exercise 10, p. 139.

1. A: him
B: he's
C: him
D: his
E: his ... he's ... he'll
2. A: Does she
B: Is she
C: they
D: their ... he's
E: them
F: it's (it is) ... mine ... it's (it has)

Exercise 12, p. 140.

3. (All) students in Biology 101 have to spend three hours per week in the laboratory where they do various experiments by following the directions in their lab manuals.
4. Citizens have two primary responsibilities. They should vote in all elections and they should serve willingly on juries.
5. (no change)

Exercise 13, p. 141.

Most common answers:

- | | |
|-----------------------------|---------------------|
| 2. they (informal) ... want | 5. their (informal) |
| 3. his or her | 6. his or her |
| 4. them (informal) | 7. his or her |

Exercise 14, p. 141.

1. Team refers to individual players.
2. Team refers to a single, impersonal unit.

Exercise 15, p. 142.

- | | |
|----------------------|------------------------------------|
| 2. it . . . consists | 6. It was |
| 3. It | 7. They are . . . their . . . them |
| 4. they | 8. It is |
| 5. They | |

Exercise 17, p. 144.

- | | |
|---------------|----------------------------|
| 2. herself | 6. yourself |
| 3. himself | 7. yourselves |
| 4. themselves | 8. himself/herself/oneself |
| 5. ourselves | |

Exercise 18, p. 144.

- | | |
|---------------|---------------------------------|
| 2. herself | 7. yourselves |
| 3. themselves | 8. myself |
| 4. myself | 9. yourself . . . himself . . . |
| 5. themselves | myself . . . ourselves . . . |
| 6. yourself | themselves |

Exercise 19, p. 145.

2. enjoy himself
3. proud of yourselves
4. pat yourself
5. killed himself
6. entertained themselves
7. introduced myself
8. feeling sorry for yourself
9. talking to yourself
10. laugh at ourselves
11. promised herself
12. angry at himself

Exercise 20, p. 146.

- | | |
|--------------|---------------|
| 1. yourself | 4. himself |
| 2. myself | 5. themselves |
| 3. ourselves | 6. herself |

Exercise 21, p. 146.

1. Penguins . . . creatures . . . birds . . . they
2. Millions . . . years . . . wings . . . These . . . their
3. Penguins' . . . was . . . fish . . . wings . . . flippers . . . them
4. spend . . . water . . . eggs . . . land
5. habits
6. lays . . . egg . . . ice . . . returns
7. takes . . . He covers . . . his . . . it hatches
8. This . . . takes . . . weeks . . . this . . . doesn't
9. hatches . . . goes . . . himself . . . offspring
10. Penguins . . . environment . . . They . . . need

Exercise 22, p. 147.

MRS.: you = Mr. Cook

MR.: I = Mr. Cook . . . He = Jack Woods . . . it = car

MRS.: it = car

MR.: they = people in general . . . you = people in general . . . you = people in general

MRS.: One = people in general . . . one = people in general

Exercise 23, p. 147.

- | | |
|----------------------|--|
| 3. people in general | 8. people in general |
| 4. Alex | 9. the orchestra |
| 5. people in general | 10. They = airline company;
you = people in general |
| 6. Sonya | |
| 7. people in general | |

Exercise 25, p. 148.

1. Picture B
2. Picture A

Exercise 26, p. 149.

- | | |
|--------------------------------|---------------|
| 2. Another . . . Another . . . | 5. Others |
| Another . . . the other | 6. Other |
| 3. The other | 7. The other |
| 4. another | 8. The others |

Exercise 27, p. 149.

- | | |
|----------|-------------|
| 1. Helen | 3. Susie's |
| 2. Mai | 4. Thursday |

Exercise 28, p. 150.

- | | |
|--------------------------------------|--|
| 2. Another . . . The other | |
| 3. others | |
| 4. other | |
| 5. other | |
| 6. others | |
| 7. another | |
| 8. Another . . . Others | |
| 9. others | |
| 10. Another . . . Others . . . other | |
| 11. the other | |
| 12. the others | |
| 13. another | |
| 14. another | |

Exercise 30, p. 151.

- | | |
|---------------|--------------|
| 1. another | 4. the other |
| 2. the other | 5. Others |
| 3. the others | 6. another |

Exercise 31, p. 151.

- | | |
|------|------|
| 1. T | 3. F |
| 2. F | 4. T |

Exercise 32, p. 152.

- | | |
|---|--|
| 2. Another . . . other | |
| 3. each other | |
| 4. the other | |
| 5. other . . . other | |
| 6. other | |
| 7. others . . . others . . . others | |
| 8. each other . . . each other . . . each other . . . other | |
| 9. other | |
| 10. other | |
| 11. another | |

Exercise 34, p. 154.

- 1. a 4. a
- 2. b 5. b
- 3. b

Exercise 35, p. 154.

- 2. My cousin and her husband moved to **another** city because they don't like **cold** weather.
- 3. I like to travel because I like to learn about **other countries** and **customs**.
- 4. Collecting stamps is one of my **hobbies**.
- 5. I came here three and a half **months** ago. I think I have **made good** progress in English.
- 6. When I lost my passport, I had to apply for **another** one.
- 7. When I got to class, all of the **other** students were already in their seats.
- 8. English has borrowed quite a few **words** from **other** languages.
- 9. There **are** many **students** from **different** countries in this class.
- 10. **Thousands** of **athletes** take part in the Olympics.
- 11. Education is one of the most important **aspects** of life. **Knowledge** about many different things allows us to live fuller lives.
- 12. All of the **students'** names were on the list.
- 13. I live in a **two-room** apartment. It's too small for my family.
- 14. **Many people** prefer to live in small towns. Their attachment to their communities **prevents** them from moving from place to place in search of **work**.
- 15. **Today's** news is just as bad as **yesterday's** news.
- 16. Almost **all** of the students in our class **speak** English well.
- 17. The teacher gave us several homework **assignments** / **some** homework to hand in next Tuesday.
- 18. In today's world, **women** work as **doctors**, **pilots**, **archeologists**, and many other **things**. Both my mother and father are **teachers**.
- 19. Every **employee** in our company **respects** Mr. Ward.
- 20. A child needs to learn how to get along with **other** people, how to spend his or her time wisely, and how to depend on himself or herself. OR
Children need to learn how to get along with **other** people, how to spend **their** time wisely, and how to depend on **themselves**.

Exercise 2, p. 158.

- 1. I 4. you
- 2. you 5. I
- 3. I

Exercise 4, p. 160.

- 1. B
- 2. A

Exercise 5, p. 160.

- 2. a. Would you mind speaking with John?
b. Would you mind if I spoke with John?
- 3. a. Would you mind if I turned on the air conditioner?
b. Would you mind turning on the air conditioner?

Exercise 6, p. 161.

- 2. if I stayed
 - 3. if I opened / opening
 - 4. if I asked
- 5. if I smoked
 - 6. speaking
 - 7. if I changed / changing

Exercise 7, p. 161.

- 1. b 4. a
- 2. b 5. b
- 3. b

Exercise 9, p. 162.

Sample answers:

- 2. you give us a little more time
- 3. I get a ride
- 4. rescheduling / if I reschedule / if we reschedule
- 5. you take a look
- 6. if we moved

Exercise 12, p. 163.

- 1. a
- 2. b
- 3. a

Exercise 14, p. 165.

Sentences 2 and 3.

Exercise 15, p. 165.

- 2. must not
 - 3. don't have to
 - 4. doesn't have to
 - 5. must not
- 6. don't have to
 - 7. don't have to
 - 8. doesn't have to

Exercise 17, p. 166.

- 1. must
 - 2. don't have to
 - 3. must not
- 4. must
 - 5. don't have to
 - 6. must not

Exercise 18, p. 166.

Advice possibilities: 1, 2, 4, 5

[Note: Item 6 is not advisable unless his cousin is a dentist.]

Chapter 9: Modals, Part 1

Exercise 1, p. 157.

- 2–4. She can see it.
- 5. Can you pass the rice, please?
- 6. Can you see it?
- 7. They can't go there.
- 8. They aren't able to pay their rent.

Exercise 22, p. 168.

1. b 3. a 5. b
2. b 4. a 6. a

Exercise 23, p. 169.

3. must/have to
4. have to/must (*have to* is preferred because the situation is not urgent or formal)
5. should
6. should (*also possible:* have to/must)
7. should OR must/have to (*if it's a requirement of the school*)
8. must/has to
9. should
10. must

Exercise 24, p. 169.

1. a 3. a, b
2. a, b 4. b

Exercise 25, p. 170.

Jim

Exercise 26, p. 170.

1. b 3. a
2. a, b 4. a, b

Exercise 27, p. 171.

Sample answers:

1. He shouldn't have left the door (to his house) open.
2. You should have gone (to the meeting).
3. She should have seen a doctor.
4. He should have read the contract (more) thoroughly.

Exercise 28, p. 171.

Possible answers:

1. I should have worn a coat.
2. I should have returned his call.
3. I shouldn't have opened the window.
4. I should have gone to the grocery store.
5. I shouldn't have bought her candy.
6. He should have married her.
7. He shouldn't have married her.
8. I should have gone out.
9. I shouldn't have lent her my car.
10. I should have set my alarm clock.

Exercise 29, p. 172.

Sample answers:

1. Kazu should have talked with Julie first.
He shouldn't have accepted the job immediately.
He should have thought about the offer before accepting.
He should have known Julie would be upset.
2. Donna shouldn't have lent Hugo nearly all of her savings.
Hugo shouldn't have spent her money so carelessly.
Donna shouldn't have trusted Hugo.

Exercise 30, p. 172.

2. We're not **supposed** to open that door.
3. I have a meeting at seven tonight. I am **supposed** to be there a little early to discuss the agenda.
4. I'm **supposed** to be at the meeting. I suppose I'd better go.
5. Where have you been? You were **supposed** to be here an hour ago!

Exercise 31, p. 173.

Sample answers:

1. You're supposed to contact the police / fill out an accident report / call your insurance company.
2. You're supposed to put on your seat belt.
3. They are supposed to exercise.
They are not supposed to eat unhealthy foods.
4. You're supposed to pull over (onto the shoulder).
- 5–8. (Answers will vary.)

Exercise 32, p. 174.

1. a 3. a 5. b
2. a 4. b 6. a

Exercise 35, p. 175.

1. yes
2. yes (plan not completed)
3. no
4. yes (plan not completed)
5. no
6. yes (plan not completed)

Exercise 36, p. 176.

1. I had planned to stay home
I was intending to stay home
2. I had planned to surprise you
I was intending to surprise you
3. I had planned to reply
I was intending to reply

Exercise 37, p. 176.

Sample answers:

1. I overslept
2. I got lost
3. I had to work
4. I couldn't get time off
5. we decided they wouldn't know anyone
6. I had the wrong date
7. we missed it

Exercise 40, p. 178.

Roberto's

Chapter 10: Modals, Part 2

Exercise 1, p. 180.

1. b
2. c
3. a

Exercise 2, p. 182.

Possible answers:

2. must have the wrong number.
3. may/might/could be at a meeting.
4. may/might/could fit Jimmy.
5. must miss them very much.

Exercise 5, p. 182.

- | | |
|-------------|--------------|
| 1. 50% sure | 3. 99% sure |
| 2. 95% sure | 4. 100% sure |

Exercise 6, p. 183.

1. Rob
2. Linda and Hamid
3. Lucy

Exercise 7, p. 183.

Sample answers:

- | | |
|---------------|----------------------|
| 2. be home | 4. like nuts |
| 3. be thirsty | 5. have many friends |

Exercise 9, p. 184.

- | | |
|--------------|----------------|
| 1. may be | 7. may be |
| 2. can't be | 8. couldn't be |
| 3. don't run | 9. could be |
| 4. could be | 10. might be |
| 5. must be | 11. I'll go |
| 6. might be | 12. 's |

Exercise 11, p. 185.

1. might have left
2. couldn't have left
3. must have left

Exercise 12, p. 186.

2. couldn't have been
3. must have been
4. must not have gotten
5. may/might/could have gotten

Exercise 13, p. 187.

Sample answers:

2. It may have been David because he met with his girlfriend's parents two nights ago.
3. It must have been Dylan because he took a diamond ring with him.
4. It couldn't have been Dick because he is going to wait to get married until he has a better job.
5. It must not have been Doug because he isn't sure if he's ready for marriage.

Exercise 14, p. 187.

Sample answers:

1. She (Laika) must have felt scared. He (Yuri) may have felt excited.
2. It must have been caused by the fireworks.
3. It might have been a mouse. It couldn't have been a burglar.

Exercise 16, p. 188.

2. must not like
3. must have been
4. must have been
5. must not speak
6. must be
7. must have hurt
8. must mean
9. must have been

Exercise 17, p. 188.

- | | |
|---------|--------|
| 1. 50% | 4. 90% |
| 2. 100% | 5. 50% |
| 3. 50% | |

Exercise 18, p. 189.

1. Ned
2. Marco
3. Linda

Exercise 19, p. 189.

3. must
4. should/ought to/will
5. should/ought to
6. will
7. must
8. should/ought to/will
9. should/ought to/will
10. must be
11. should have/ought to have
12. must have

Exercise 20, p. 190.

- | | |
|-------------|-----------------|
| 4. Beth | 11. Mark |
| 5. Ron | 12. my neighbor |
| 6. Stacy | 13. Carol |
| 7. Barb | 14. Janet |
| 8. a rat | 15. Stephanie |
| 9. a cat | 16. Bob |
| 10. a mouse | 17. Andre |

Exercise 21, p. 192.

1. should ask
2. shouldn't ask
3. may have upset
4. should try
5. shouldn't have stayed
6. 'd better have
7. could have told
8. must have known

Exercise 23, p. 193.

- 1. no 3. yes
- 2. no 4. yes

Exercise 24, p. 193.

- 3. must be burning
- 4. may/might/could be talking . . . may/might/could be talking
- 5. must be playing
- 6. may/might/could be staying . . . may/might/could be staying
- 7. should be studying/ought to be studying
- 8. must be joking
- 9. may/might/could have been joking
- 10. must have been joking

Exercise 26, p. 195.

- 2. must be waiting
- 3. shouldn't have left
- 4. might have borrowed
- 5. must have been watching . . . must have forgotten
- 6. may have been attending (*also possible*: may have attended)
- 7. must have left
- 8. might be traveling
- 9. must not have been expecting
- 10. must have been daydreaming . . . should have been paying . . . shouldn't have been staring

Exercise 29, p. 197.

- | | | |
|------|------|-------|
| 2. b | 6. a | 10. b |
| 3. a | 7. b | 11. b |
| 4. c | 8. c | 12. b |
| 5. b | 9. a | |

Exercise 30, p. 198.

- | | |
|------|------|
| 1. b | 3. a |
| 2. d | 4. c |

Exercise 31, p. 199.

- | | |
|----------|----------|
| 1. can | 6. Can't |
| 2. can't | 7. can |
| 3. can | 8. can't |
| 4. can | 9. can't |
| 5. can't | 10. can |

Exercise 33, p. 200.

- 1. a group of four-year-olds
- 2. a college class of (twenty-five) students in their late teens and early twenties
- 3. How many of you can dance? How many of you can sing? How many of you can draw?
- 4. all
- 5. Fewer hands were raised in the second group (about 1/3 for the first question; fewer for the next question; two for the last question).

- 6. When children are young, they generally have the feeling that they can do anything. As they grow older, they become more cautious because they don't want to look foolish, especially around their peers.

Exercise 34, p. 200.

The sentences have the same meaning.

Exercise 35, p. 200.

- 2. would give
- 3. used to be
- 4. used to be . . . would start
- 5. would take
- 6. used to live . . . would go . . . would wake . . . would hike . . . would see
- 7. used to be . . . would get . . . would spend . . . would find . . . would gather

[Note: The directions ask you to use *would* for repeated actions in the past, but in general, *used to* is also correct for repeated actions in the past.]

Exercise 39, p. 202.

Correct sentences: 3, 4, 5, 6

Exercise 40, p. 203.

- 1. will you be able to get
- 2. are going to have to take
- 3. am not going to be able to attend

Exercise 41, p. 203.

- 2. have to be able to
- 3. must not have been able
- 4. would rather not have to
- 5. should not have to

Exercise 43, p. 207.

- 2. could / would you hand (can / will you hand)
- 3. don't / won't have to go
- 4. can already say / is already able to say
- 5. must / have to attend
- 6. had to wait
- 7. could / might go
- 8. must not have seen
- 9. can't / couldn't / must not be . . . may / might / could belong (must belong)
- 10. can't / must not / may not go
- 11. shouldn't have laughed
- 12. could / might / may be

Exercise 44, p. 208.

- 1. a 4. a
- 2. b 5. a, b
- 3. a, b

Exercise 45, p. 208.

1. If you have a car, you can **travel** around the United States.
2. During class the students **must sit** quietly.
3. When you send for the brochure, you should **include** a self-addressed, stamped envelope.
4. A film director **must have** control over every aspect of a movie.
5. When I was a child, I **could** climb to the roof of my house and **see** all the other houses and streets.
6. We need to reschedule. I won't **be able to** see you at the time we scheduled for tomorrow.
7. I **broke** my leg in a soccer game three months ago.
8. **Would / Could / Will** you please help me with this?
9. Many students would **rather study** on their own than **go** to classes.
10. We **are** supposed to bring our books to class every day.
11. You can **have** a very good time as a tourist in my country. My country has many different climates, so you **had** better plan ahead before you **come**.
12. When you visit a big city in my country, you **must pay** attention to your wallet when you are in a crowded place because a thief **may / might / could** try to steal it.

Chapter 11: The Passive

Exercise 1, p. 211.

- | | |
|------|---------------------------------------|
| 1. A | 4. B |
| 2. A | 5. A |
| 3. B | 6. (<i>grammatically incorrect</i>) |

Exercise 2, p. 212.

- | | |
|------|-------|
| 3. A | 7. A |
| 4. A | 8. P |
| 5. P | 9. A |
| 6. P | 10. A |

Exercise 3, p. 212.

2. is being opened
3. has been opened
4. was opened
5. was being opened
6. had been opened
7. will be opened
8. is going to be opened
9. will have been opened
10. Was . . . opened
11. Will . . . be opened
12. Has . . . been opened

Exercise 4, p. 213.

2. Customers are served by waitresses and waiters.
3. The lesson is going to be explained by the teacher.
4. The farmer's wagon was being pulled by two horses.
5. Yoko will be invited to the party by Toshi.
6. That report is being prepared by Alex.

7. The book had been returned to the library by Kathy.
8. Several public buildings have been designed by Miriam.
9. I won't be fooled by his tricks.
10. That note wasn't written by me. Was it written by Jim?
11. Is that course taught by Prof. Shapiro? No, it isn't taught by him.
12. Those papers haven't been signed by Mrs. Andrews yet. Have they been signed by Mr. Andrews yet?
13. Anwar gave the speech.
14. The teaching assistant is going to correct our assignments.
15. Did Thomas Edison invent the electric light bulb?
16. Most drivers don't obey the speed limit on Highway 5.
17. Has the building manager informed you of the rent increase?

Exercise 5, p. 213.

3. (*no change*)
4. That theory was developed by Dr. Ikeda.
5. The small fishing village was destroyed by a hurricane.
6. (*no change*)
7. (*no change*)
8. After class, the board is always erased by one of the students.
9. (*no change*)
10. (*no change*)
11. (*no change*)
12. The dispute is going to be settled by a special committee.
13. Was the thief caught by the police?
14. (*no change*)

Exercise 8, p. 215.

Early Writing Materials

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances, such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

1. Papyrus and parchment were used for writing.
2. Parchment was made from the skins of animals such as sheep and goats.
3. The hair was removed, and the skins were stretched and rubbed smooth.

- The Chinese first used paper.
- No one knows when ink was first used.
- Natural substances, such as berries, soot, and tree bark, were used for ink.
- Synthetic chemicals are in ink today.

Exercise 9, p. 215.

- A package was delivered to our apartment yesterday.
- Maria taught her son to read when he was three.
- When I was in elementary school, we were required to wear uniforms.
- As we watched, the airplane disappeared into the clouds.
- I agreed with your decision yesterday.
- Timmy dropped a plate after dinner last night.
- The plate fell to the floor with a crash.
- What happened yesterday?
- Something very sad happened yesterday.
- My cat was hit by a speeding truck.
- She was killed instantly.
- She died instantly.

Exercise 10, p. 216.

- | | | |
|------|------|------|
| 1. a | 3. b | 5. b |
| 2. b | 4. a | 6. b |

Exercise 11, p. 216.

- were killed by tornadoes
- will be announced / is going to be announced
- are consumed
- have been recalled
- will be delayed / are going to be delayed

Exercise 12, p. 216.

- I was invited to a party.
- Rice is grown in many countries.
- The tennis match is being televised.
- I was told to be here at ten.
- Dinner is going to be served at six.
- A mistake has been made.
- (no change)
- That picture was drawn by Ivan's daughter. This picture was drawn by my son.
- The applicants will be judged on their creativity.
- (no change)
- Is that course being taught by Professor Rivers this semester?
- The mail had already been delivered by the time I left for school this morning.
- When are the results of the contest going to be announced?
- After the concert was over, the rock star was surrounded by hundreds of fans outside the theater.

Exercise 14, p. 218.

- | | |
|-----------------------------------|---------------------|
| 2. is surrounded | 9. was . . . killed |
| 3. is spelled | 10. was reported |
| 4. is going to be / will be built | 11. was surprised |
| 5. was divided | 12. was offered |
| 6. is worn | 13. were frightened |
| 7. was caused | 14. was confused |
| 8. was ordered | 15. is expected |

Exercise 15, p. 219.

- | | |
|----------------------|-------------------|
| 1. is made | 7. has been done |
| 2. have been roasted | 8. is left |
| 3. is pressed | 9. is known |
| 4. is called | 10. is ground |
| 5. contains | 11. will be added |
| 6. is separated | |

Exercise 16, p. 219.

- | | |
|--|--|
| 2. is produced | |
| 3. is being treated | |
| 4. are controlled . . . are determined | |
| 5. was informed . . . was told | |
| 6. is exposed . . . affects | |
| 7. have been destroyed | |
| 8. was recognized . . . was asked . . . took | |
| 9. knew . . . multiplied . . . came | |

Exercise 18, p. 221.

- must be kept
- must keep
- couldn't be opened
- couldn't open
- may be offered
- may offer
- may have already been offered / may already have been offered
- may have already offered / may already have offered
- ought to be divided
- ought to have been divided
- have to be returned
- has to return . . . will have to pay
- had better be finished
- had better finish
- is supposed to be sent
- should have been sent
- must have been surprised

Exercise 19, p. 222.

- Many lives will be saved with the new medical procedure.
- The procedure will save many lives.
- Shoppers can look for product information on the internet every day.
- Product information can be found on the internet.

3. a. People should check smoke alarm batteries once a month.
- b. Smoke alarm batteries should be tested once a month.
4. a. The typhoon may have killed hundreds of villagers yesterday.
- b. Hundreds of villagers may have been killed in the typhoon yesterday.
- c. Hundreds of villagers may have died in the typhoon yesterday.
5. a. Medical supplies had better be delivered soon.
- b. Villagers had better receive medical supplies soon.

Exercise 20, p. 223.

Sample answers:

1. Cell phones must be turned off.
Cell phones have to be turned off.
2. Computers must be used for schoolwork only.
Only schoolwork may be done on computers.
3. Computer games may not be played.
Computer games cannot be played.
4. Music cannot be downloaded from the internet.
Music must not be downloaded from the internet.
5. The printer must be used for schoolwork only.
The printer cannot be used for any work except schoolwork.

Exercise 21, p. 223.

Sample answers:

2. must be married
3. must / have to be written
4. must have been left
5. should / ought to / must be encouraged
6. cannot be explained
7. may / might / could / will be misunderstood
8. must have been embarrassed
9. should / ought to have been built
10. must / should be saved

Exercise 22, p. 224.

Part I.

- | | | |
|---------|---------|---------|
| 2. a | 4. b, c | 6. a, b |
| 3. b, d | 5. a, c | 7. a |

Part II.

1. were hit
2. were changed
3. was measured
4. has ever been recorded
5. was followed
6. were destroyed
7. were swept
8. died
9. were killed
10. were left
11. continued
12. could have been lessened
13. exists
14. doesn't reach

15. have been working
16. will not experience

Exercise 23, p. 225.

(1) Throughout history, **paper has been made** from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, **paper was made** by hand, but now **most of the work is done** by machines. Today **paper is made** from wood pulp by using either a mechanical or a chemical process.

(2) In the mechanical process, **wood is ground** into small chips. During the grinding, **it is sprayed** with water to keep it from burning from the friction of the grinder. Then **the chips are soaked** in water.

(3) In the chemical process, first **the wood is washed**, and then **it is cut** into small pieces in a chipping machine. Then **the chips are cooked** in certain chemicals. After **the wood is cooked**, it is **washed** to get rid of the chemicals.

(4) The next steps in making paper are the same for both the mechanical and the chemical processes. **The pulp is drained** to form a thick mass, **(is) bleached** with chlorine, and then **(is) thoroughly washed** again. Next **the pulp is put** through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, **they are wound** onto rolls. These rolls of paper are then ready for use.

(5) The next time you use paper, you should think about its origin and how **it is made**. And you should

Exercise 26, p. 227.

- | | |
|-------------------|-----------------|
| 2. is shut | 8. is set . . . |
| 3. are turned | are done . . . |
| 4. is not crowded | are lit |
| 5. is finished | 9. is gone |
| 6. is closed | 10. is torn |
| 7. was closed | |

Exercise 27, p. 228.

- | | |
|---------------------|-------------------------|
| 2. is . . . crowded | 9. are . . . qualified |
| 3. is scheduled | 10. am married |
| 4. am exhausted | 11. is spoiled |
| 5. am confused | 12. is blocked |
| 6. is stuck | 13. is located |
| 7. are turned off | 14. was born |
| 8. are divorced | 15. Is . . . plugged in |

Exercise 29, p. 229.

- | | |
|---------|------------|
| 2. for | 6. to |
| 3. in | 7. in/with |
| 4. with | 8. about |
| 5. of | |

Exercise 30, p. 230.

- | | |
|---------|----------|
| 1. of | 5. for |
| 2. with | 6. to |
| 3. to | 7. about |
| 4. in | 8. with |

Exercise 31, p. 230.

- | | |
|---------|------------|
| 1. to | 7. with |
| 2. with | 8. A: to |
| 3. with | B: of/by |
| 4. to | 9. A: with |
| 5. of | B: in |
| 6. to | A: to |

Exercise 32, p. 231.

- | | |
|-------------------------|---------------------|
| 2. is finished with | 8. is dedicated to |
| 3. is addicted to | 9. is dressed in |
| 4. am satisfied with | 10. is committed to |
| 5. is engaged to | 11. prepared for |
| 6. is divorced from | 12. done with |
| 7. Are . . . related to | |

Exercise 33, p. 231.

- | | |
|----------|------------|
| 1. about | 4. with/by |
| 2. about | 5. to |
| 3. to | 6. to |

Exercise 34, p. 232.

- | | |
|-------------------|------------------|
| 2. filled with | 7. exposed to |
| 3. protected from | 8. gone from |
| 4. connected to | 9. qualified for |
| 5. addicted to | 10. located in |
| 6. dressed in | |

Exercise 35, p. 232.

- | | |
|----------|------------|
| 1. dirty | 4. dressed |
| 2. lost | 5. hungry |
| 3. wet | 6. hurt |

Exercise 36, p. 233.

- | | |
|---------|------------|
| 2. b | 5. a, b, d |
| 3. a, b | 6. b |
| 4. c, d | 7. c |

Exercise 37, p. 234.

2. got wet
3. get nervous
4. is getting dark
5. is getting better
6. Get well
7. get accustomed
8. get done
9. got depressed
10. Did . . . get invited
11. get paid
12. got hired
13. got fired
14. got engaged . . . got married . . .

got divorced . . . got remarried

Exercise 39, p. 235.

1. boring
2. bored

Exercise 40, p. 236.

- | | |
|------|------------|
| 1. B | 4. neither |
| 2. A | 5. neither |
| 3. A | 6. B |

Exercise 41, p. 236.

- | | |
|---------------|----------------|
| 3. exciting | 7. frightened |
| 4. excited | 8. frightening |
| 5. surprising | 9. exhausting |
| 6. surprised | 10. exhausted |

Exercise 43, p. 237.

- | | |
|---------------|-------------|
| 1. missing | 4. marrying |
| 2. satisfied | 5. scary |
| 3. frightened | 6. finished |

Exercise 44, p. 238.

- | | |
|--------------|---------------|
| 1. thrilling | 5. delightful |
| 2. thrilled | 6. delightful |
| 3. shocked | 7. confused |
| 4. shocking | 8. confusing |

Exercise 45, p. 238.

- | | |
|---------------------------|---------------|
| 2. embarrassing | 10. sleeping |
| 3. injured | 11. thrilling |
| 4. challenging | 12. abandoned |
| 5. expected | 13. polluted |
| 6. printing | 14. furnished |
| 7. Experienced | 15. dividing |
| 8. growing . . . balanced | 16. elected |
| 9. spoiled | 17. amazing |

Exercise 46, p. 239.

Questions:

2. What are you tired of?
3. What (or who) are you pleased with?
4. What do you get really nervous about?
5. What do you want to be remembered for?
6. What is exciting to you?
7. What do you get excited about?
8. What is confusing to students?
9. What are you confused by?
10. What is confusing to children?

Exercise 47, p. 239.

Part I.

1. F
2. F
3. T

Part II.

- | | |
|----------------------------|--------------------|
| 1. began | 7. was crowned |
| 2. were established | 8. could be placed |
| 3. were allowed | 9. Winning |
| 4. were not even permitted | 10. were treated |
| 5. was | 11. brought |
| 6. were not invited | |

Exercise 50, p. 241.

2. Two people got **hurt** in the accident and were **taken** to the hospital by an ambulance.
3. The movie was so **boring** that we fell asleep after an hour.
4. The students **were** helped by the clear explanation that the teacher gave.
5. The winner of the race hasn't been **announced** yet.
6. When and where **was** the automobile invented?
7. My brother and I have always been **interested** in learning more about our family tree.
8. I **do not/don't** agree with you, and I don't think you'll ever convince me.
9. It was late, and I was getting very **worried** about my mother.
10. Many strange things **happened** last night.
11. I didn't go to dinner with them because I **had already eaten**.
12. In class yesterday, I was **confused**. I didn't understand the lesson.
13. When we were children, we **were** very afraid of caterpillars. Whenever we saw one of these monsters, we **ran** to our house before the caterpillars could attack us. I still get **scared** when I see a caterpillar close to me.
14. One day, while the old man was cutting down a big tree near the stream, his axe **fell** into the river. He sat down and **began** to cry because he **did** not have enough money to buy another axe.

Chapter 12: Noun Clauses

Exercise 1, p. 242.

Complete sentences: 2, 4, 6, 8

Exercise 2, p. 243.

Noun clauses:

3. where Tom went
4. Where Tom went
5. (*no noun clause*)
6. what Nancy wants

Exercise 3, p. 243.

3. What does Alex need? Do you know?
4. Do you know what Alex needs?
5. What Alex needs is a new job.
6. We talked about what Alex needs.
7. What do you need? Did you talk to your parents about what you need?
8. My parents know what I need.

Exercise 5, p. 244.

1. a
2. b

Exercise 6, p. 244.

2. What he was talking about
3. where you live

4. Where she went
5. when they are coming
6. which one he wants
7. what happened
8. who opened the door
9. Why they left the country
10. What we are doing in class
11. who those people are
12. whose pen this is

Exercise 7, p. 245.

Can you tell me . . .

1. how this word is pronounced?
2. what this means?
3. what my grade was?
4. who I am supposed to talk to?
5. when our next assignment is due?
6. how much time we have for the test?
7. when classes end for the year?
8. where our class is going to meet?

Exercise 9, p. 246.

2. Why is he coming? Please tell me why he is coming.
3. What/Which flight will he be on? Please tell me what/which flight he will be on.
4. Who is going to meet him at the airport? Please tell me who is going to meet him at the airport.
5. Who is his roommate? Please tell me who his roommate is.
6. Where does he live? Please tell me where he lives.
7. Where was he last week? Please tell me where he was last week.
8. How long has he been working for Sony Corporation? Do you know how long he has been working for Sony Corporation?
9. What kind of computer does he have at home? Do you know what kind of computer he has at home?

Exercise 10, p. 247.

- | | |
|--------------------------|-----------------------|
| 2. A: is my eraser | 4. A: has he been |
| B: it is | B: he has been |
| 3. A: didn't Franco lock | 5. A: are we supposed |
| B: he didn't lock | B: we are supposed |

Exercise 11, p. 248.

- | | | |
|------|------|------|
| 1. a | 4. b | 6. b |
| 2. b | 5. a | 7. b |
| 3. a | | |

Exercise 12, p. 248.

1. Do you know how many minutes (there) are in 24 hours? (1,440 minutes)
2. Do you know when the first man walked on the moon? (1969)
3. Do you know who won the Nobel Peace Prize last year? / . . . who the winner of the Nobel Peace Prize was last year?
4. Do you know where Buddha was born? (northern India — which is now part of Nepal)

- Do you know how far it is from the earth to the sun? (about 93 million miles / 149 million km.)
- Do you know how long it takes for the moon to rotate around the earth? (about a month — 27 days, 8 hours)

Exercise 13, p. 248.

I wonder whether the mail has arrived.
I wonder whether or not the mail has arrived.
I wonder whether the mail has arrived or not.
I wonder if the mail has arrived or not.

Whether, if, and or not are added to yes/no questions.

Exercise 14, p. 249.

- Let me know if the financial report is ready.
- Let me know if it will be ready tomorrow.
- Let me know if the copy machine needs paper.
- Let me know if someone is waiting for me.
- Let me know if we need anything for the meeting.
- Let me know if you are going to be there.
- Please check whether they got my message.
- Please check whether the copy machine is working.
- Please check whether there is any paper left.
- Please check whether this information is correct.
- Please check whether the fax came in.
- Please check whether we are going to have Monday off.

Exercise 15, p. 249.

I wonder . . .

- where Tom is.
- whether/if we should wait for him.
- whether/if he is having trouble.
- when the first book was written.
- what causes earthquakes.
- how long a butterfly lives.
- whose dictionary this is.
- whether/if it belongs to William.
- why dinosaurs became extinct.
- whether/if there is life on other planets.
- how life began.
- whether/if people will live on the moon someday.

Exercise 17, p. 250.

- I don't know where you left your keys.
- I don't know where you put your shoes.
- I don't know where your other sock is.
- I don't know what you did with your briefcase.
- I'll find out where he's (he is) from.
- I'll find out what he does.
- I'll find out where he works.
- I'll find out if he'd (he would) like to come to dinner.
- Let's ask where the bus station is.
- Let's ask how much the city bus costs.
- Let's ask if the city buses carry bikes.
- Let's ask if this bus schedule is correct.
- We need to figure out how far it is from here to town.

- We need to figure out how much it costs to take a taxi from here to downtown.
- We need to figure out where we get our money changed.

Exercise 18, p. 250.

- No one seems to know when **Maria will** arrive.
- I don't know what that word **means**.
- I wonder **if/whether** the teacher **knows** the answer.
- I'll ask her **if/whether she would** like some coffee or not.
- Be sure to tell the doctor **where it hurts**.
- Why **I am** unhappy is something I can't explain.
- Nobody cares **if** we stay or leave.
- I need to know **who** your teacher is.
- I don't understand **why** the car is not running properly.
- My young son wants to know **where** the stars go in the daytime.

Exercise 19, p. 251.

Sample answers:

- Do you know if/whether the restaurant is open yet?
- Could you tell me what the homework was?
- I'll find out what the date is.
- I haven't heard if/whether it is supposed to be sunny.
- Could you tell me how many days I have to return the coat?
- I don't care if/whether we go to a movie or get a DVD.
- I'd like to know why I have a late fee on my bill.
- It doesn't matter to me if/whether you bring your dog.

Exercise 20, p. 251.

- to do
- to get

Exercise 21, p. 252.

- The plumber told me how to fix the leak in the sink.
- Please tell me where to meet you.
- Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.
- Jim found two shirts he liked, but he had trouble deciding which one to buy.
- I've done everything I can think of to help Andy get his life straightened out. I don't know what else to do.

Exercise 22, p. 252.

Sample answers:

- to live in a dorm . . . to get an apartment
- to repair a bicycle
- to get my sister
- to take a job with low pay that he would enjoy . . . (to) take a job with higher pay that he wouldn't enjoy
- to stay . . . to travel cheaply

Exercise 23, p. 253.

Correct sentences: 2, 3

Exercise 26, p. 254.

Sample answers:

2. It's too bad that Tim hasn't been able to make any friends. OR That Tim hasn't been able to make any friends is too bad.
3. It's a fact that the earth revolves around the sun. OR That the earth revolves around the sun is a fact.
4. It's true that exercise can reduce heart disease. OR That exercise can reduce heart disease is true.
5. It's clear that drug abuse can ruin one's health. OR That drug abuse can ruin one's health is clear.
6. It's unfortunate that some women do not earn equal pay for equal work. OR That some women do not earn equal pay for equal work is unfortunate.
7. It's surprising that Irene, who is an excellent student, failed her entrance examination. OR That Irene, who is an excellent student, failed her entrance examination is surprising.
8. It's a well-known fact that English is the principal language of business throughout much of the world. OR That English is the principal language of business throughout much of the world is a well-known fact.

Exercise 27, p. 255.

3. It's a fact that
4. It isn't true that (It's sunlight.)
5. It's a fact that
6. It isn't true that (It's about 55–78%, depending on body size.)
7. It's a fact that
8. It isn't true that (It went online in 1992 and was developed by British computer scientist Tim Berners-Lee.)
9. It's a fact that (The average pregnancy is 22 months.)
10. It isn't true that (They were made out of tree trunks — 3500 B.C.)
11. It's a fact that

Exercise 28, p. 255.

2. The fact that Rosa didn't come made me angry.
3. The fact that many people in the world live in intolerable poverty must concern all of us.
4. I was not aware of the fact that I was supposed to bring my passport to the exam for identification.
5. Due to the fact that the people of the town were given no warning of the approaching tornado, there were many casualties.

Exercise 29, p. 255.

2. The fact that traffic is getting worse every year is undeniable.
3. The fact that the city has no funds for the project is unfortunate.

4. The fact that the two leaders don't respect each other is obvious.

5. The fact that there were no injuries from the car accident is a miracle.

Exercise 31, p. 256.

- | | |
|------|------|
| 1. T | 4. F |
| 2. T | 5. F |
| 3. T | |

Exercise 32, p. 257.

1. “Watch out!” Mrs. Brooks said.
2. “Are you okay?” she asked.
3. “You look like you're going to fall off the ladder,” she said.

The punctuation is inside the quotation marks.
A comma is used at the end of a quoted statement.

Exercise 33, p. 259.

1. Henry said, “There is a phone call for you.”
2. “There is a phone call for you,” he said.
3. “There is,” said Henry, “a phone call for you.”
4. “There is a phone call for you. It’s your sister,” said Henry.
5. “There is a phone call for you,” he said. “It’s your sister.”
6. I asked him, “Where is the phone?”
7. “Where is the phone?” she asked.
8. “Stop the clock!” shouted the referee. “We have an injured player.”
9. “Who won the game?” asked the spectator.
10. “I’m going to rest for the next three hours,” she said. “I don’t want to be disturbed.” “That’s fine,” I replied. “You get some rest. I’ll make sure no one disturbs you.”

Exercise 34, p. 259.

When the police officer came over to my car, he said, “Let me see your driver’s license, please.”

“What’s wrong, Officer?” I asked. “Was I speeding?”

“No, you weren’t speeding,” he replied. “You went through a red light at the corner of Fifth Avenue and Main Street. You almost caused an accident.”

“Did I really do that?” I said. “I didn’t see a red light.”

Exercise 36, p. 260.

The reporting verbs (*said, told*) are simple past. This means that the noun clause verbs that are present in quoted speech change to the past in reported speech.

Exercise 37, p. 262.

2. if/whether I needed a pen.
3. what I wanted.
4. if/whether I was hungry.
5. (that) she wanted a sandwich.

6. (that) he was going to move to Ohio.
7. if/whether I enjoyed my trip.
8. what I was talking about.
9. if/whether I had seen her grammar book.
10. (that) she didn't want to go.
11. if/whether I could help him with his report.
12. (that) he might be late.
13. that I should work harder.
14. she had to go downtown.
15. why the sky is blue.
16. where everyone was.
17. (that) he would come to the meeting.
18. if/whether he would be in class tomorrow.
19. he thought he would go to the library to study.
20. if/whether Omar knew what he was doing.
21. if/whether what I had heard was true.
22. the sun rises in the east.
23. someday we would be in contact with beings from outer space.

Exercise 40, p. 264.

- | | |
|------------------|--------------------------|
| 1. was scheduled | 4. had applied |
| 2. was snowing | 5. could come |
| 3. needed | 6. was going to continue |

Exercise 41, p. 264.

2. couldn't lend . . . was
3. was wearing . . . was giving
4. would meet . . . promised
5. was considering . . . thought . . . should do
6. were going to be . . . had to

Exercise 42, p. 265.

2. that she was excited about her new job and that she had found a nice apartment.
3. that he expected us to be in class every day and that unexcused absences might affect our grades.
4. that Highway 66 would be closed for two months and that commuters should seek alternate routes.
5. that every obstacle was a steppingstone to success and that I should view problems in my life as opportunities to improve myself.

Exercise 43, p. 265.

Possible answers:

1. Alex asked me what I was doing. I replied that I was drawing a picture.
2. Asako asked Cho if she wanted to go to a movie Sunday night. Cho said that she would like to but that she had to study.
3. The little boy asked Mrs. Robinson how old she was. She told him that it was not polite to ask people their age. He also asked how much money she made. She told him that was impolite too.

4. My sister asked me if there was anything I especially wanted to watch on TV. I replied that there was a show at 8:00 that I had been waiting to see for a long time. She asked me what it was. When I told her that it was a documentary about green sea turtles, she wondered why I wanted to see that. I explained that I was doing a research paper on sea turtles and thought I might be able to get some good information from the documentary. I suggested that she watch it with me. She declined and said she wasn't especially interested in green sea turtles.

Exercise 44, p. 266.

1. Tell the taxi driver **where** you want to go.
2. My roommate came into the room and asked me why **I wasn't** in class. I said (that) **I was** waiting for a telephone call from my family. OR I told him (that) . . .
3. It was my first day at the university, and **I was** on my way to my first class. I wondered who else **would** be in the class **and** **what** the teacher would be like.
4. He asked me **what** **I intended** to do after **I graduated**.
5. What a **patient tells a doctor** is confidential.
6. What my friend and **I did** **was** our secret. We didn't even tell our parents what **we did**. (*also possible: had done*)
7. The doctor asked **if/whether** I felt okay. I told him that **I didn't** feel well.
8. I asked him what kind of **movies he liked**. **He said to me / He told me that he liked** romantic movies.
9. "Is **it** true you almost drowned?" my friend asked me. "Yes," I said. "I'm really glad to be alive. It was really frightening."
10. **The fact** that I almost drowned makes me very careful about water safety whenever I go swimming.
11. I didn't know where **I was** supposed to get off the bus, so I asked the driver **where the science museum was**. She **told** me the name of the street. She said she **would** tell me when **I should** get off the bus.
12. My mother did not live with us. When other children asked me **where my mother was**, I told them (that) **she was** going to come to visit me very soon.
13. When I asked the taxi driver to drive faster, he said **he would** drive faster if **I paid him** more. OR When I asked the taxi driver to drive faster, he said, "I will drive faster if you pay me more." At that time I didn't care how much **it would** cost, so I told him to go as fast as he **could**.
14. My parents told me **it** is essential to know English if I want to study at an American university.

Exercise 48, p. 268.

- | | |
|---------------------|--------------------|
| 1. any place that | 3. anything that |
| 2. at any time that | 4. in any way that |

Exercise 49, p. 269.

2. whenever
3. whatever
4. whatever
5. Whoever
6. however
7. whoever
8. wherever
9. whatever . . . wherever . . . whenever . . . whoever
(*also possible, but rare: whomever*) . . . however

Chapter 13: Adjective Clauses

Exercise 1, p. 270.

- | | |
|----------------|---------------------|
| 1. a. He = man | 2. a. It = computer |
| b. who = man | b. which = computer |
| c. that = man | c. that = computer |

Pronoun choice: *who* = person; *that* = person, thing;
which = thing.

Exercise 2, p. 271.

2. b, c
3. a, b
4. b, c

Exercise 3, p. 271.

2. The girl who/that won the race is happy.
3. The student who/that sits next to me is from China.
4. The students who/that sit in the front row are from China.
5. We are studying sentences that/which contain adjective clauses.
6. I am using a sentence that/which contains an adjective clause.

Exercise 5, p. 271.

- | | |
|--------------|---------------------|
| 2. who is | 9. would like |
| 3. who has | 10. is giving |
| 4. who are | 11. has traveled |
| 5. who have | 12. are planning |
| 6. who had | 13. have worked |
| 7. who would | 14. had been taking |
| 8. will be | |

Exercise 6, p. 272.

Note: *which* can be used in place of *that*.

1. He is looking for a job that leaves him free on weekends.
2. He is not looking for a job that requires him to work on weekends.
3. He is not looking for a job that includes a lot of long-distance travel.
4. He is looking for a job that has minimal travel requirements.
5. He is not looking for a job has a long commute.
6. He is looking for a job that is close to home.

7. He is not looking for a job that demands sixteen-hour work days.
8. He is looking for a job that has flexible hours.

Exercise 7, p. 273.

- | | |
|---------------|---------------|
| 2. b, c, f | 4. b, c, f |
| 3. a, b, e, f | 5. a, b, e, f |

Exercise 8, p. 273.

2. I liked the woman who/that/whom/Ø I met at the party last night.
3. I liked the composition that/which/Ø you wrote.
4. The people who/that/whom/Ø we visited yesterday were very nice.
5. The man who/that/whom/Ø Ann brought to the party is standing over there.

Exercise 9, p. 274.

In the a. sentences, the preposition comes at the end of the adjective clause.

In the b. sentences, the preposition comes before *whom/which* (at the beginning of the adjective clause).

Exercise 10, p. 274.

1. a, b, c
2. a, b, d, f

Exercise 11, p. 274.

1. The man who I was telling you about is standing over there.
The man whom I was telling you about is standing over there.
The man that I was telling you about is standing over there.
The man I was telling you about is standing over there.
The man about whom I was telling you is standing over there.
2. I must thank the people who I got a present from.
I must thank the people whom I got a present from.
I must thank the people that I got a present from.
I must thank the people I got a present from.
I must thank the people from whom I got a present.
3. The meeting that Omar went to was interesting.
The meeting which Omar went to was interesting.
The meeting Omar went to was interesting.
The meeting to which Omar went was interesting.

Exercise 12, p. 275.

- | | |
|-----------------------|-----------------------|
| 2. who, whom, that, Ø | 5. that, which |
| 3. that, which, Ø | 6. who, whom, that, Ø |
| 4. who, that | |

Exercise 13, p. 275.

Adjective clauses:

2. which I had borrowed from my roommate
that I had borrowed from my roommate
I had borrowed from my roommate

3. I hadn't seen for years
who I hadn't seen for years
whom I hadn't seen for years
that I hadn't seen for years
4. she knew very little about
which she knew very little about
that she knew very little about
about which she knew very little
5. who keeps chickens in his apartment
that keeps chickens in his apartment

Exercise 14, p. 275.

1. In our village, there were many people **who/that**
didn't have much money.
2. I enjoyed the book that you told me to **read**.
3. I still remember the man **who taught** me to play the
guitar when I was a boy.
4. I showed my father a picture of the car I am going to
buy as soon as I save enough money.
5. The woman **about whom** I was **talking suddenly**
walked into the room. OR The woman **whom** I was
talking about suddenly walked into the room. I
hope she didn't hear me.
6. The people **who/that** appear in the play are amateur
actors.
7. I don't like to spend time with people **who/that** lose
their temper easily.
8. While the boy was at the airport, he took pictures of
people **who/that** were waiting for their planes.
9. People who **work** in the hunger **program estimate**
that 45,000 people worldwide die from starvation
and malnutrition-related diseases every single day of
the year.
10. In one corner of the marketplace, an old **man was**
playing a violin.

Exercise 16, p. 277.

Correct sentences: 1 and 2

Exercise 17, p. 277.

- | | | |
|----------|----------|----------|
| 3. whose | 5. who | 7. whose |
| 4. who | 6. whose | 8. who |

Exercise 18, p. 278.

2. Mrs. North teaches a class for students whose native
language is not English.
3. The people whose house we visited were nice.
4. I live in a dormitory whose residents come from
many countries.
5. I have to call the man whose umbrella I accidentally
picked up after the meeting.
6. The man whose beard caught on fire when he lit a
cigarette poured a glass of water on his face.

Exercise 19, p. 278.

- | | |
|----------|----------|
| 1. who's | 5. whose |
| 2. who's | 6. who's |
| 3. whose | 7. who's |
| 4. who's | 8. whose |

Exercise 20, p. 278.

3. There is the girl whose mother is a dentist.
4. There is the person whose picture was in the
newspaper.
5. There is the woman whose car was stolen.
6. There is the man whose daughter won a gold medal
at the Olympic Games.
7. There is the woman whose keys I found.
8. There is the teacher whose class I am in.
9. There is the author whose book I read.
10. There is the student whose lecture notes I borrowed.

Exercise 21, p. 279.

- | | | |
|------------|-----------|------------|
| 1. who is | 4. whose | 7. who has |
| 2. whose | 5. who is | 8. who is |
| 3. who has | 6. whose | |

Exercise 24, p. 280.

1. The city where we spent our vacation was beautiful.
The city in which we spent our vacation was
beautiful.
The city which/that/Ø we spent our vacation in was
beautiful.
2. That is the restaurant where I will meet you.
That is the restaurant at which I will meet you.
That is the restaurant which/that/Ø I will meet
you at.
3. The office where I work is busy.
The office in which I work is busy.
The office which/that/Ø I work in is busy.
4. That is the drawer where I keep my jewelry.
That is the drawer in which I keep my jewelry.
That is the drawer which/that/Ø I keep my
jewelry in.

Exercise 26, p. 280.

1. Monday is the day when they will come.
Monday is the day on which they will come.
Monday is the day that/Ø they will come.
2. 7:05 is the time when my plane arrives.
7:05 is the time at which my plane arrives.
7:05 is the time that/Ø my plane arrives.
3. 1960 is the year when the revolution took place.
1960 is the year in which the revolution took place.
1960 is the year that/Ø the revolution took place.
4. July is the month when the weather is usually the
hottest.
July is the month in which the weather is usually the
hottest.
July is the month that/Ø the weather is usually the
hottest.

Exercise 27, p. 281.

3. A café is a small restaurant where people can get a
light meal.
4. Every neighborhood in Brussels has small cafés
where customers drink coffee and eat pastries.
5. There was a time when dinosaurs dominated the
earth.

- The house where I was born and grew up was destroyed in an earthquake ten years ago.
- The miser hid his money in a place where it was safe from robbers.
- There came a time when the miser had to spend his money.

Exercise 29, p. 281.

- | | | |
|---------|------|------|
| 1. a, b | 3. b | 5. b |
| 2. a, c | 4. c | 6. b |

Exercise 31, p. 282.

- somebody who speaks Spanish
- Everything the Smiths do
- one who really understands me

Exercise 33, p. 284.

- | | |
|---------------|-----------------|
| 1. who is | 5. who is |
| 2. that are | 6. that sounded |
| 3. whose | 7. that I heard |
| 4. whose wife | |

Exercise 34, p. 285.

The adjective clause in sentence 1 can be omitted without changing the meaning.
The commas are used to set off additional information.

Exercise 35, p. 286.

- additional: Rice, which is grown in many countries, is a staple food throughout much of the world.
- necessary: The rice which we had for dinner last night was very good.
- necessary: The newspaper article was about a man who died two weeks ago of a rare tropical disease.
- additional: Paul O'Grady, who died two weeks ago of a sudden heart attack, was a kind and loving man.
- additional: I have fond memories of my hometown, which is situated in a valley.
- necessary: I live in a town which is situated in a valley.
- necessary: People who live in glass houses shouldn't throw stones.
- additional: In a children's story, Little Red Riding Hood, who went out one day to visit her grandmother, found a wolf in her grandmother's bed when she got there.

Exercise 36, p. 286.

- Did you hear about the man who rowed a boat across the Atlantic Ocean?
- My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
- Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
- Tea which is made from herbs is called herbal tea.
- Toys which contain lead paint are unsafe for children.

- Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 37, p. 287.

- The Mississippi River, which flows south from Minnesota to the Gulf of Mexico, is the major commercial river in the United States.
- A river that is polluted is not safe for swimming. (*no commas*)
- Mr. Trang, whose son won the spelling contest, is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
- Goats, which were first tamed more than 9,000 years ago in Asia, have provided people with milk, meat, and wool since prehistoric times.
- She's furious at the goat that got on the wrong side of the fence and is eating her flowers. (*no commas*)

Exercise 38, p. 288.

- | | |
|------|------|
| 3. a | 5. a |
| 4. b | 6. b |

Exercise 39, p. 288.

- | | |
|------|------|
| 1. b | 3. a |
| 2. a | 4. b |

Exercise 40, p. 288.

- (*no change*)
- We enjoyed Mexico City, where we spent our vacation.
- (*no change*)
- One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime.
- You don't need to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world.
- Child labor was a social problem in late eighteenth-century England, where employment in factories became virtual slavery for children.
- (*no change*)
- (*1st sentence: no change*) The research scientist, who was wearing protective clothing before she stepped into the special chamber holding the bees, was not stung. (*3rd sentence: no change*)

Exercise 41, p. 289.

Sample answers:

- developed QDOS.
- Tim Paterson worked for.
- meant "quick and dirty operating system."
- was developing a personal computer.
- was looking for an operating system, bought Tim Paterson's.
- became known as MS-DOS.

Exercise 42, p. 290.

1. b
2. b

Exercise 43, p. 290.

2. Last night the orchestra played three symphonies, one of which was Beethoven's Seventh.
3. I tried on six pairs of shoes, none of which I liked.
4. The village has around 200 people, the majority of whom are farmers.
5. That company currently has five employees, all of whom are computer experts.
6. After the riot, over 100 people were taken to the hospital, many of whom had been innocent bystanders.

Exercise 45, p. 291.

1. The soccer team worked very hard to win.
2. Some of the athletes in the class cheated on the final exam.
3. final exam

Exercise 46, p. 292.

2. She usually came to work late, which upset her boss.
3. So her boss fired her, which made her angry.
4. She hadn't saved any money, which was unfortunate.
5. So she had to borrow some money from me, which I didn't like.
6. She has found a new job, which is lucky.
7. So she has repaid the money she borrowed from me, which I appreciate.
8. She has promised herself to be on time to work every day, which is a good idea.

Exercise 47, p. 292.

2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived.
3. The plane was met by a crowd of 300 people, some of whom had been waiting for more than four hours.
4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity.
6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution can and must be found.

8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

Exercise 48, p. 293.

- (2) 6:00 . . . parking lot . . . bus
- (3) reports
- (4) coffee
- (5) commuting for an hour and a half

Exercise 51, p. 295.

2. The scientists researching the causes of cancer are making progress.
3. We have an apartment overlooking the park.
4. The photographs published in the newspaper were extraordinary.
5. The rules allowing public access to wilderness areas need to be reconsidered.
6. The psychologists studying the nature of sleep have made important discoveries.
7. Antarctica is covered by a huge ice cap containing 70 percent of the earth's fresh water.
8. When I went to Alex's house to drop off some paperwork, I met Jacob, his partner.
9. Many of the students hoping to enter this university will be disappointed because only one-tenth of those applying for admission will be accepted.
10. Kuala Lumpur, the capital of Malaysia, is a major trade center in Southeast Asia.

Exercise 52, p. 295.

1. a
2. b
3. a, b
4. a

Exercise 53, p. 295.

2. Corn was one of the agricultural products that/which was introduced to the European settlers by the Indians. Some of the other products that/which were introduced by the Indians were potatoes, peanuts, and tobacco.
3. Mercury, which is the nearest planet to the sun, is also the smallest of the planets which/that orbit our sun.
4. The pyramids, which are the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
5. Any student who/that doesn't want to go on the trip should inform the office.
6. Be sure to follow the instructions that/which are given at the top of the page.

Exercise 54, p. 296.

(2) Walt Disney, the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.

(3) Thomas Edison, the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.

(4) Albert Einstein, one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 55, p. 296.

2. , the capital of Iraq.
3. , sensitive instruments that measure the shaking of the ground.
4. , the lowest place on the earth's surface,
5. , the capital of Argentina.
6. , devices that produce a powerful beam of light.
7. , the northernmost country in Latin America,
8. , the most populous country in Africa,
9. , the largest city in the Western Hemisphere, . . . , the largest city in the United States,

Exercise 56, p. 297.

Part I.

1. F
2. T
3. F
4. T

Part II.

- | | |
|--------------------|----------------------|
| 1. Whether or not | 8. that begin |
| 2. reported that | 9. is that |
| 3. that scientists | 10. and that |
| 4. that were | 11. believe that |
| 5. something which | 12. who have |
| 6. who followed | 13. are certain that |
| 7. is that they | 14. and that |

Exercise 57, p. 298.

2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. Jamaica, the third largest island in the Caribbean Sea, is one of the world's leading producers of bauxite, an ore from which aluminum is made.
4. Robert Ballard, an oceanographer, made headlines in 1985 when he discovered the remains of the *Titanic*, the "unsinkable" passenger ship that has rested on the floor of the Atlantic Ocean since 1912, when it struck an iceberg. (*also possible:* Oceanographer Robert Ballard made headlines . . .)
5. The Republic of Yemen, located at the southwestern tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.

Exercise 58, p. 299.

1. Baseball is the only sport in which I am interested.
OR Baseball is the only sport (**which**) I am interested in.
2. My favorite teacher, **Mr. Chu**, was always willing to help me after class.
3. It is important to be polite to people who **live** in the same building.
4. My sister has two children, **whose** names are Ali and Talal.
5. He comes from Venezuela, (**which is**) a Spanish-speaking country.
6. There are some people in the government (**who are**) trying to improve the lives of the poor.
7. My classroom is located on the second floor of Carver Hall, **which** is a large brick building in the center of the campus.
8. A myth is a story **expressing** traditional beliefs. OR A myth is a story **which/that expresses** traditional beliefs.
9. There is an old legend (**which/that is**) told among people in my country about a **man who lived** in the seventeenth century and saved a village from destruction.
10. An old **man fishing** (OR **who/that was fishing**) next to me on the pier was muttering to himself.
11. The road that we **took through** the forest was narrow and steep.
12. There are ten universities in Thailand, seven of **which are** located in Bangkok, (**which is**) the capital city.
13. At the national park, there is a path **leading** to a spectacular waterfall. OR At the national park, there is a path **which/that leads** to a spectacular waterfall.
14. At the airport, I was waiting for some relatives **who / that / whom / O** I had never **met before**.
15. It is almost impossible to find two persons **whose opinions** are the same.
16. On the wall, there is a colorful poster **which/that consists of / consisting** of a group of young people (**who are**) dancing.
17. The sixth member of our household is Pietro, **who** is my sister's son.
18. Before I came here, I didn't have the opportunity to speak with people **whose native tongue is English**. OR . . . people **for whom English** is their native tongue.

Chapter 14: Gerunds and Infinitives, Part 1

Exercise 1, p. 301.

- a. sentence 2
- b. sentence 1
- c. sentence 3

Exercise 2, p. 302.

Each verb ends in -ing.

Exercise 3, p. 302.

- | | |
|----------------|---------------|
| 2. about going | 6. to going |
| 3. in going | 7. from going |
| 4. about going | 8. from going |
| 5. on going | |

Exercise 4, p. 303.

- | | |
|-----------------|-------------------|
| 2. to being | 9. of stealing |
| 3. about flying | 10. for taking |
| 4. for spilling | 11. for doing |
| 5. about having | 12. from taking |
| 6. for being | 13. of listening |
| 7. for flying | 14. in convincing |
| 8. from getting | |

Exercise 5, p. 304.

- | | |
|------------------|-------------------|
| 2. of doing | 9. in searching |
| 3. to having | 10. for making |
| 4. for helping | 11. to going |
| 5. on knowing | 12. from running |
| 6. in being | 13. to going |
| 7. of living | 14. of clarifying |
| 8. for not going | 15. to wearing |

Exercise 6, p. 305.

2. in finishing the project early/in getting the project done.
3. about doing housework.
4. for helping (out).
5. for not finishing his report.
6. to eating spicy food.
7. from going away for the holiday weekend.

Exercise 7, p. 305.

Questions:

2. What are you not accustomed to doing?
3. What are you interested in finding out about?
4. Where are you looking forward to going on your next trip?
5. What is a good reason for not doing your homework?

Exercise 8, p. 305.

1. Yes, I thanked him/her for helping me carry heavy boxes. OR No, I didn't thank him/ her for helping
2. Yes, I'm looking forward to visiting/going to visit my friends in another town this weekend. OR No, I'm not looking forward to visiting/going to visit
3. Yes, I had a good excuse for not coming to class on time. OR No, I didn't have a good excuse for not coming to class on time.
4. Yes, I'm accustomed to living in a cold/warm climate. OR No, I'm not accustomed to living
5. Yes, I'm excited about going to a tropical island for vacation. OR No, I'm not excited about going

6. Yes, she apologized for interrupting me while I was talking to the store manager. OR No, she didn't apologize for interrupting me
7. Yes, all of the students in the class participated in doing role-plays. OR No, all of the students in the class didn't participate in doing
8. Yes, I know who was responsible for breaking the window. OR No, I don't know who was responsible for breaking
9. Yes, I am used to having my biggest meal at lunch. OR No, I am not used to having
10. The hot/cold weather prevents me from
11. Yes, they complain about having to do a lot of homework. OR No, they don't complain about having
12. Yes, I blame him for taking my wallet. OR No, I don't blame him for taking
13. Instead of studying grammar last night, I
14. In addition to studying last weekend, I

Exercise 9, p. 306.

Sample answers:

2. By talking to native speakers. / By watching TV., etc.
3. By eating.
4. By drinking.
5. By looking it up in a dictionary.
6. By coming to work late.
7. By wagging their tails.
8. By saying, "Excuse me."

Exercise 13, p. 308.

- | | |
|------------|------------|
| 2. hoping | 5. doing |
| 3. working | 6. leaving |
| 4. going | |

Exercise 14, p. 308.

Sample answers:

- | | |
|-------------|-----------|
| 2. closing | 6. making |
| 3. studying | 7. going |
| 4. going | 8. taking |
| 5. cleaning | 9. being |

Exercise 17, p. 309.

- | | |
|------------------|------------------|
| 2. go fishing | 5. went biking |
| 3. go sailing | 6. going dancing |
| 4. went swimming | |

Exercise 19, p. 310.

Verbs: understanding, asking, trying, looking, feeling
Form: -ing

Exercise 20, p. 311.

Sample answers:

- | | |
|------------------|-------------|
| 2. understanding | 7. going |
| 3. doing | 8. making |
| 4. waiting | 9. watching |
| 5. taking | 10. eating |
| 6. listening | |

Exercise 22, p. 312.

1. remembering his children's birthdays
2. hiding his report card
3. eating her breakfast
4. learning foreign languages
5. sitting in traffic
6. singing songs on the bus trip
7. studying in the library
8. waiting in line to buy movie tickets [Note: Some speakers of American English say "on line."]

Exercise 23, p. 312.

Questions:

1. What do you have difficulty remembering?
2. What do you have a hard time learning?
3. What do you have a good time playing?
4. What English sounds do you have a hard time pronouncing?
5. What do people waste money doing?
6. What do people waste time doing?

Exercise 24, p. 312.

1. b
2. a
3. b, c

Exercise 25, p. 314.

- | | |
|-------------------------|--------------------------|
| 4. to leave | 12. me to leave |
| 5. to leave/me to leave | 13. to leave/me to leave |
| 6. to leave | 14. me to leave |
| 7. to leave/me to leave | 15. me to leave |
| 8. me to leave | 16. me to leave |
| 9. to leave | 17. to leave |
| 10. to leave | 18. to leave |
| 11. to leave | |

Exercise 26, p. 314.

Sample answers:

2. Roberto reminded me to take my book back to the library.
I was reminded (by Roberto) to take
3. Mr. Chang encouraged me to take singing lessons.
I was encouraged (by Mr. Chang) to take
4. Mrs. Alvarez warned the children not to play with matches.
The children were warned (by Mrs. Alvarez) not to play
5. The Dean of Admissions permitted me to register for school late.
I was permitted (by the Dean of Admissions) to register
6. The law requires every driver to have a valid driver's license.
Every driver is required (by law) to have
7. My friend advised me to get some automobile insurance.
I was advised (by my friend) to get some automobile insurance.

8. The robber forced me to give him all of my money.
I was forced (by the robber) to give him (the robber)
9. My boss told me to come to the meeting ten minutes early.
I was told (by my boss) to come

Exercise 27, p. 315.

Questions:

1. What did a family member remind you to do recently? (also possible: present perfect tense with "recently" questions)
2. Where did a friend ask you to go recently?
3. What does the government require people to do?
4. What do doctors advise people to do?
5. What do teachers expect students to do?
6. What did our teacher tell you (us) to do recently?
7. What do the laws not permit you to do?
8. Where do parents warn their kids not to go?
9. What does our teacher encourage us to do to practice our English?

Exercise 28, p. 315.

Sample answers:

- | | |
|------------------------|---------------------------|
| 3. to give | 12. to finish |
| 4. opening | 13. getting . . . to wait |
| 5. to be . . . talking | 14. to look for |
| 6. to know | 15. to look for |
| 7. to be | 16. looking for |
| 8. being | 17. looking for |
| 9. to touch | 18. walking |
| 10. to have | 19. understanding |
| 11. to take | 20. going |

Exercise 29, p. 316.

- | | |
|--------------|--------------|
| 1. same | 4. different |
| 2. different | 5. different |
| 3. same | |

Exercise 30, p. 318.

- | | |
|-------------|-------------|
| 2. playing | 7. to do |
| 3. doing | 8. biting |
| 4. to do | 9. to get |
| 5. to do | 10. driving |
| 6. watching | |

Exercise 31, p. 318.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. a |
| 3. b | |

Exercise 32, p. 318.

2. lecturing/to lecture
3. seeing/to see . . . watching/to watch . . . reading/to read
4. moving/to move . . . racing/to race . . . to move . . . to race
5. driving . . . taking
6. to drive . . . (to) take [Note: See Chart 14-7 fn., p. 317.]

7. to inform
8. not listening
9. to explain
10. crying . . . holding . . . feeding . . . crying/to cry . . . burping . . . changing

Exercise 34, p. 320.

Questions:

1. What do you enjoy listening to?
2. What are you interested in learning?
3. What are you used to having for breakfast?
4. What time do you prefer going to bed?
5. What can't you stand watching/to watch?
6. Why did you decide to study English?

Exercise 35, p. 320.

2. to help . . . (to) paint
3. quitting . . . opening
4. to take
5. looking . . . to answer
6. watching . . . listening [Note: See Chart 14-7 fn., p. 317.]
7. to take . . . to pay
8. not to wait . . . to make
9. talking
10. to water
11. going skiing
12. not to smoke
13. not to know/not knowing
14. to renew
15. to tell . . . to call . . . going . . . swimming
16. to ask . . . to tell . . . to remember . . . to bring
17. doing
18. convincing

Exercise 41, p. 326.

1. to do it.
2. to do it.
3. to do it.
4. to do it.
5. to do it.
6. doing it.
7. doing it.
8. to do it.
9. doing it.
10. doing it.
11. to do it.
12. to do it.
13. to do it.
14. doing it.
15. to do it.
16. to do it.
17. to do it.
18. to do it.
19. doing it.
20. to do it.
21. doing it.
22. doing it.
23. doing it
24. to do it.
25. to do it.
26. doing it.
27. to do it.
28. doing it.
29. to do it.
30. doing it?
31. doing it.
32. to do it.
33. to do it.
34. to do it.
35. doing it.
36. to do it.
37. to do it.
38. doing it.
39. doing it?
40. doing it.
41. doing it.
42. to do it.
43. doing it.
44. to do it.
45. to do it.
46. doing it?
47. to do it.
48. doing it?
49. doing it.
50. to do it.

Exercise 43, p. 327.

1. to bring
2. pronouncing
3. to eat
4. to lift
5. to know
6. being
7. to do
8. to be
9. to pass
10. getting/to get
11. seeing/to see
12. losing

Exercise 44, p. 327.

2. to have
3. being
4. worrying
5. to play
6. leaving
7. to return . . . (to) finish
8. hoping . . . praying
9. promising to visit
10. telling
11. to persuade . . . to stay . . . (to) finish
12. to race

Exercise 46, p. 328.

1. I don't mind **having** a roommate.
2. Most students want **to** return home as soon as possible.
3. Learning about another **country** is very interesting.
4. I tried very hard **not to make** any mistakes.
5. The task of **finding** a person who could tutor me in English wasn't difficult.
6. All of us needed to **go** to the ticket office before the game yesterday.
7. I'm looking forward **to** going swimming in the ocean.
8. **Skiing** in the Alps was a big thrill for me.
9. Don't keep **asking** me the same questions over and over.
10. During a fire drill, everyone is required **to leave** the building.
11. I don't **enjoy** **playing** card games. I prefer to spend my time **reading** or **watching** movies. OR I prefer **spending** my time **reading** or **watching** movies.
12. It is hard for me **to** understand people who speak very fast.
13. When I entered the room, I found my young son **standing** on the kitchen table.
14. When I got home, Irene was lying in bed **thinking** about what a wonderful time she'd had.

Chapter 15: Gerunds and Infinitives, Part 2

Exercise 1, p. 331.

Sentences that answer "Why": 3, 4, 6

Exercise 2, p. 331.

3. for
4. to
6. to
7. for
5. to

Exercise 4, p. 332.

- | | |
|-------------|-------------|
| 3. Ø | 7. in order |
| 4. in order | 8. in order |
| 5. in order | 9. Ø |
| 6. Ø | 10. Ø |

Exercise 5, p. 333.

2. Helen borrowed my **dictionary** to look up the spelling of *occurred*.
3. The teacher opened the window **to let** some fresh air into the room.
4. I came to this school **to learn** English.
5. I traveled to **Osaka** **to visit** my sister.

Exercise 7, p. 333.

The *be* verb comes before the adjectives; infinitives come after the adjectives.

Exercise 11, p. 335.

Negative idea: sentences 1, 4

Exercise 14, p. 336.

- | | | |
|------|------|------|
| 1. b | 3. a | 5. a |
| 2. b | 4. b | 6. a |

Exercise 16, p. 338.

1. being seen
2. to be seen

Exercise 17, p. 338.

- | | |
|------------------|------------------|
| 2. to be invited | 5. being invited |
| 3. to be invited | 6. to be invited |
| 4. being invited | |

Exercise 18, p. 338.

- | | |
|---------------------|-----------------------------|
| 3. being understood | 6. being elected |
| 4. to be written | 7. telling |
| 5. to be called | 8. to be loved . . . needed |

Exercise 21, p. 339.

2. to be changed / changing
3. to be cleaned / cleaning . . . to clean
4. to be ironed / ironing
5. to be repaired / repairing
6. to take . . . to be straightened / straightening
7. to be picked / picking
8. to be washed / washing

Exercise 24, p. 340.

They take the simple or gerund form, not the infinitive.

Exercise 26, p. 341.

Part I. Sample answers:

2. singing/chirping OR sing/chirp
3. going/walking OR go/walk

4. shaking/moving OR shake/move

5. knock OR knocking

6. take off . . . land OR taking off . . . landing

Part II.

- | | |
|------------|------------|
| 2. slam | 6. walking |
| 3. snoring | 7. land |
| 4. playing | 8. calling |
| 5. call | |

Exercise 27, p. 342.

Correct sentences: 1, 3, 4

Exercise 29, p. 343.

- a. 2
- b. 1
- c. 3

Exercise 30, p. 344.

- | | | |
|------|------|------|
| 1. c | 3. b | 5. b |
| 2. a | 4. a | 6. c |

Exercise 31, p. 345.

- | | |
|--------------|---------------------|
| 3. cashed | 7. cry |
| 4. to go | 8. to do |
| 5. shortened | 9. take . . . taken |
| 6. fixed | |

Exercise 34, p. 346.

2. I asked my roommate to let **me use** his shoe polish.
3. I heard a car **door open** and **close**.
4. I had my **friend lend** me his car.
5. You should visit my country. It is **very** beautiful.
6. I went to the college bookstore **to get** my books for the new term.
7. One of our fights ended up with me having **to be sent** to the hospital **to get** stitches.
8. Lilly deserves to be **told** the truth about what happened last night.
9. Barbara always makes me **laugh**. She has a great sense of humor.
10. Stop telling me what to do! Let **me make** up my own mind.
11. I went to the pharmacy **to have** my prescription **filled**.
12. You shouldn't let children **play** with matches.
13. When Shelley needed a passport photo, she had her picture **taken** by a professional photographer.
14. I've finally assembled enough information **to begin** writing my research paper.
15. Omar is at the park right now. He is **sitting** on a park bench **watching** the ducks swimming in the pond. The sad expression on his face makes **me feel** sorry for him.
16. The music director tapped his baton **to begin** the rehearsal.

Exercise 35, p. 347.

- | | | |
|---------|------|-------|
| 2. a, c | 5. a | 8. c |
| 3. a | 6. c | 9. a |
| 4. c | 7. b | 10. c |

Exercise 36, p. 348.

- | | |
|-----------------|---------------------|
| 1. able to read | 4. to be understood |
| 2. being | 5. to solve |
| 3. to read | 6. using |

Exercise 37, p. 348.

- 2. thinking
- 3. to have . . . to know . . . to handle
- 4. having . . . adjusting
- 5. sipping . . . eating
- 6. being forced to leave/to be forced to leave . . .
(in order) to study . . . having
- 7. have . . . join
- 8. coming . . . leaving
- 9. chewing . . . grabbing . . . holding . . . tearing . . .
swallow
- 10. to force . . . to use . . . to feel . . . (to) share
- 11. to commute . . . moving . . . (in order) to be . . .
to spend . . . doing . . . doing

Exercise 38, p. 350.

- 1. play/playing . . . joining
- 2. (in order) to let . . . run
- 3. staying . . . getting
- 4. to get . . . running . . . having . . . sprayed
- 5. feel . . . to get . . . feeling . . . sneezing . . . coughing
. . . to ask . . . go

Exercise 39, p. 350.

Part II.

- | | |
|------|------|
| 1. F | 3. T |
| 2. T | 4. F |

Part III.

- 1. to know how to stay
- 2. in order to protect
- 3. surprised to hear
- 4. likely to attract
- 5. to make
- 6. Crouching down or curling up
- 7. Finding
- 8. Being inside
- 9. being outside
- 10. Be careful to stay
- 11. to stay
- 12. to take
- 13. avoid touching
- 14. begin counting
- 15. need to seek
- 16. has passed
- 17. to stay

Chapter 16: Coordinating Conjunctions

Exercise 1, p. 352.

- 2. noun, and
- 3. adverb, and
- 4. gerund, or
- 5. adverb, but

Exercise 2, p. 352.

- | | | |
|---------|---------|------|
| 2. c | 5. a, c | 7. a |
| 3. b, c | 6. b | 8. b |
| 4. b | | |

Exercise 3, p. 353.

- 2. vegetables
- 3. rudely
- 4. strong
- 5. sped

Exercise 4, p. 353.

Correct sentences: 2, 3, 4

Exercise 5, p. 354.

Note: 2nd comma optional in items 2, 4, 6, 8, 10;
3rd comma optional in item 7.

- 2. The price of the meal includes a salad, a main dish, and dessert.
- 3. (no change)
- 4. Elias waited for his son, wife, and daughter.
- 5. (no change)
- 6. Susan raised her hand, snapped her fingers, and asked a question.
- 7. Red, yellow, gold, and olive green are the main colors in the fabric.
- 8. I love films full of action, adventure, and suspense.
- 9. (no change)
- 10. "Travel is fatal to prejudice, bigotry, and narrow-mindedness."

Exercise 6, p. 354.

- 2. Molly is opening the door and (is) greeting her guests.
- 3. Molly will open the door and (will) greet her guests.
- 4. Linda is kind, generous, and trustworthy.
- 5. Please try to speak more loudly and (more) clearly.
- 6. He gave her flowers on Sunday, candy on Monday, and a ring on Tuesday.
- 7. He decided to quit school, (to) go to California, and (to) find a job.
- 8. I am looking forward to going to Italy and eating wonderful pasta every day.
- 9. The boy was old enough to work and (to) earn some money.
- 10. I should have finished my homework or cleaned up my room.
- 12. I have met his mother but not his father.
- 13. Jake would like to live in Puerto Rico but not in Iceland.

Exercise 7, p. 355.

Sample answers:

2. the noise
I dislike living in a city because of the air pollution, (the) crime, and (the) noise.
3. flowers
Hawaii has a warm climate, beautiful beaches, and many interesting tropical trees and flowers.
4. is a good leader
Mary Hart would make a good president because she works effectively with others, has a reputation for integrity and independent thinking, and is a good leader.

Exercise 8, p. 356.

Sample answers:

2. fair
3. greeted her students
4. lying on the sofa
5. get ready for work
6. Hiking in the mountains
7. sleeping under the stars

Exercise 10, p. 357.

1. By obeying the speed limit, we can save energy, lives, and **money**.
2. My home offers me a feeling of security, **warmth**, and love.
3. The pioneers hoped to clear away the forest and **plant crops**.
4. When I refused to help Alice, she became very angry and **shouted** at me.
5. When Nadia moved, she had to rent an apartment, make new friends, **and find** a job.
6. All plants need **light**, a **suitable climate**, and an ample supply of water and minerals from the soil.
7. Slowly **and cautiously**, the firefighter climbed the burned staircase.
8. On my vacation, I lost a suitcase, broke my glasses, **and missed** my flight home.
9. With their keen sight, fine hearing, **and refined** sense of smell, wolves hunt elk, deer, moose, and caribou.
10. When Anna moved, she had to rent an apartment, make new friends, **and find** a job.
11. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey **or** (by) **spitting** it into the eyes of the victim.

Exercise 11, p. 357.

Agreement is determined by the noun that directly precedes the verb.

Exercise 12, p. 358.

- | | | |
|--------|--------|--------|
| 2. is | 5. is | 7. are |
| 3. is | 6. are | 8. are |
| 4. are | | |

Exercise 13, p. 358.

2. Yes, both the driver and the passenger were injured.
3. Yes, both wheat and corn are grown in Kansas.
4. Yes, the city suffers from both air and water pollution.
6. Yes, not only his cousin but also his mother-in-law is living with him.
7. Yes, I lost not only my wallet but also my keys.
8. Yes, she not only goes to school, but also has a full-time job.
10. Yes, I'm going to give my friend either a book or some jewelry for her birthday.
11. Yes, either my sister or my brother will meet me at the airport.
12. Yes, they can either go swimming or play tennis.
14. No, neither her husband nor her children speak English.
15. No, they have neither a refrigerator nor a stove for their new apartment.
16. No, the result was neither good nor bad.

Exercise 14, p. 359.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. b |
| 3. a | |

Exercise 15, p. 360.

3. Both Tanya and Beth enjoy horseback riding.
4. Neither Arthur nor Ricardo is in class today.
5. Both Arthur and Ricardo **are** absent.
6. We can either fix dinner for them here or take them to a restaurant.
7. Both the leopard and the tiger face extinction.
8. Neither the library nor the bookstore **has** the book I need.
9. We could either fly or take the train.
10. The hospital will neither confirm nor deny the story.
11. Both coal and oil **are** irreplaceable natural resources.
12. Neither her roommates nor her brother **knows** where she is.

Exercise 16, p. 360.

- (2) harmless . . . beneficial . . . tangle
(3) attack . . . eating . . . destroy
(4) trainable

Exercise 17, p. 361.

Correct sentences: 1, 3, 4

Exercise 18, p. 361.

2. The boys walked (,) and the girls ran.
3. The teacher lectured. The students took notes.
4. The teacher lectured (,) and the students took notes.
5. Elena came to the meeting, but Pedro stayed home.
6. Elena came to the meeting. Her brother stayed home.

Exercise 19, p. 361.

- Both Jamal and I had many errands to do yesterday. Jamal had to go to the post office and the bookstore. I had to go to the post office, the travel agency, and the bank.
- Roberto slapped his hand on his desk in frustration. He had failed another examination and had ruined his chances for a passing grade in the course.
- When Alex got home, he took off his coat and tie, threw his briefcase on the kitchen table, and opened the refrigerator looking for something to eat. Ann found him sitting at the kitchen table when she got home.
- When Tara went downtown yesterday, she bought birthday presents for her children, shopped for clothes, and saw a movie at the theater. It was a busy day, but she felt fine because it ended on a relaxing note.
- It was a wonderful picnic. The children waded in the stream, collected rocks and insects, and flew kites. The teenagers played an enthusiastic game of baseball. The adults busied themselves preparing the food, supervising the children, and playing some volleyball.

Exercise 20, p. 362.

- Janice entered the room and looked around. She knew no one.
- A thermometer is used to measure temperature. A barometer measures air pressure.
- Derek made many promises, but he had no intention of keeping them.
- The earthquake was devastating. Tall buildings crumbled and fell to the ground.
- Birds have certain characteristics in common. They have feathers, wings, and a beak with no teeth. Birds lay hard-shelled eggs, and their offspring are dependent on parental care for an extended period after birth.
- The ancient Egyptians had good dentists. Archeologists have found mummies that had gold fillings in their teeth.

Exercise 21, p. 363.

A butterfly is a marvel. It begins as an ugly caterpillar and turns into a work of art. The sight of a butterfly floating from flower to flower on a warm, sunny day brightens anyone's heart. A butterfly is a charming and gentle creature. Caterpillars eat plants and cause damage to some crops, but adult butterflies feed principally on nectar from flowers and do not cause any harm. When cold weather comes, some butterflies travel great distances to reach tropical climates. They can be found on every continent except Antarctica. Because they are so colorful and beautiful, butterflies are admired throughout the world.

Exercise 22, p. 363.

Note: Parallel structures that are found within a larger parallel structure are underlined twice.

- justice, peace, and brotherhood
- where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy
- not the words of our enemies, but the silence of our friends
- political and moral question . . . oppression and violence . . . oppression and violence . . . revenge, aggression, and retaliation

Chapter 17: Adverb Clauses

Exercise 1, p. 365.

When the adverb clause comes before the main clause, there is a comma. If it comes after the main clause, there is no comma.

Exercise 2, p. 366.

Correct sentences: 4, 5, 6, 7, 10

Exercise 3, p. 366.

- We went inside when it began to rain.
- It began to rain. We went inside.
- When it began to rain, we went inside.
- When the mail comes, my assistant opens it.
- My assistant opens the mail when it comes.
- The mail comes around ten o'clock every morning. My assistant opens it.

Exercise 4, p. 366.

- As soon as the rain began, the children wanted to go outdoors. They love to play outside in the warm summer rain. I used to do the same thing when I was a child.
- I had a cup of tea before I left for work this morning, but I didn't have anything to eat. I rarely eat breakfast.
- When Jack and his wife go on vacation, . . .
- After Ellen gets home from work, she likes to read the newspaper. She follows the same routine every day after work. As soon as she gets home, she changes her clothes, gets a snack and a drink, and sits down in her favorite chair to read the newspaper in peace and quiet. She usually has . . .
- When you speak to someone who is hard of hearing, you do not have to shout. It is important to face the person directly and speak clearly. My elderly father is hard of hearing, . . .
- Jane wears contact lenses because she is near-sighted. Without them, she can't see from one end of a basketball court to the other. When one of her contacts popped out during a recent game, both teams stopped playing and searched the floor for the lens.

Exercise 5, p. 367.

2. Before I go to bed, I always brush my teeth.
3. Ever since I was a child, I've been interested in butterflies.
4. I'm going to meet some friends after I leave class today.
5. When people speak English too fast, Oscar can't catch the meaning.
6. The next time the teacher speaks too fast, Oscar is going to ask her to slow down.

Exercise 6, p. 369.

Sample answers:

- | | |
|----------------|-------------------|
| 2. did | 9. will have been |
| 3. do | 10. gets |
| 4. have been | 11. go |
| 5. give | 12. you graduate |
| 6. had brought | from college |
| 7. was | 13. go |
| 8. was driving | 14. ate |

Exercise 7, p. 369.

Sample answers:

2. I left the room after I turned off the lights.
3. Before I left the room, I turned off the lights.
4. Whenever Suki feels nervous, she bites her nails.
5. The frying pan caught on fire while I was making dinner.
6. Just as we were sitting down to eat, someone knocked on the door.
7. The audience burst into applause as soon as the singer finished her song.
8. We have to wait here until Nancy comes.
9. As soon as Julia comes, we can leave for the theater.
10. Just as soon as my roommate walked into the room, I knew something was wrong.
11. Just before I stood up to give my speech, I got butterflies in my stomach.
12. The first time I saw the great pyramids of Egypt in the moonlight, I was speechless.
13. Since Lori started working at this company six months ago, she has gotten three promotions.
14. Once the weather gets warmer, we can start spending more time outside.
15. By the time Shakespeare died in 1616, he had written more than 37 plays.
16. The next time Sam goes to get his driver's license, he'll remember to take his glasses.

Exercise 8, p. 370.

- | | | |
|------|-------|-------|
| 2. d | 7. b | 11. b |
| 3. c | 8. c | 12. a |
| 4. d | 9. b | 13. d |
| 5. d | 10. b | 14. b |
| 6. a | | |

Exercise 9, p. 371.

Sample answers:

1. Just after Judy returned to her car, she called the police.
2. Just as the police arrived, Judy began crying in frustration.
3. When Judy returned to her car, she discovered that her car had been broken into.
4. While Judy was buying jeans, a thief broke into her car.
5. By the time Judy returned to her car, the thief was gone.
6. As soon as Judy got back to her car, she called the police.

Exercise 11, p. 372.

1. he thought the person was asking him about leaving.
2. she gave a long answer.
3. he won't snap his fingers.
4. they have learned that cultural misunderstandings are a normal part of learning another language.
5. they just smile.

Exercise 12, p. 372.

Adverb clauses: 1, 3

Exercise 13, p. 373.

3. Cold air hovers near the earth because it is heavier than hot air.
4. Since you paid for the theater tickets, please let me pay for our dinner.
5. Do you want to go for a walk now that the rain has stopped?
6. Because our TV set was broken, we listened to the news on the radio.
7. Many young people move to the cities in search of employment since there are few jobs available in the rural areas.
8. Now that the civil war has ended, a new government is being formed.
9. Since ninety-two thousand people already have reservations with an airline company for a trip to the moon, I doubt that I'll get the chance to go on one of the first tourist flights.

Exercise 15, p. 375.

Sentence 2

Exercise 16, p. 374.

2. a
3. a
4. b

Exercise 17, p. 375.

- | | |
|----------------|-------------------------------|
| 3. Even though | 7. even though |
| 4. Because | 8. even though |
| 5. even though | 9. because |
| 6. because | 10. Even though . . . because |

Exercise 18, p. 375.

1. Yes. Even though I wasn't tired, I went to bed anyway.
2. No. Even though the phone rang many times, I didn't wake up.
3. Yes. Even though the food was terrible, I ate it anyway.
4. Yes. Even though I didn't study, I passed the test anyway.
5. No. Even though the weather is terrible today, I didn't stay home.
6. No. Even though I fell down the stairs, I didn't get hurt.
7. No. Even though I told the truth, no one believed me.
8. Yes. Even though I turned on the air conditioner, it's still hot in here.
9. No. Even though I mailed the letter a week ago, it hasn't arrived yet.
10. No. Even though I have a lot of money, I can't afford to buy an airplane.
11. Yes. Even though my grandmother is ninety years old, she is still young at heart.
12. Yes. Even though I didn't understand the joke, I laughed anyway.

Exercise 19, p. 376.

Sentences: 1, 3

Exercise 20, p. 376.

- | | |
|------|------|
| 2. d | 5. a |
| 3. c | 6. b |
| 4. c | |

Exercise 22, p. 377.

Correct sentence: 2

Exercise 23, p. 377.

1. If the teacher isn't in class tomorrow,
2. If I stay up until two in the morning tonight,
3. If the sun is shining when I get up in the morning,
4. If predictions about global warming are correct,
5. (Answers will vary.)

Exercise 24, p. 378.

Correct sentences: 1, 2, 3, 4

Exercise 25, p. 378.

- | | |
|----------|-----------|
| 2. a. so | 5. a. so |
| b. are | b. did |
| 3. a. so | 6. a. not |
| b. do | b. can't |
| 4. a. so | |
| b. are | |

Exercise 26, p. 379.

True sentences: 1, 4, 5, 6

Exercise 27, p. 380.

- | | |
|------|------|
| 2. b | 5. b |
| 3. a | 6. b |
| 4. a | |

Exercise 28, p. 380.

2. a. they are funny
 - b. they aren't funny
3. a. you are finished
 - b. you aren't finished
4. a. it snows
 - b. it snows
5. a. he gets a scholarship
 - b. he doesn't get a scholarship
6. a. the weather is cold
 - b. the weather is hot
7. a. you approve
 - b. you don't approve

Exercise 29, p. 381.

Sentence 1

Exercise 30, p. 381.

2. In case you (should) need to see me, I'll be in my office tomorrow morning around ten.
3. In case you (should) need any more information, you can call me.
4. In case you (should) have any more questions, ask Dr. Smith.
5. In case Russ calls (should call), please tell him that I'm at the library.
6. In case you aren't satisfied with your purchase, you can return it to the store.

Exercise 32, p. 382.

- | | |
|----------|----------|
| 1. isn't | 3. rainy |
| 2. is | 4. sunny |

Exercise 33, p. 382.

2. You can't travel abroad unless you have a passport.
3. You can't get a driver's license unless you are at least sixteen years old.
4. Unless I get some new batteries for my camera, I won't be able to take pictures when Laura and Rob get here.
5. You'll get hungry during class unless you eat breakfast.

Exercise 35, p. 383.

- | | |
|--------|---------|
| 1. No. | 3. No. |
| 2. No. | 4. Yes. |

Exercise 36, p. 383.

True sentences: 1, 3

Exercise 37, p. 384.

Part I.

2. you have an invitation.
3. you have a student visa.
4. chews gum
5. will go to the movie
6. the temperature reaches 32°F / 0°C.

(Notice subject-verb inversion for sentences 7–10.

See Chart 17-11 fn., p. 383.)

7. will you pass the exam.
8. can you get into the soccer stadium.
9. can he watch TV in the evening.
10. will I have enough money to go to school.

Part II. (Answers will vary.)

Exercise 38, p. 385.

2. I can pay my bills only if I get a job.
I can't pay my bills unless I get a job.
3. Your clothes will get clean only if you use soap.
Your clothes won't get clean unless you use soap.
4. I can take (some) pictures only if the flash works.
I can't take any pictures unless the flash works.
5. I wake up only if the alarm clock rings.
I don't wake up unless the alarm clock rings.
6. Eggs will hatch only if they are kept at the proper temperature.
Eggs won't hatch unless they are kept at the proper temperature.
7. Borrow money from friends only if you absolutely have to.
Don't borrow money from friends unless you absolutely have to.
8. Anita talks in class only if the teacher asks her specific questions.
Anita doesn't talk in class unless the teacher asks her specific questions.

Exercise 39, p. 385.

1. Whether or not it rains, the party will be held outside/inside.
2. Even if it rains, the party will be held outside.
Even if it doesn't rain, the party will be held inside.
3. In case it rains, the party will be held inside.
4. Unless it rains, the party will be held outside.
5. Only if it rains will the party be held inside.
Only if it doesn't rain will the party be held outside.

Chapter 18: Adverb Clauses

Exercise 1, p. 387.

Correct sentences: 1, 2, 4, 6

Exercise 2, p. 388.

Correct sentences: 4, 5, 7

Exercise 3, p. 388.

3. Before I came to class, I had a cup of coffee. / Before coming to class, I had a cup of coffee.
4. Before the student came to class, the teacher had already given a quiz. / (no change)
5. Since I came here, I have learned a lot of English. / Since coming here, I have learned a lot of English.
6. Since Alberto opened his new business, he has been working 16 hours a day. / Since opening his new business, Alberto has been working 16 hours a day.
7. Omar left the house and went to his office after he (had) finished breakfast. / Omar left the house and went to his office after finishing/having finished breakfast.
8. Before the waiter came to our table, I had already made up my mind to order shrimp. / (no change)
9. You should always read a contract before you sign your name. / You should always read a contract before signing your name.
10. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear. / (no change)
11. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below. / While climbing the mountain, Susan lost her footing and fell onto a ledge several feet below.
12. After I heard Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January. / After hearing Marika describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.

Exercise 5, p. 389.

1. Alan
2. the bear

Exercise 6, p. 390.

Modifying adverbial phrases:

2. Being a widow with three children (*because*)
3. Sitting on the airplane and watching the clouds pass beneath me (*while*)
4. Having guessed at the answers for most of the test (*because*)
5. Realizing that I had made a dreadful mistake when I introduced him as George Johnson (*because*)
6. Tapping his fingers loudly on the airline counter (*while, because*)
7. Having broken her arm in a fall (*because*)
8. Lying on her bed in peace and quiet (*while, because*)

Exercise 7, p. 390.

2. Believing no one loved him, the little boy ran away from home.
3. Having forgotten to bring a pencil to the examination, I had to borrow one.
4. Being a vegetarian, Chelsea does not eat meat.

Exercise 8, p. 391.

- | | |
|------------|---------|
| 2. a, c | 6. b, c |
| 3. a, b | 7. b, c |
| 4. a, b, c | 8. b |
| 5. a, c | 9. a, b |

Exercise 9, p. 391.

3. Keeping one hand on the steering wheel, Anna paid the bridge toll with her free hand.
4. (no change)
5. Hearing that Nadia was in the hospital, I called her family to find out what was wrong.
6. (no change)
7. Living a long distance from my work, I have to commute daily by train.
8. (no change)
9. Being a married man, I have many responsibilities.
10. (no change)
11. Recognizing his face but having forgotten his name, I just smiled and said, "Hi."
12. (Being) Convinced that she could never learn to play the piano, Ann stopped taking lessons.

Exercise 10, p. 392.

2. Having done very well in her studies, Nancy expects to be hired by a top company after graduation.
3. (Having been) Born two months prematurely, Monique needed special care for the first few days of her life.
4. Having done everything he could for the patient, the doctor left to attend other people.
5. Having never eaten / Never having eaten Thai food before, Marta didn't know what to expect when she went to the Thai restaurant for dinner.
6. Having no one to turn to for help, Sayid was forced to work out the problem by himself.
7. (Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.
8. (Being) Able to crawl into very small places, mice can hide in almost any part of a house.

Exercise 11, p. 392.

3. (correct)
4. Because I was too young to understand death, my mother . . .
5. (correct)
6. While I was working in my office late last night, someone . . .
7. After we (had) hurried to get ready for the picnic, it . . .
8. While I was walking across the street at a busy intersection, a truck . . .

Exercise 12, p. 393.

All three sentences have the same meaning.

Exercise 13, p. 393.

2. Upon crossing the marathon finish line, Tina fell in exhaustion.

3. Upon looking in my wallet, I saw I didn't have enough money to pay my restaurant bill.
4. Sam found that he had made a math error upon re-reading the data.
5. Upon finishing the examination, bring your paper to the front of the room.
6. . . . Upon hearing my name, I raised my hand to identify myself.
7. . . . Upon hearing this, Cook grabbed his telescope and searched the horizon.

Exercise 14, p. 394.

5. Before leaving on my trip, I checked to see what shots I would need.
6. (no change)
7. Not having understood the directions, I got lost.
8. My father reluctantly agreed to let me attend the game after having talked/talking it over with my mother.
9. (Upon) Discovering I had lost my key to the apartment, I called the building superintendent.
10. (no change)
11. After having to wait for more than half an hour, we were finally seated at the restaurant.

Exercise 16, p. 395.

- | | |
|------|------|
| 1. a | 3. b |
| 2. b | 4. a |

Exercise 17, p. 395.

Part I.

The First Telephone

Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." Upon hearing words coming from the machine, Watson immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After successfully testing the new machine again and again, Bell confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Believing the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

Part II.

- | | |
|------|------|
| 1. T | 3. F |
| 2. T | 4. F |

Exercise 18, p. 396.

- | | |
|------|------|
| 1. T | 3. F |
| 2. T | 4. T |

Chapter 19: Connectives That Express Cause and Effect, Contrast, and Condition

Exercise 1, p. 397.

All four sentences have the same meaning.

Exercise 2, p. 397.

1. *Cause:* Jon is a heavy smoker.

Effect: Jon has breathing problems.

Because Jon is a heavy smoker, he has breathing problems.

2. *Effect:* Martina feels homesick.

Cause: Martina moved to a new town.

Martina feels homesick because she moved to a new town.

3. *Effect:* Mr. Jordan's house has no heat.

Cause: Mr. Jordan lost his job.

Mr. Jordan's house has no heat because he lost his job.

4. *Cause:* Victor has gained weight.

Effect: Victor is going to eat less.

Because Victor has gained weight, he is going to eat less.

Exercise 3, p. 398.

1. because of

5. Because of

2. because

6. Because

3. because

7. because of

4. because of

Exercise 4, p. 398.

2. his wife's illness

3. the noise in the next apartment

4. our parents' generosity

5. circumstances beyond our control

Exercise 5, p. 398.

Sentences: 1, 4, 6

Exercise 6, p. 399.

1. A storm was approaching. Therefore, the children stayed home.

2. A storm was approaching. Consequently, the children stayed home.

3. A storm was approaching, so the children stayed home.

Exercise 7, p. 399.

1. Because it was cold, she wore a coat.

2. (*no change*)

3. Because of the cold weather, she wore a coat.

4. (*no change*)

5. The weather was cold. Therefore, she wore a coat.

6. The weather was cold. She wore a coat, therefore.

7. The weather was cold, so she wore a coat.

Exercise 8, p. 400.

- Pat always enjoyed studying sciences in high school. Therefore, she decided to major in biology in college.
- Due to recent improvements in the economy, fewer people are unemployed.
- Last night's storm damaged the power lines. Consequently, the town was without electricity.
- Due to the snowstorm, only five students came to class. The teacher, therefore, canceled the class.

Exercise 9, p. 400.

Correct sentences: 3, 4

Exercise 10, p. 401.

- The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore.
- Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
- The weather was bad, so we postponed our trip.
- Because of the bad weather, we postponed our trip. OR We postponed our trip because of the bad weather.
- The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently.
- Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

Exercise 11, p. 401.

- Pat doesn't want to return to the Yukon to live because the winters are too severe. OR Because the winters are too severe, Pat doesn't want to return to the Yukon to live.
- It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head. OR Since we lose sixty percent of our body heat through our head, it is important to wear a hat on cold days.
- Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert. OR He, therefore, couldn't pick us up after the concert. OR He couldn't pick us up after the concert, therefore.
- When I was in my teens and twenties, it was easy for me to get into an argument with my father because both of us can be stubborn and opinionated.
- Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
- Robert got some new business software that didn't work, so he emailed the software company for technical support.

8. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is considered a vegetable.
9. Due to consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saving these animals from extinction refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
10. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many sailors of the 15th century refused to venture forth with explorers into unknown waters because most Europeans of the time believed the world was flat and that a ship could conceivably sail off the end of the earth.

Exercise 13, p. 402.

4. so 6. so 8. such
5. so 7. so 9. so

Exercise 15, p. 403.

2. The radio was so loud that I couldn't hear what Michael was saying.
3. Olga did such poor work that she was fired from her job.
4. The food was so hot that it burned my tongue.
5. There are so many leaves on a single tree that it is impossible to count them.
6. The tornado struck with such great force that it lifted cars off the ground.
7. So few students showed up for class that the teacher postponed the test.
8. Charles used so much paper when he was writing his report that the wastepaper basket overflowed.

Exercise 16, p. 403.

Correct completions: 1, 4

Exercise 17, p. 404.

5. Please be quiet so (that) I can hear what Sharon is saying.
6. I asked the children to be quiet so (that) I could hear what Sharon was saying.
7. I'm going to cash a check so (that) I will have / have enough money to go to the store.
8. I cashed a check yesterday so (that) I would have enough money to go to the store.

9. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends.
10. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss.
11. Be sure to put the meat in the oven at 5:00 so (that) it will be/is ready to eat by 6:30.
12. Yesterday, I put the meat in the oven at 5:00 so (that) it would be ready to eat by 6:30.
13. I'm going to leave the party early so (that) I can get a good night's sleep tonight.
14. When it started to rain, Harry opened his umbrella so (that) he wouldn't get wet.
15. The little boy pretended to be sick so (that) he could stay home from school.

Exercise 18, p. 405.

3. I need a visa so **that** I can travel overseas.
4. I needed a visa, so I went to the embassy to apply for one.
5. Marta is trying to improve her English so **that** she can become a tour guide.
6. Olga wants to improve her English, so she has hired a tutor.
7. Tarek borrowed money from his parents so **that** he could start his own business.
8. I turned off the TV so **that** I could concentrate on my paperwork.

Exercise 19, p. 405.

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

Exercise 20, p. 406.

1. outside 5. outside
2. inside 6. outside
3. outside 7. outside
4. outside 8. inside

Exercise 21, p. 406.

1. am 5. am
2. am not 6. am not
3. am 7. am
4. am

Exercise 22, p. 407.

4. but 10. However
5. Nevertheless 11. yet
6. Even though 12. Although
7. even though 13. yet
8. but 14. Although
9. Nevertheless 15. However

Exercise 23, p. 407.

2. Anna's father gave her some good advice, but she didn't follow it.
3. Even though Anna's father gave her some good advice, she didn't follow it.
4. Anna's father gave her some good advice. She did not follow it, however.
5. Thomas was thirsty. I offered him some water. He refused it.
6. (no change)
7. Thomas was thirsty. Nevertheless, he refused the glass of water I brought him.
8. Thomas was thirsty, yet he refused to drink the water that I offered him.

Exercise 24, p. 408.

1. Even though his grades were low, he was admitted to the university. OR He was admitted to the university even though his grades were low.
2. His grades were low, but he was admitted to the university anyway.
3. His grades were low, yet he was still admitted to the university.
4. His grades were low. Nonetheless, he was admitted to the university.
5. Despite his low grades, he was admitted to the university.
6. He wasn't admitted to the university because of his low grades. OR Because of his low grades, he wasn't admitted to the university.

Exercise 25, p. 408.

Sentences: 1, 3, 4, 5

Exercise 26, p. 409.

Possible answers:

1. Florida has a warm climate; however, Alaska has a cold climate. OR Florida has a warm climate. Alaska, on the other hand, has a cold climate.
2. Fred is a good student; however, his brother is lazy. OR Fred is a good student. His brother, on the other hand, is lazy.
3. Elderly people in my country usually live with their children; however, the elderly in the United States often live by themselves. OR The elderly in the United States, on the other hand, often live by themselves.

Exercise 30, p. 410.

- | | |
|----------|----------|
| 1. can | 3. can't |
| 2. can't | 4. can't |

Exercise 31, p. 410.

2. You should / had better / have to / must leave now. Otherwise, you'll be late for class.
3. You should / had better / have to / must have a ticket. Otherwise, you can't get into the theater.
4. You should / had better / have to / must have a passport. Otherwise, you can't enter that country.

5. Tom should / had better / has to / must get a job soon. Otherwise, his family won't have enough money for food.
6. You should / had better / have to / must speak both Japanese and Chinese fluently. Otherwise, you will not be considered for that job.
7. Mary should / had better / has to / must get a scholarship. Otherwise, she cannot go to school.
8. I should / had better / have to / must wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.

Exercise 32, p. 411.

Possible completions:

2. I failed the exam because I did not study.
3. Although I studied, I did not pass the exam.
4. I did not study. Therefore, I failed the exam.
5. I did not study. However, I passed the exam.
6. I studied. Nevertheless, I failed the exam.
7. Even though I did not study, I (still) passed the exam.
8. I did not study, so I did not pass the exam.
9. Since I did not study, I did not pass the exam.
10. If I study for the exam, I will pass it.
11. Unless I study for the exam, I will fail it.
12. I must study. Otherwise, I will fail the exam.
13. Even if I study, I won't pass.
14. I did not study. Consequently, I failed the exam.
15. I did not study. Nonetheless, I passed the exam.
16. I will probably fail the exam whether I study or not.
17. Only if I study will I pass the exam.
18. I studied hard, yet I still failed the exam.
19. You'd better study, or else you will fail the exam.

Exercise 33, p. 412.

- | | | |
|------|------|------|
| 1. a | 4. b | 6. b |
| 2. a | 5. a | 7. a |
| 3. b | | |

Exercise 36, p. 414.

- | | | |
|------|------|------|
| 1. T | 3. F | 5. T |
| 2. T | 4. F | 6. F |

Exercise 37, p. 414.

1. We went shopping after we ate / eating dinner, but the stores were closed. We had to go back home even though we hadn't found what we were looking for.
2. I want to explain that I know a lot of grammar, but my problem is that I don't have enough vocabulary.
3. When I got lost in the bus station, a kind man helped me. He explained how to read the huge bus schedule on the wall, took me to the window to buy a ticket, and showed me where my bus was. I will always appreciate his kindness.
4. I had never understood the importance of knowing the English language / of knowing English until I worked at a large, international company.

- When I was young, my father found an American woman to teach **my brothers and me** English, but when we **moved to another town**, my father wasn't able to find **another teacher** for **another five years**.
- I was surprised to see the room that I was given at the dormitory **because there wasn't any furniture and it was dirty**.
- When I **met** Mr. Lee for the first time, we played video games at the student center. **Even though we couldn't communicate very well**, we had a good time.
- Because the United States is a large **and big country**, it has a diverse population.
- My grammar class **started** at 10:35. When the teacher **came** to class, she returned the last quiz to my classmates and **me**. After **that**, we **had** another quiz.
- If a wife **has to work**, her husband should share the **housework** with her. If both of them help, the **housework** can be **finished** much faster.
- The first time I went skiing, I was afraid to go down the hill, **but then I thought** to myself, "Why not? Give it a try. You'll make it!" After **standing** around for ten minutes without moving, I finally decided **to go** down that hill.

Chapter 20: Conditional Sentences and Wishes

Exercise 1, p. 416.

Result clauses:

- I will buy a new laptop computer next month
- I would buy a new laptop today or tomorrow
- I would have bought a new laptop last month

Exercise 2, p. 416.

- have . . . will send
- had . . . would send
- had . . . would send
- had had . . . would have sent

Exercise 3, p. 417.

- a. = habitual activities or situations.
 b. = a particular activity or situation in the future OR a predictable fact or general truth

Exercise 5, p. 418.

- will let
- (both correct)
- (both correct)
- (both correct)
- (both correct)
- will recharge

Exercise 6, p. 418.

- If I'm talking
- If we get
- If it's
- If he's planning
- If it's not working
- If she works
- If I should get

Exercise 7, p. 418.

- | | |
|------------------|-------------|
| 1. a. isn't | 2. a. isn't |
| b. doesn't teach | b. can't |
| 3. have | 6. would go |
| 4. had | 7. is |
| 5. will go | 8. were |

Exercise 8, p. 419.

- | | |
|------------|-------------|
| 3. have | 6. would go |
| 4. had | 7. is |
| 5. will go | 8. were |

Exercise 10, p. 419.

- would not be . . . were
- will float / floats
- were . . . would not exist
- doesn't arrive
- were . . . wouldn't want
- would human beings live
- disappears / will disappear
- had . . . would have to . . . wouldn't be

Exercise 11, p. 420.

- If there weren't gravity on the earth, . . .
- If people had wings, . . .
- If cars could fly, . . .
- If children got everything they wanted, . . .
- If guns didn't exist, . . .
- If there were enough food on the earth for everyone, . . .

Exercise 12, p. 420.

Sentences with a past meaning: 2, 4

Exercise 13, p. 421.

- he became a soccer player.
- I answered my cell phone while I was driving.
- Professor Stevens didn't give a fair test.

Exercise 14, p. 421.

Conditional clauses:

- U If the weather had been warm, (*past*)
- U If I had more money, (*present/future*)
- U If I had had more money, (*past*)
- T If I take time off from work, (*present/future*)
- U If I hadn't had to work, (*past*)
- U If I didn't have to work, (*present/future*)

Exercise 15, p. 422.

- will do
- would do
- would have done

Exercise 16, p. 422.

- | | |
|--------------------|---|
| 1. have | 7. is |
| 2. had | 8. were . . . would visit |
| 3. had had | 9. had been . . . would have visited |
| 4. will go | |
| 5. would go | 10. had read . . . wouldn't have washed |
| 6. would have gone | |

Exercise 17, p. 423.

- | | | |
|----------|-----------|----------|
| 2. a. no | 3. a. yes | 4. a. no |
| b. yes | b. no | b. yes |
| c. no | c. yes | |

Exercise 19, p. 424.

1. T
2. T

Exercise 20, p. 424.

1. If I had known . . . I would have acted
2. If we hadn't believed . . . we wouldn't have felt
3. If you hadn't told . . . I wouldn't have believed
4. If it had been . . . I wouldn't have been
5. If he hadn't lied, I would have had

Exercise 21, p. 425.

1. were . . . would tell
2. had had . . . would have taken
3. have . . . will give
4. had . . . wouldn't have to
5. had been . . . wouldn't have bitten
6. would we use . . . didn't have had
7. doesn't rain . . . will die . . . die . . . will go
8. had realized . . . wouldn't have made
9. B: would/could have come . . . washed . . . had told
A: would have come . . . had called

Exercise 22, p. 426.

- | | | |
|-----------|----------|----------|
| 1. a. no | 3. a. no | 4. a. no |
| b. no | b. yes | b. yes |
| 2. a. yes | c. no | |
| b. no | | |

Exercise 23, p. 426.

- | | |
|------------|-------------|
| 4. did | 8. had |
| 5. weren't | 9. didn't |
| 6. had | 10. weren't |
| 7. were | 11. hadn't |

Exercise 25, p. 427.

1. b
2. a

Exercise 26, p. 427.

2. if you were wearing a coat, you would be cold.
3. if he hadn't been driving so fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

- | | |
|-----------------------|------------------------|
| 3. weren't drying | 5. were having |
| 4. hadn't been drying | 6. hadn't been talking |

Exercise 28, p. 428.

1. earlier . . . now
2. now . . . earlier

Exercise 29, p. 429.

2. But if you hadn't left the door open, the room wouldn't be full of flies.
3. But if you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. But if I had finished my report yesterday, I could begin a new project today.
5. But if I were you, I would have told him the truth.
6. But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.
7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

Exercise 30, p. 429.

1. If I were the teacher, I would give fewer tests.
2. If I had known about your problem, I would have helped you.
3. If anyone should come, please tell them I'm asleep.

Exercise 31, p. 429.

2. Were I you, . . .
3. Had they realized the danger, . . .
4. Were I your teacher, . . .
5. Should you change your mind, . . .
6. . . had she been better prepared.
7. Were I you, . . .
8. . . Should you need to reach me, . . .
9. . . Had they not dared to be different, . . .
10. Should there be a global nuclear war, . . .

Exercise 32, p. 430.

- | | | |
|------|------|------|
| 1. b | 3. c | 5. b |
| 2. d | 4. a | 6. c |

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

3. I would have answered the phone if I had heard it ring.
4. I couldn't have finished the work if you hadn't helped.
5. I like to travel. I would have gone to Nepal last summer if I had had enough money.
6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.
7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.
8. Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

- | | |
|---------|------|
| 1. a, b | 4. a |
| 2. a | 5. b |
| 3. b | |

Exercise 36, p. 431.

1. would/could spend
2. would/could have sent
3. is completed
4. weren't snowing
5. would have gone
6. would be
7. hadn't been sleeping
8. would forget . . . were not
9. A: were not/weren't
B: would be sleeping
10. were . . . wouldn't be
11. would have been
12. would not ride
13. will tell

Exercise 40, p. 434.

- | | |
|-----------------|---------------------------|
| 2. were shining | 8. would lend |
| 3. had gone | 9. were coming |
| 4. knew | 10. weren't going to give |
| 5. were wearing | 11. could meet |
| 6. had | 12. had come |
| 7. could | 13. were lying |

Exercise 42, p. 435.

- | | |
|-----------|----------|
| 6. had | 11. were |
| 7. could | 12. had |
| 8. did | 13. did |
| 9. had | 14. were |
| 10. would | |

Exercise 43, p. 435.

1. now
2. soon

Exercise 44, p. 436.

1. (a) Anna wishes Yoko would come to the concert.
(b) Anna wishes Yoko would change her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
(b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

1. she hadn't gone
2. A: we didn't have to
B: it were
3. you had come . . . you had come . . . we would have had
4. you would tell
5. A: I had worn
B: I had known

Exercise 17, p. 423.

- | | | |
|----------|-----------|----------|
| 2. a. no | 3. a. yes | 4. a. no |
| b. yes | b. no | b. yes |
| c. no | c. yes | |

Exercise 19, p. 424.

1. T
2. T

Exercise 20, p. 424.

1. If I had known . . . I would have acted
2. If we hadn't believed . . . we wouldn't have felt
3. If you hadn't told . . . I wouldn't have believed
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5. If he hadn't lied, I would have had

Exercise 21, p. 425.

1. were . . . would tell
2. had had . . . would have taken
3. have . . . will give
4. had . . . wouldn't have to
5. had been . . . wouldn't have bitten
6. would we use . . . didn't have had
7. doesn't rain . . . will die . . . die . . . will go
8. had realized . . . wouldn't have made
9. B: would/could have come . . . washed . . . had told
A: would have come . . . had called

Exercise 22, p. 426.

- | | | |
|-----------|----------|----------|
| 1. a. no | 3. a. no | 4. a. no |
| b. no | b. yes | b. yes |
| 2. a. yes | c. no | |
| b. no | | |

Exercise 23, p. 426.

- | | |
|------------|-------------|
| 4. did | 8. had |
| 5. weren't | 9. didn't |
| 6. had | 10. weren't |
| 7. were | 11. hadn't |

Exercise 25, p. 427.

1. b
2. a

Exercise 26, p. 427.

2. if you were wearing a coat, you would be cold.
3. if he hadn't been driving so fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news (as soon as I heard it).

Exercise 27, p. 428.

- | | |
|-----------------------|------------------------|
| 3. weren't drying | 5. were having |
| 4. hadn't been drying | 6. hadn't been talking |

Exercise 28, p. 428.

1. earlier . . . now
2. now . . . earlier

Exercise 29, p. 429.

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3. But if you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. But if I had finished my report yesterday, I could begin a new project today.
5. But if I were you, I would have told him the truth.
6. But if I knew something about plumbing, I would/could have fixed the leak in the sink myself.
7. But if she had followed the doctor's orders, Anita wouldn't have gotten sick.

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3. Had they realized the danger, . . .
4. Were I your teacher, . . .
5. Should you change your mind, . . .
6. . . had she been better prepared.
7. Were I you, . . .
8. . . Should you need to reach me, . . .
9. . . Had they not dared to be different, . . .
10. Should there be a global nuclear war, . . .

Exercise 32, p. 430.

- | | | |
|------|------|------|
| 1. b | 3. c | 5. b |
| 2. d | 4. a | 6. c |

Exercise 33, p. 430.

True sentences: 1, 3

Exercise 34, p. 431.

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4. I couldn't have finished the work if you hadn't helped.
5. I like to travel. I would have gone to Nepal last summer if I had had enough money.
6. If I hadn't stepped on the brakes, I would have hit the child on the bicycle.
7. The neighbors probably would have called to complain about the noise if Olga hadn't turned down the volume on the CD player.
8. Tarek would have finished his education if he hadn't had to quit school and find a job in order to support his family.

Exercise 35, p. 431.

- | | |
|---------|------|
| 1. a, b | 4. a |
| 2. a | 5. b |
| 3. b | |

Exercise 36, p. 431.

1. would/could spend
2. would/could have sent
3. is completed
4. weren't snowing
5. would have gone
6. would be
7. hadn't been sleeping
8. would forget . . . were not
9. A: were not/weren't
B: would be sleeping
10. were . . . wouldn't be
11. would have been
12. would not ride
13. will tell

Exercise 40, p. 434.

- | | |
|-----------------|---------------------------|
| 2. were shining | 8. would lend |
| 3. had gone | 9. were coming |
| 4. knew | 10. weren't going to give |
| 5. were wearing | 11. could meet |
| 6. had | 12. had come |
| 7. could | 13. were lying |

Exercise 42, p. 435.

- | | |
|-----------|----------|
| 6. had | 11. were |
| 7. could | 12. had |
| 8. did | 13. did |
| 9. had | 14. were |
| 10. would | |

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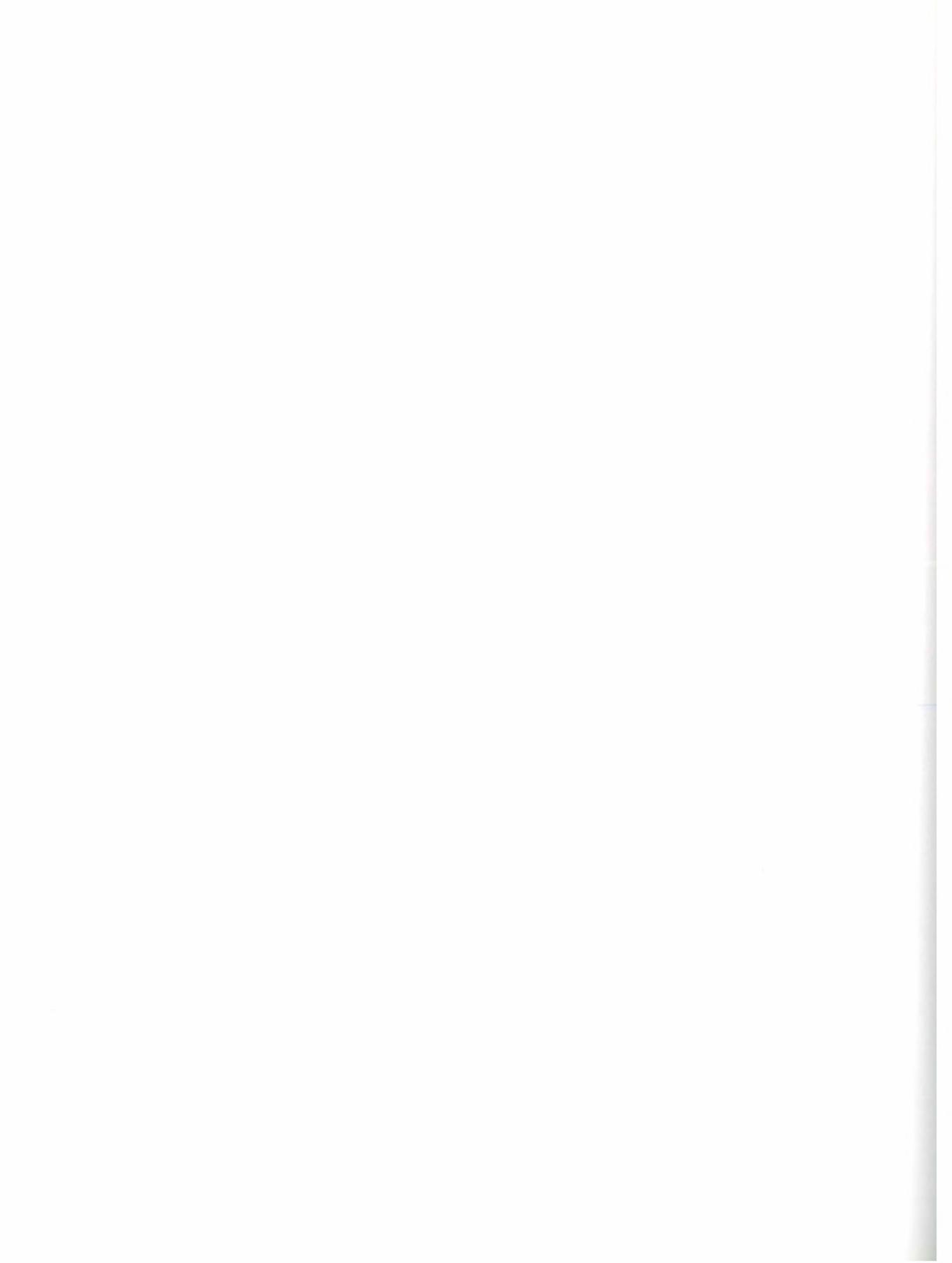
1. now
2. soon

Exercise 44, p. 436.

1. (a) Anna wishes Yoko would come to the concert.
(b) Anna wishes Yoko would change her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
(b) Judy probably wishes Helen didn't nag her to pick up after herself.

Exercise 45, p. 436.

1. she hadn't gone
2. A: we didn't have to
B: it were
3. you had come . . . you had come . . . we would have had
4. you would tell
5. A: I had worn
B: I had known





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Irregular Verbs: An Alphabetical Reference List (continued)

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
rise	rose	risen	spring*	sprang/sprung	sprung
run	ran	run	stand	stood	stood
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek*	sought	sought	sting*	stung	stung
sell	sold	sold	stink*	stank/stunk	stunk
send	sent	sent	strike*	struck	struck/stricken
set	set	set	strive*	stroved/strived	striven/strived
shake	shook	shaken	string	strung	strung
shed*	shed	shed	swear	swore	sworn
shine	shone/shined	shone/shined	sweep	swept	swept
shoot	shot	shot	swell	swelled	swelled/swollen
show	showed	shown/showed	swim	swam	swum
shrink*	shrank/shrunk	shrunk	swing*	swung	swung
shut	shut	shut	take	took	taken
sing	sang	sung	teach	taught	taught
sink*	sank	sunk	tear	tore	torn
sit	sat	sat	tell	told	told
sleep	slept	slept	think	thought	thought
slide*	slid	slid	throw	threw	thrown
slit*	slit	slit	thrust*	thrust	thrust
smell	smelled/smelt	smelled/smelt	understand	understood	understood
sneak	sneaked/snuck	sneaked/snuck	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/speeded	sped/speeded	wake	woke/waked	woken
spell	spelled/spelt	spelled/spelt	wear	wore	worn
spend	spent	spent	weave*	wove	woven
spill	spilled/spilt	spilled/spilt	weep*	wept	wept
spin*	spun	spun	win	won	won
spit	spit/spat	spit/spat	wind*	wound	wound
split*	split	split	withdraw	withdrew	withdrawn
spoil	spoiled/spoilt	spoiled/spoilt	write	wrote	written
spread*	spread	spread			

*Definitions of some of the less frequently used irregular verbs:

bet wager; offer to pay money if one loses
 bid make an offer of money, usually at a public sale
 bind fasten or secure
 breed bring animals together to produce young
 broadcast send information by radio waves; announce
 burst explode; break suddenly
 cast throw
 cling hold on tightly
 creep crawl close to the ground; move slowly and quietly
 deal distribute playing cards to each person; give attention to (deal with)
 flee escape; run away
 fling throw with force

forecast ... predict a future occurrence
 forsake abandon or desert
 grind crush, reduce to small pieces
 seek look for
 shed drop off or get rid of
 shrink become smaller
 sink move downward, often under water
 slide glide smoothly; slip or skid
 slit cut a narrow opening
 spin turn rapidly around a central point
 split divide into two or more parts
 spread push out in all directions (e.g., butter on bread, news)
 spring jump or rise suddenly from a still position

sting cause pain with a sharp object (e.g., pin) or bite (e.g., by an insect)
 stink have a bad or foul smell
 strike hit something with force
 strive try hard to achieve a goal
 swing move back and forth
 thrust push forcibly; shove
 weave form by passing pieces of material over and under each other (as in making baskets, cloth)
 weep cry
 wind (sounds like *bind*) turn around and around

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