

811.111(075.8)
F96

Grammar Express *with answers*

For self study or the classroom



Marjorie Fuchs & Margaret Bonner

with Kenna Bourke

www.longman.com

811.111 (075.8)

F 96

315269

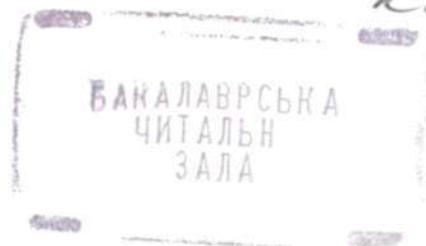
Grammar Express

with answers

For self study or the classroom

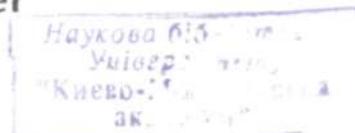
Грант Посольства США для
Ресурсного центру
викладачів англійської мови

K133



Marjorie Fuchs & Margaret Bonner

with Kenna Bourke



Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

www.longman.com

© Pearson Education Limited 2003

The right of Marjorie Fuchs and Margaret Bonner to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Authorised adaptation from the American English language edition, entitled *Grammar Express*, First Edition by Marjorie Fuchs and Margaret Bonner published by Pearson Education, Inc, publishing as Addison Wesley Longman, Inc., Copyright © Addison Wesley Longman, Inc. 2001.

This edition published by Pearson Education Limited © Pearson Education Limited 2003.

Second Impression 2004

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission, of the Publishers.

ISBN 0 582 77645 7

Printed in Malaysia, PJB

Acknowledgements

The authors would like to thank Françoise Leffler, Senior Development Editor, and Christine Lauricella, Senior Production Editor, for their commitment and support.

The publishers and authors would like to thank the following people and institutions for their feedback and comments on the material:
Andrea McMahon - St Giles College, London; Pippa Sutcliffe - ILA Cambridge; Diane Naughton - Centro de Lenguas Modernas, Universidad de Granada; Sinforoso Fernández-camuñas - Opening English School, Madrid.

Parts of *Grammar Express* are adapted from the intermediate and high intermediate levels of *Focus on Grammar, Second Edition* © 2000.

We are grateful to the following for permission to reproduce copyright material:

Photographs

Ace Photo Agency pages 132, 176; AP/Wide World page 268; Courtesy of Beth Boyd page 175; CORBIS pages 26 top (© Asian Art & Archeology, Inc), 26 bottom, 28 (© Bettmann), 48 (© S Carmona), 88 (© Jenny Woodcock/Reflections Photo Library); 166 (© Peter Guttman), 169 (© Kevin Schafer), 195 (© Kevin R Morris), 210 (© Tom Steward), 218 (Steven Chenn), 290 (© John Springer Collection), 304 (© Hulton-Deutsch Collection); Greg Evans International page 306 bottom; Mary Evans Picture Library page 238; Exposure New York/Stephen Danelian page 18; Katz/FSP pages 62, 235; © The New Yorker Collection, 1988 Charles Adams page 124; © The New Yorker Collection, 1989 Tom Cheney from cartoonbank.com. All Rights Reserved page 214; © The New Yorker Collection 1964 Frank Modell from cartoonbank.com. All Rights Reserved page 258; Courtesy of the New York State Governor's Traffic Safety Committee page 142; PA Photos/EPA page 192; PEANUTS© UFS page 286; PhotoDisc page 66(Jack Hollingsworth), 206(Bronwyn Kidd), 226(PhotoLink), 244(PhotoLink); Tony Freeman/PhotoEdit page 324; Powerstock/Superstock pages 162, 202; Reprinted with permission from Reader's Digest. Copyright © The Reader's Digest Assn.Inc pages 264, 266; Rex Features pages 70, 76; Bob Sacha page 110; © Michael Dwyer /Stock Boston Inc page 256; Neil Turner/Times Educational Supplements page 306 top.

Illustrations

Ronald Chironna pages 27, 34, 35, 65, 160, 191; Brian Hughes pages 20, 188; Jock MacRae pages 53, 180; Paul McCusker pages 38, 98, 294; Andy Myer pages 10, 32, 46, 54, 80, 82, 88, 102, 112, 116, 158, 192, 222, 232, 246, 254, 272, 282, 314, 322, 326; Dusan Petricic pages 2, 6, 8, 14, 16, 17, 18, 21, 36, 40, 50, 58, 60, 66, 74, 84, 92, 96, 106, 120, 128, 150, 184, 198, 236, 250, 278, 308, 318, 330; Steve Pleydell-Pearce pages 106, 142, 146, 172, 190, 300.

Text

Information on page 136 is based on the Roper Reports Worldwide 1998 Global Consumer Study

Cover by Raven Design

Contents

About the Book		x
PART I: Present and Imperative		
 UNIT 1 Present Progressive <i>(I am studying.)</i>		2
 UNIT 2 Simple Present Tense <i>(I study.)</i>		6
 UNIT 3 Non-Action Verbs <i>(I understand.)</i>		10
 UNIT 4 Present Progressive and Simple Present Tense <i>(I am studying. / I study.)</i>		14
 UNIT 5 Imperative <i>(Study! / Don't study!)</i>		18
SelfTest I		22
PART II: Past		
 UNIT 6 Simple Past Tense: Affirmative Statements <i>(I studied.)</i>		24
 UNIT 7 Simple Past Tense: Negative Statements and Questions <i>(I didn't study. / Did you study?)</i>		28
 UNIT 8 Used to <i>(I used to study.)</i>		32
 UNIT 9 Past Progressive <i>(I was studying.)</i>		36
 UNIT 10 Past Progressive and Simple Past Tense <i>(I was studying. / I studied.)</i>		40
SelfTest II		44
PART III: Present Perfect and Past Perfect		
 UNIT 11 Present Perfect: Since and For <i>(I have studied since May. / I have studied for a month.)</i>		46
 UNIT 12 Present Perfect: Already and Yet <i>(I have already studied. / I haven't studied yet.)</i>		50
 UNIT 13 Present Perfect: Indefinite Past <i>(I have studied.)</i>		54
 UNIT 14 Present Perfect and Simple Past Tense <i>(I have studied. / I studied.)</i>		58
 UNIT 15 Present Perfect Progressive <i>(I have been studying.)</i>		62
 UNIT 16 Present Perfect and Present Perfect Progressive <i>(I have studied. / I have been studying.)</i>		66

	Past Perfect (<i>I had studied.</i>)	70
	Past Perfect Progressive (<i>I had been studying.</i>)	74
	SelfTest III	78
PART IV: Future and Future Perfect		
	Future: Be going to and Will (<i>I am going to study. / I will study.</i>)	80
	Future: Contrast <i>Be going to, Will, Simple Present Tense, Present Progressive</i>	84
	Future Time Clauses (<i>I will call you after I study.</i>)	88
	Future Progressive (<i>I will be studying.</i>)	92
	Future Perfect and Future Perfect Progressive (<i>I will have studied. / I will have been studying.</i>)	96
	SelfTest IV	100
PART V: Wh- Questions, Tag Questions, Additions		
	Wh- Questions: Subject and Predicate (<i>Who studied? / Who did you study?</i>)	102
	Tag Questions (<i>You studied, didn't you? / You didn't study, did you?</i>)	106
	Additions with So, Too, Neither and Not either (<i>I studied, and so did she. / I didn't study, and neither did she.</i>)	110
	SelfTest V	114
PART VI: Modals (I)		
	Ability: Can, Could, Be able to (<i>I can study for hours.</i>)	116
	Permission: May, Can, Could, Do you mind if . . . ? (<i>May I study on my own?</i>)	120
	Requests: Will, Can, Would, Could, Would you mind . . . ? (<i>Will you study with me?</i>)	124
	Advice: Should, Ought to, Had better (<i>You should study English.</i>)	128
	Suggestions: Could, Why don't . . . ?, Why not . . . ?, Let's, How about . . . ? (<i>Why not study English?</i>)	132
	Preferences: Prefer, Would prefer, Would rather (<i>I would prefer studying Spanish.</i>)	136
	SelfTest VI	140

PART VII: Modals (II)

 UNIT 63	Necessity: Have (got) to and Must (I've got to study harder. / I must study harder.)	142
 UNIT 64	Choice: Don't have to; No Choice: Must not and Can't (I don't have to leave. / I must not leave.)	146
 UNIT 65	Expectations: Be supposed to (I'm supposed to study.)	150
 UNIT 66	Future Possibility: May, Might, Could (I may study there next year.)	154
 UNIT 67	Assumptions: May, Might, Could, Must, Have (got) to, Can't (She must be a good student.)	158
 UNIT 68	Advisability in the Past: Should have, Ought to have, Could have, Might have (I should have studied harder when I was young.)	162
 UNIT 69	Speculations about the Past: May have, Might have, Can't have, Could have, Must have, Had to have (He may have been a good student in his youth.)	166
SelfTest VII		170

PART VIII: Adjectives and Adverbs

 UNIT 70	Adjectives and Adverbs (quick / quickly)	172
 UNIT 71	Participial Adjectives (interesting / interested)	176
 UNIT 72	Adjectives and Adverbs: Equatives (as quick as / as quickly as)	180
 UNIT 73	Adjectives: Comparatives (quicker than)	184
 UNIT 74	Adjectives: Superlatives (the quickest)	188
 UNIT 75	Adverbs: Comparatives and Superlatives (more quickly than / the most quickly)	192
SelfTest VIII		196

PART IX: Gerunds and Infinitives

 UNIT 76	Gerunds: Subject and Object (Studying is important. / I enjoy studying.)	198
 UNIT 77	Gerunds after Prepositions (interested in studying / tired of studying)	202
 UNIT 78	Infinitives after Certain Verbs (I want to study.)	206
 UNIT 79	Infinitives after Certain Adjectives and Certain Nouns (easy to study / time to study)	210

	 Infinitives with Too and Enough	214
	<i>(too late to study / early enough to study)</i>	
	 Infinitives of Purpose	218
	<i>(go home to study)</i>	
	 Gerunds and Infinitives	222
	<i>(stop studying / stop to study)</i>	
	 Make, Have, Let, Help, and Get	226
	<i>(make him study / get him to study)</i>	
	SelfTest IX	230
PART X:	Phrasal Verbs	
	 Phrasal Verbs: Inseparable	232
	<i>(run into a classmate)</i>	
	 Phrasal Verbs: Separable	236
	<i>(look a word up)</i>	
	SelfTest X	240
PART XI:	Nouns, Quantifiers, Articles, Reflexive and Reciprocal Pronouns	
	 Nouns	242
	<i>(college, Boston College, chalk, students)</i>	
	 Quantifiers	246
	<i>(a lot of, a few, a little)</i>	
	 Articles: Indefinite and Definite	250
	<i>(a / the)</i>	
	 Ø (No Article) and The	254
	<i>(students / the students)</i>	
	 Reflexive Pronouns and Reciprocal Pronouns	258
	<i>(ourselves / each other)</i>	
	SelfTest XI	262
PART XII:	The Passive	
	 The Passive: Overview	264
	<i>(is done / was done / has been done)</i>	
	 The Passive with Modals	268
	<i>(must be done)</i>	
	 The Passive Causative	272
	<i>(have something done)</i>	
	SelfTest XII	276

PART XIII: The Conditional

 UNIT 32	Factual Conditionals: Present (<i>If I study, I get good grades.</i>)	278
 UNIT 33	Factual Conditionals: Future (<i>If I study, I will get good grades.</i>)	282
 UNIT 34	Unreal Conditionals: Present (<i>If I studied, I would get good grades.</i>)	286
 UNIT 35	Unreal Conditionals: Past (<i>If I had studied, I would have gotten good grades.</i>)	290
 UNIT 36	Wish: Present and Past (<i>I wish I studied here. / I wish I had studied here.</i>)	294
SelfTest XIII		298

PART XIV: Adjective Clauses

 UNIT 37	Adjective Clauses with Subject Relative Pronouns (<i>someone who studies</i>)	300
 UNIT 38	Adjective Clauses with Object Relative Pronouns or <i>When</i> and <i>Where</i> (<i>something that I study / the school where I study</i>)	304
 UNIT 39	Adjective Clauses: Identifying and Non-Identifying (<i>I have a friend who studies here. / My best friend, who knows you, studies here.</i>)	308
SelfTest XIV		312

PART XV: Indirect Speech

 UNIT 40	Direct and Indirect Speech: Imperatives (<i>"Study!" / She told me to study.</i>)	314
 UNIT 41	Indirect Speech: Statements (1) (<i>She said that she was going to study.</i>)	318
 UNIT 42	Indirect Speech: Statements (2) (<i>She said she had studied.</i>)	322
 UNIT 43	Indirect Questions (<i>She asked me if I was studying.</i>)	326
 UNIT 44	Embedded Questions (<i>She wanted to know what I studied.</i>)	330
SelfTest XV		334

Appendices

APPENDIX 1	Irregular Verbs	336
APPENDIX 2	Common Stative Verbs	337
APPENDIX 3	Common Verbs Followed by the Gerund (Base Form of Verb + <i>-ing</i>)	337
APPENDIX 4	Common Verbs Followed by the Infinitive (<i>To</i> + Base Form of Verb)	338
APPENDIX 5	Verbs Followed by Objects and the Infinitive	338
APPENDIX 6	Common Verbs Followed by the Gerund or the Infinitive	338
APPENDIX 7	Common Verb + Preposition Combinations	338
APPENDIX 8	Common Adjective + Preposition Combinations	338
APPENDIX 9	Common Adjectives that Can Be Followed by the Infinitive	338
APPENDIX 10	Irregular Comparisons of Adjectives, Adverbs and Quantifiers	339
APPENDIX 11	Common Participles used as Adjectives	339
APPENDIX 12	Some Adjectives that Form the Comparative and Superlative in Two Ways	339
APPENDIX 13	Common Reporting Verbs	340
APPENDIX 14	Common Time Word Changes in Indirect Speech	340
APPENDIX 15	Common Phrases Introducing Embedded Questions	340
APPENDIX 16	Verbs and Expressions Commonly Used Reflexively	340
APPENDIX 17	Some Common Phrasal Verbs	341
APPENDIX 18	Some Common Irregular Plural Nouns	343
APPENDIX 19	Spelling Rules for the Present Continuous	343
APPENDIX 20	Spelling Rules for the Present Simple: Third Person Singular (<i>he, she, it</i>)	343
APPENDIX 21	Spelling Rules for the Past Simple of Regular Verbs	344
APPENDIX 22	Spelling Rules for the Comparative (<i>-er</i>) and Superlative (<i>-est</i>) of Adjectives	344
APPENDIX 23	Spelling Rules for Adverbs Ending in <i>-ly</i>	344
APPENDIX 24	Contractions with Verb Forms	345
APPENDIX 25	Punctuation Rules for Direct Speech	347
APPENDIX 26	Pronunciation Table	347
APPENDIX 27	Pronunciation Rules for the Present Simple: Third Person Singular (<i>he, she, it</i>)	348
APPENDIX 28	Pronunciation Rules for the Past Simple of Regular Verbs	348
APPENDIX 29	<i>Used to</i> or <i>would</i> ?	349
APPENDIX 30	<i>Have</i> or <i>have got</i> ?	349
APPENDIX 31	Compound Nouns	349
APPENDIX 32	British and American English	350
Appendix Quiz		351
Answer Key		352
Index		413

About the Authors

Marjorie Fuchs has taught ESL at New York City Technical College and LaGuardia Community College of the City University of New York and EFL at the Sprach Studio Lingua Nova in Munich, Germany. She holds a Master's Degree in Applied English Linguistics and a Certificate in TESOL from the University of Wisconsin–Madison. She has authored or co-authored many widely used ESL textbooks, notably *On Your Way: Building Basic Skills in English*, *Crossroads*, *Top Twenty ESL Word Games: Beginning Vocabulary Development*, *Around the World: Pictures for Practice*, *Families: Ten Card Games for Language Learners*, *Focus on Grammar: An Intermediate Course for Reference and Practice*, *Focus on Grammar: A High-Intermediate Course for Reference and Practice*, and the workbooks to the *Longman Dictionary of American English*, the *Longman Photo Dictionary*, *The Oxford Picture Dictionary*, and *Focus on Grammar: Intermediate and High-Intermediate*.

Margaret Bonner has taught ESL at Hunter College and the Borough of Manhattan Community College of the City University of New York, at Taiwan National University in Taipei, and at Virginia Commonwealth University in Richmond. She holds a Master's Degree in Library Science from Columbia University, and she has done work towards a Ph.D. in English Literature at the Graduate Center of the City University of New York. She has contributed to a number of ESL and EFL projects, including *Making Connections*, *On Your Way*, and the Curriculum Renewal Project in Oman, where she wrote textbooks, workbooks, and teachers manuals for the national school system. She authored *Step into Writing: A Basic Writing Text*, and co-authored *Focus on Grammar: An Intermediate Course for Reference and Practice*, *Focus on Grammar: A High-Intermediate Course for Reference and Practice*, *Focus on Grammar: High-Intermediate Workbook*, and *The Oxford Picture Dictionary Intermediate Workbook*.

About the Book

Welcome to *Grammar Express*

Grammar Express features

- Short, easy-to-use **four-page units**
- **Grammar points** presented and **contextualised** through cartoons, photos and other illustrations
- Clear **Grammar Charts** showing the forms of the grammar point
- **Chart Checks** to help you use the grammar charts
- Clear **Grammar Explanations** and **Examples**
- **Usage Notes** telling you how English speakers use the grammar point
- **Be careful! Notes** showing typical mistakes students make
- **Pronunciation Notes** to help you pronounce words correctly
- A **variety of exercise types** to practise the grammar points
- **SelfTests** to check your progress
- **Appendices** with helpful lists and information
- An **Answer Key** so you can check your answers
- An **Index** to help you find grammar points quickly

UNITS

Grammar Express has 76 units. Each unit has four pages - two pages of grammar presentation and two pages of practice. This is how a typical unit works:

Presentation

The grammar point is presented in three steps.

1. Illustration

Each unit begins with an illustration - a cartoon, comic strip, photo with speech bubbles or a newspaper headline - which introduces the grammar point in context. It also introduces the topic of the unit. (For example, in Unit 8 the cartoon introduces the grammar point *used to*, and the unit topic, fashion.)

A **Check Point** helps you think about the meaning of the grammar point in the illustration.

2. Charts

Grammar Charts show the forms of the grammar point. (*In Unit 8 you can see used to in statements, questions, and short answers.*)

Chart Checks ask questions about the grammar charts. They help you notice important information about the forms and uses of the grammar point you are studying.

An **Express Check** follows the Grammar Charts. This is a quick and easy way for you to try out the forms in the charts.

3. Notes

Grammar Notes present **Grammar Explanations** on the left and **Examples** on the right. Timelines show the meaning of verb forms. (*For example, in Unit 8 the timeline for used to shows that you can use it only for the past.*)

Usage Notes tell you how English speakers use the grammar point. (*In Unit 8 the Usage Note for used to explains that this form is more common in affirmative statements than in negative statements or questions.*)

Be careful! Notes point out typical mistakes that English students make. (*One of the Be careful! Notes in Unit 8 tells you not to confuse used to with be used to or get used to.*)

Pronunciation Notes tell you how to correctly pronounce the grammar point in everyday speech. These notes use easy pronunciation spellings.

Check it out! tells you where to look in the book (appendices or other units) to find more information about the grammar point.

Practice

Two pages of exercises give you practice in understanding and using the grammar point. A typical unit has four exercises.

Exercise 1

The first exercise is always a “**for recognition only**” exercise. This means that you will have to find or understand the grammar point, but you will not have to use it yet. (*For example, in Unit 8 you will read a short magazine article about fashion, and find and underline all the examples of used to which refer to past habits.*)

Exercises 2 and 3

In these exercises you actively practice the grammar point. There are a **variety of exercise types**, including multiple choice, fill-in-the-blanks, describing pictures, sentence combining, and asking and answering questions. The exercises always show the grammar point in a context that is related to the unit topic. (*In Unit 8, Exercise 2, you will complete sentences about fashion in the past while you describe pictures. In Exercise 3, you will use an old advertisement to ask and answer questions about sneakers.*)

Exercise 4

This is always an **editing** exercise. In this exercise, you will have to find and correct typical mistakes that students make when they use the grammar point.

TESTS

The 76 units of **Grammar Express** are divided into 15 parts. After each part you will find a **SelfTest**. These tests will help you review and see how well you have learned the material in the part. The **SelfTests** have multiple-choice questions similar to questions found on the TOEFL[®], a test that is widely used for foreign students who want to attend college in the United States.

APPENDICES

In the back of the book, you will find 28 **Appendices** with useful information, such as lists of common irregular verbs, verbs followed by the gerund, verbs followed by the infinitive, and spelling and pronunciation rules.

ANSWER KEY

The **Answer Key** provides answers to the Check Points, Charts Checks, Express Checks, all the practice exercises, and the SelfTests.

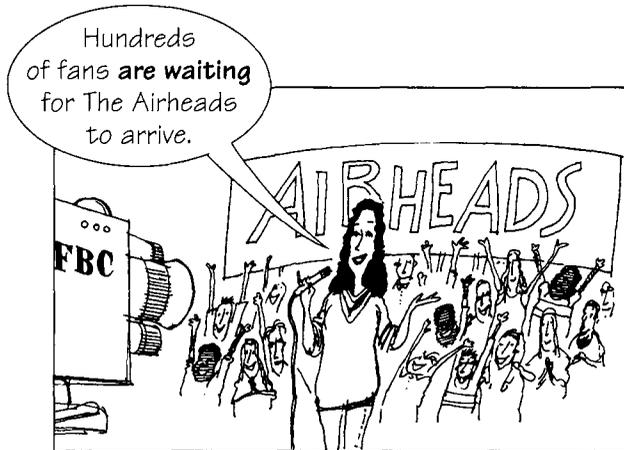
Grammar Express can be used for self-study or in the classroom. Start with Unit 1 and work through the entire book, or choose the units you want to focus on. **Grammar Express** can help you reach your language goals quickly.

Your journey through English grammar can be an adventure of discovery. We hope you will enjoy traveling with **Grammar Express**.

All Aboard!!! . . .

UNIT 1

Present Progressive



CHECK POINT

Check the best advertisement for this TV news show.

- It's happening now!
- It happens every day!

CHART CHECK 1

Check the correct answer.

The present progressive is made up of two parts:

- be** + base form of verb
- be** + base form of verb + **-ing**

Which part changes with different subjects?

- be**
- base form of verb + **-ing**

AFFIRMATIVE STATEMENTS

SUBJECT	BE	BASE FORM OF VERB + -ING
I	am 'm	waiting.
He/She/It	is 's	
We/You*/They	are 're	

*You is both singular and plural.

NEGATIVE STATEMENTS

SUBJECT	BE	NOT	BASE FORM OF VERB + -ING
I	am 'm	not	waiting.
He/She/It	is 's		
We/You/They	are 're		

CHART CHECK 2
 Circle T (True) or F (False).
T F In questions, **be** comes after the subject.

YES/NO QUESTIONS		
BE	SUBJECT	BASE FORM + -ING
Am	I	standing?
Is	she	
Are	you	

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	you	are.	No,	you	aren't.
	she	is.		she	isn't.
	I	am.		I	'm not.

WH- QUESTIONS			
WH- WORD	BE	SUBJECT	BASE FORM + -ING
Why	am	I	standing?
	is	she	
Where	are	you	

EXPRESS CHECK

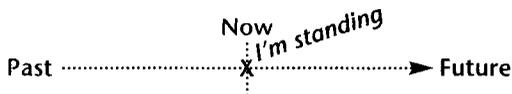
Complete these sentences with the present progressive form of the verbs in parentheses.

Why _____ you _____ (leave)? They _____ still _____ (perform).

Grammar Explanations

Examples

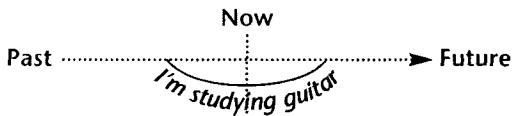
1. Use the **present progressive** to describe something that is happening right now.



■ I'm **standing** outside the King Theater **right now**.

■ As I'm **talking** to you, the fans **are gathering** in front of the theater.

2. Use the **present progressive** to describe something that is happening these days, even if it's not happening right now.



■ The Airheads **are playing** at the King Theater **this week**.

■ I'm **studying** guitar **this semester**.

3. **USAGE NOTE:** The **contracted form** is usually used in speech and in informal writing.

A: Bye, Jana, we're **leaving** now.

B: Wait! I'm **coming** with you.

Check it out!

For different forms of negative contractions with *be*, see Appendix 24 on page 345.

For spelling rules for the present progressive, see Appendix 19 on page 343.



IDENTIFY • Read this letter. Underline the present progressive verbs that describe something happening right now. Circle the present progressive verbs that describe things that are happening these days (but not necessarily right now).

Dear Yev,

I'm working very hard these days, but I have some good news. Right now, I'm sitting at a desk in the Entertainment Section of the *Tribune*! Of course I'm still taking journalism classes at night as well. The job is temporary—Joe Sims, the regular reporter, is taking this month off to write a book. This week we're preparing to interview your favorite group, the Airheads. In fact, at this very moment they're flying into town by helicopter. They're performing at the King Theater all week. How are you doing? Are you still writing music? Oops! The crew is calling me. They're leaving for the theater now. Write soon!

Steph



COMPLETE • Read this conversation. Complete it with the present progressive form of the verbs in parentheses. Use contractions whenever possible.

BEV: Bye, Joe, I 'm leaving now.
1. (leave)

JOE: Where _____ you _____?
2. (go)

BEV: Running. Ann _____ downstairs.
3. (wait)

JOE: Great! Why don't you take the dog out with you?

BEV: Why don't you take him? It's your turn.

JOE: I can't. I _____ on my book.
4. (work)

BEV: But you _____ anything right now. You _____ just _____ there.
5. (not do)
6. (sit)

JOE: That's not true. I _____ here, but I _____ also _____ about my work. Can't the dog run with you?
7. (sit)
8. (think)

BEV: No, because afterwards we want to go to the Plaza. The Airheads _____ there this week, and Ann wants to get their autographs.
9. (stay)
You know she's a big fan of theirs.



ASK & ANSWER • Steph is interviewing the lead singer of the Airheads, Paul. Write questions using the words in parentheses. Give short answers.

STEPH: Paul, are you introducing any new songs on this tour?
 1. (introduce / any new songs on this tour?)

PAUL: Yes, we are 2. We're introducing some songs from our new album, *In the Air*.

STEPH: Your fans are so excited to see you after such a long time.
 3. (Why / tour / again?)

PAUL: We want to play for live audiences. We need that.

STEPH: _____
 4. (What / work on / these days?)

PAUL: Some exciting new material. But we're not talking about it yet.

STEPH: _____
 5. (Who / sing / with you now?)
 She has a nice voice.

PAUL: Sylvia Sylva is singing some of the songs from the album.

STEPH: _____
 6. (she / replace / Toti?)

PAUL: _____ 7. Toti has a new baby, but she'll be back in a few months.



EDIT • Read this letter. Find and correct six mistakes in the use of the present progressive. The first mistake is already corrected.



Dear Toti,

I'm writing
 I ~~write~~ to you from my hotel room. Everyone else is sleep, but I sitting here and watching the ocean. We're staying at the Plaza in Atlantic Beach, and the view is beautiful. The tour is goes well. The audience is crazy about the new songs, but the fans is always asking for you. How is the baby? She has a great voice. Do you teaching her to sing yet? Maybe both of you will come along for the next tour!

Sylvia

UNIT 2

Simple Present Tense



Hank **is** always in a hurry and he **does** everything at once.



He **works** all the time—he never **relaxes**.

CHECK POINT

Check the best title for the cartoons.

- Hank at Work This Week
 Hank's Working Habits

CHART CHECK

Circle T (True) or F (False).

- T F** The form for **he/she/it** ends with **-s**.
T F Negative statements have **do not** or **does not** before the base form.
T F Questions have **do** or **does** after the subject.

AFFIRMATIVE STATEMENTS

SUBJECT	VERB
I/We/You*/They	work.
He/She/It	works.

*You is both singular and plural.

NEGATIVE STATEMENTS

SUBJECT	Do NOT	BASE FORM
I/We/You/They	do not	work.
He/She/It	does not	

YES/NO QUESTIONS

Do	SUBJECT	BASE FORM
Do	you	work?
Does	he	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I	do.	No,	I	don't.
	he	does.		he	doesn't.

WH- QUESTIONS			
WH- WORD	Do	SUBJECT	BASE FORM
Where	do	you	work?
When	does	he	

EXPRESS CHECK

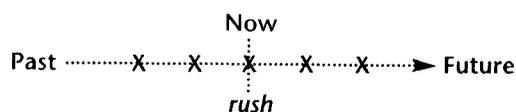
Unscramble these words to complete the question.

rush • Why • he • does _____ all the time?

Grammar Explanations

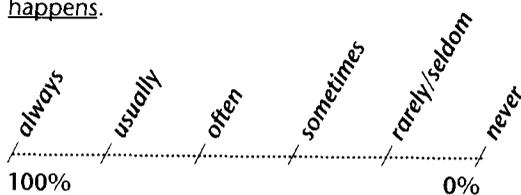
Examples

1. Use the **simple present tense** to talk about what regularly happens.



- Some people **rush** through life.
- They **don't relax**.
- Other people **are** calm.
- They **don't feel** tense.

2. Use **adverbs of frequency** with the simple present tense to express how often something happens.



- She **never relaxes**.
- You **usually take** life easier.
- We **sometimes sleep** late.
- They **seldom take** a vacation.

► **BE CAREFUL!** Adverbs of frequency usually come before the main verb, but they go after the verb **be**.

- We **usually rush** around too much.
- We're **often** stressed out.

3. Use the **simple present tense** to talk about scientific facts.

- Stress **causes** high blood pressure.
- Water **freezes** at 32°F.

Check it out!

For spelling rules for the third person singular (*he/she/it*) of the simple present tense, see Appendix 20 on page 343.

For pronunciation rules for the third person singular (*he/she/it*) of the simple present tense, see Appendix 27 on page 348.

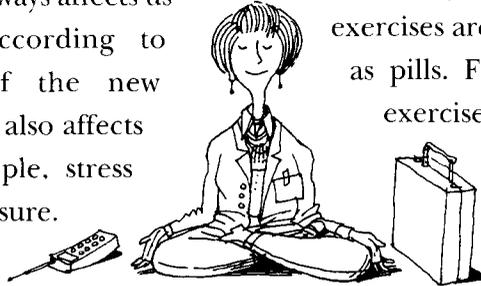
1

IDENTIFY • Read this part of a book review. Underline the simple present tense verbs. Circle the adverbs of frequency.

Books Section 10

CALM DOWN! By Dr. Sara Roads

In today's fast-paced world, we never escape stress. Stress always affects us psychologically, but according to Dr. Roads, author of the new bestseller, *Calm Down!*, it also affects us physically. For example, stress causes high blood pressure. Doctors often prescribe



medication for stress-related illnesses. Medicine usually lowers a patient's blood pressure. But, Dr. Roads claims, "You don't always need pills. Relaxation exercises are sometimes as effective as pills. For example, breathing exercises both relax you and lower your blood pressure. It only takes a few minutes!"

2

COMPLETE • Megan and Greg have completely different types of personality (A and B). Read about one, write about the other.

Type A: Megan

1. Megan **doesn't relax** easily.
2. She doesn't take time to enjoy the moment.
3. Megan and her boyfriend never **take** vacations.
4. She _____ through the day.
5. She **is** nervous.
6. She **is** always in a hurry.
7. She **finishes** other people's sentences for them.
8. She _____ a lot.
9. She _____ enough time to finish things.
10. Megan **has** high blood pressure due to stress.

Type B: Greg

- Greg _____ **relaxes** easily.
- He **takes** time to enjoy the moment.
- Greg and his girlfriend often _____ vacations.
- He **doesn't rush** through the day.
- He _____ nervous.
- He _____ never in a hurry.
- He _____ other people's sentences for them.
- He **doesn't worry** a lot.
- He **has** enough time to finish things.
- Greg _____ high blood pressure due to stress.



ASK & ANSWER • Todd is an accountant. Look at his schedule. Write questions and answers about his day.

MONDAY
NOVEMBER 18

6:00–7:00 get up. exercise	12:00–12:30 lunch
8:00–9:00 work on reports	12:30–5:00 return phone calls
9:00–12:00 see clients	5:30–7:00 attend night school

1. When / get up?

When does he get up?

He gets up at 6:00.

2. exercise in the morning?

Does he exercise in the morning?

Yes, he does.

3. work on reports in the afternoon?

4. When / see clients?

5. take a lunch break?

6. What / do / from 12:30 to 5:00?

7. Where / go / at 5:30?

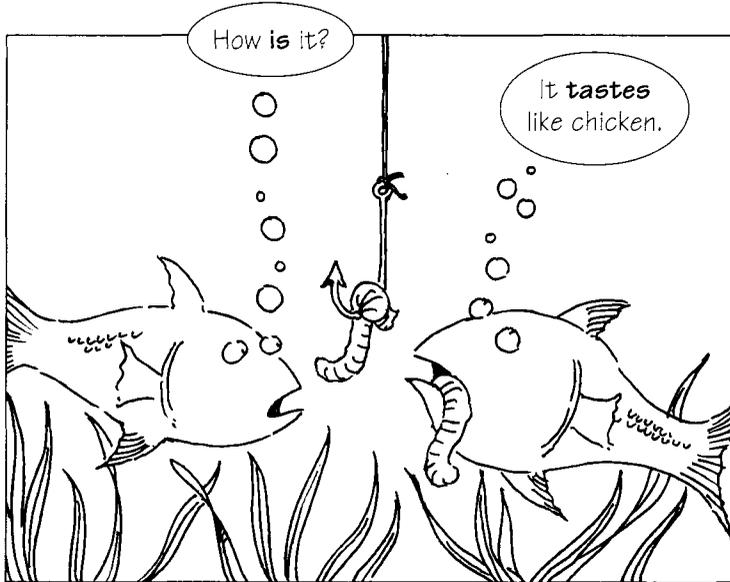


EDIT • Read Todd's journal entry. Find and correct ten mistakes in the use of the simple present tense. The first mistake is already corrected.

I'm so tired. I ^{never have} ~~have never~~ time to relax. I work all day and studies all night. My boss tell me that I need a vacation. I agree, but I afraid to take one. Does my boss thinks that the office can function without me? I dont want them to think I'm not necessary. But my wife is unhappy too. She complain that she never sees me anymore. My schedule are crazy. I don't think I can keep this up much longer. I don't wants to quit night school, though. I think often that there has to be a better way.

UNIT 3

Non-Action Verbs



CHECK POINT

Check the correct answer.

According to the fish, the worm

- has the flavor of chicken.
- acts like a chicken.

CHART CHECK

Circle T (True) or F (False).

T F Some verbs have both a non-action and an action meaning.

T F A verb used with a non-action meaning is not used in the progressive.

VERBS WITH NON-ACTION MEANINGS

I **want** to go fishing.
He **owns** a big boat.
The weather **seems** fine.
They **hate** fish.

VERBS WITH BOTH NON-ACTION AND ACTION MEANINGS

NON-ACTION	ACTION
The fish weighs five pounds.	He's weighing the fish now.
We think it's a good day for fishing.	We're thinking about going.
This fish tastes delicious.	I'm tasting the fish now.
This food smells good.	The cook is smelling the food.

EXPRESS CHECK

Complete these sentences with the correct form of the verb **taste**.

I _____ the soup right now. It _____ salty.

Grammar Explanations

Examples

1. Many verbs describe states or situations instead of actions. These verbs are called **non-action verbs** (or stative verbs).

Most non-action verbs are not usually used in the present progressive even when they describe a situation that is happening right now.

- John **has** a boat.
*(The verb **has** describes John's situation, not something he is doing.)*
- He **wants** fish for dinner.
NOT ~~He is wanting fish for dinner.~~

2. Non-action verbs are usually verbs that:

- a. describe a **state of being**
(be, feel)
- b. express **emotions**
(hate, like, love)
- c. describe **mental states**
(know, remember, believe, think [= believe], suppose, understand)
- d. show **possession**
(have, own, possess, belong)
- e. describe **perceptions and senses**
(hear, see, smell, taste, feel, notice, seem, look [= seem], appear, sound)
- f. describe **needs and preferences**
(need, want, prefer)
- g. describe **measurements**
(weigh, cost, contain)

- Jane **is** tired but happy.
- She **feels** good.
- A: Do you **like** my new dress?
B: I **love** it!
- I **know** a lot of good recipes.
- Ari **remembers** your number.
- I **think** you're right.
- Cesar **has** a headache.
- Some students **own** microwaves.
- I **hear** the telephone.
- Dina **seems** tired.
- I **need** a pen.
- How much **does** it **cost**?

3. **BE CAREFUL!** Some verbs can have non-action and action meanings (**taste, smell, feel, look, think, have, weigh**).

- NON-ACTION
- I **taste** garlic. Did you put some in here?
(I notice garlic.)
 - The soup **tastes** good. Try some.
(The soup is good.)

- ACTION
- I'm **tasting** the soup to see if it needs more salt.
(I'm trying the soup.)

Check it out!

For a list of common non-action verbs, see Appendix 2 on page 337.



IDENTIFY • Read this conversation. Underline all non-action verbs that describe a situation that is in progress. Circle all non-action verbs that describe a situation that is generally true.

ALINE: This steak tastes delicious. Your salmon looks good too.

BEN: Here, I'm putting some on your plate. I think you'll like it.

ALINE: Mmm. I like it. Funny, I usually don't like fish.

BEN: Red has that effect on people.

ALINE: I have no idea what you're talking about. What do you mean?

BEN: Well, colors can change the way we feel. For example, people often feel hungrier in a red room. I notice that you're looking right at the red wallpaper.

ALINE: And I certainly feel hungry right now. I'm eating half your salmon.

BEN: That's OK. I'm tasting your steak.



CHOOSE • Complete this magazine article with the correct form of the verbs in parentheses.

Lenny Kramer is in a sports store. He smells flowers, but he isn't really paying attention to the aroma very much because he _____ at a pair of running shoes. They _____ a lot more than he usually pays, but Lenny really, really _____ those shoes. He's the victim of "smart scents," aromas that stores use to make customers buy more.

1. (smells / is smelling)
2. (looks / is looking)
3. (cost / are costing)
4. (wants / is wanting)

Across town, Lenny's daughter Myra is taking a history test in a classroom that was recently painted yellow. Although Myra _____ history, she _____ to be doing well on this test. She _____ the new color of her classroom. She _____ that it's helping her on the test, but it is. Scientists have shown that yellow improves both memory and concentration.

5. (hates / is hating)
6. (seems / is seeming)
7. (likes / is liking)
8. (doesn't suspect / isn't suspecting)

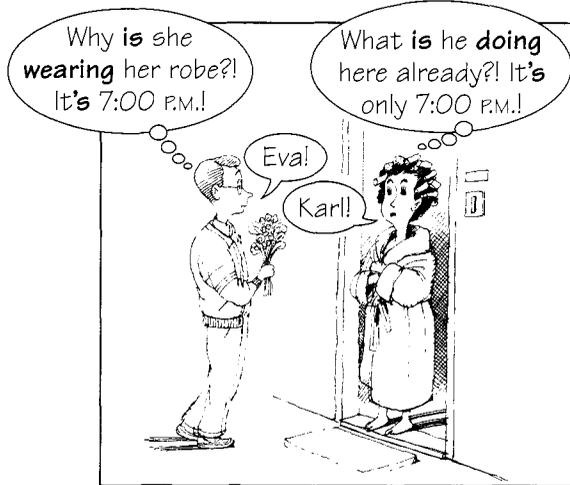
We now _____ that odors, colors, and sounds affect our moods and even our health. In fact, right now Lenny's wife, Cindy, _____ about Lenny and Myra. She's sure that Lenny is spending too much on shoes and that Myra is failing another history test. Cindy suffers from migraine headaches, but she _____ a headache today. She's in the garden, and she _____ birds and insect sounds. They always calm her down.

9. (know / are knowing)
10. (thinks / is thinking)
11. (doesn't have / isn't having)
12. (hears / is hearing)

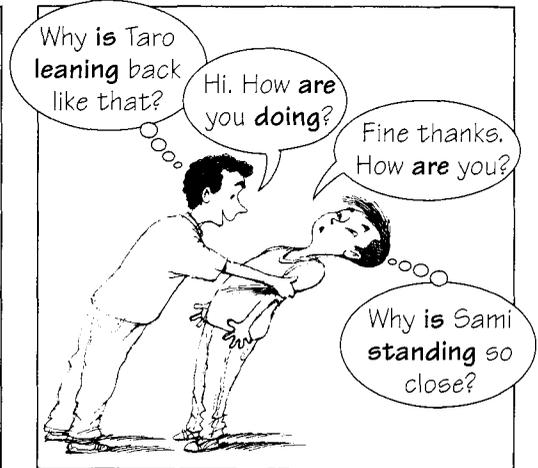
UNIT 4

Present Progressive and Simple Present Tense

Cross-Cultural Confusion



Friends from different cultures often **have** different ideas about time.



Sometimes they **don't agree** about social distance, either.

CHECK POINT

Circle T (True) or F (False).

T F Karl is arriving late tonight.

T F In Sami's culture, people rarely stand close to each other.

CHART CHECK

Check the correct answers.

The present progressive has:

- one part
- two parts

The simple present tense has:

- one form
- two forms

PRESENT PROGRESSIVE

SUBJECT	BE	BASE FORM + -ING	
I	am	arriving	now.
We/You*/They	are		
He/She/It	is		

*You is both singular and plural.

SIMPLE PRESENT TENSE

SUBJECT		VERB	
I/We/You/They	never always	arrive	on time.
He/She/It		arrives	

EXPRESS CHECK

Complete the following charts with the verb **buy**.

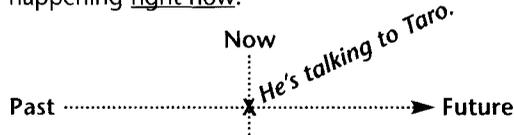
PRESENT PROGRESSIVE			
SUBJECT	BE	BASE FORM + -ING	
I			flowers now.
You			
He			

SIMPLE PRESENT TENSE			
SUBJECT		VERB	
I	usually		chocolates.
You			
He			

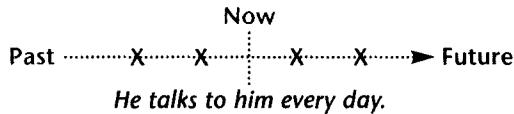
Grammar Explanations

Examples

1. Use the **present progressive** for things happening right now.



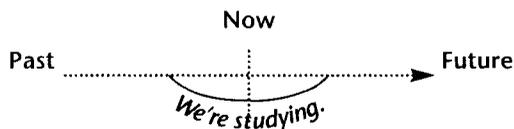
Use the **simple present tense** to describe what regularly happens.



- Sami **is talking** to Taro.
- At the moment, Taro **is speaking** English.

- Sami **talks** to Taro every day.
- Taro **speaks** Japanese at home.

2. Use the **present progressive** for things happening these days.



- We're **studying** in the U.S. **this month**.
- Laura's **studying** in France **this year**.
- **Are you studying** hard **these days**?

3. **REMEMBER!** Most **non-action verbs** are not usually used in the present progressive even when they describe a situation that exists at the moment of speaking.

- Jane **wants** to go home right now.
- NOT Jane ~~is wanting~~ to go home right now.

4. Use the **simple present tense** to talk about scientific facts and physical laws.

- Stress **causes** high blood pressure.
- Water **boils** at 100°C.

Check it out!

For a list of common non-action verbs, see Appendix 2 on page 337.



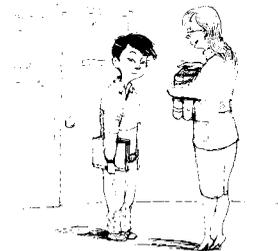
IDENTIFY • Read these journal entries by Brian, a Canadian summer exchange student studying in Argentina. Circle all the verbs that describe what is happening now. Underline the verbs that describe what generally happens.

<p>June 28: I'm sitting in a seat 30,000 feet above the earth en route to Argentina! I usually <u>have</u> dinner at this time, but right now I have a headache from the excitement. My seatmate is eating my food. She looks happy.</p> <p>June 30: It's 7:30. My host parents are still working. Carlos, my father, works at home. My little brother Ricardo is cute. He looks (and acts) a lot like Bobby. Right now, he's looking over my shoulder and trying to read my journal.</p>	<p>July 4: The weather is cold now. I usually spend the first weekend of July at the beach. Today I'm walking around in a heavy sweater.</p> <p>August 6: I feel so tired tonight. Everyone else feels great in the evening because they take long naps in the afternoon.</p>
---	---



COMPLETE • Students are talking outside a classroom. Complete their conversations with the present progressive or the simple present tense of the verbs in parentheses.

1. LI-WU: Hi, Paulo. What are you doing?
a. (do)
 PAULO: Oh, I wait for class to begin.
b. (wait)
 LI-WU: How are you? You look tired.
c. (look)
 PAULO: I am a little tired. I work evenings this semester. Hey, is that your teacher over there?
d. (work)
 LI-WU: Yes. She talks to one of my classmates.
e. (talk)
 PAULO: I wonder what's wrong. He isn't looking at her. He looks embarrassed.
f. (not look)
g. (look)
 LI-WU: Oh. That isn't anything. In Taiwan it's not respectful to look directly at your teacher.
h. (not mean)
2. MORIKO: Look, there's Miguel. He is talking to Luisa.
a. (talk)
 NINA: Yes. They take a class together this semester.
b. (take)



MORIKO: They _____ very close to each other. _____ you



c. (stand)

_____ they _____?

d. (think)

e. (date)

NINA: No. I _____ it _____ anything special. I _____ from Costa Rica, and people there normally _____ that close to each other.

f. (not think)

g. (mean)

h. (come)

i. (stand)

3. **RASHA:** There's Hans. Why _____ he

_____ so fast? Class _____

a. (walk)

b. (start)

at 9:00. He still _____ ten minutes!

c. (have)

CLAUDE: He always _____ fast. People from

d. (walk)

Switzerland often _____ to be in a hurry.

e. (appear)

4. **YOKO:** Isn't that Sergio and Luis? Why _____ they _____

a. (shake)

hands? They _____ each other.

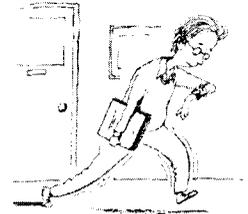
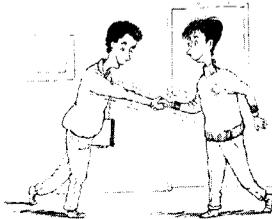
b. (know)

JING: In Brazil, men _____ hands every

c. (shake)

time they _____.

d. (meet)



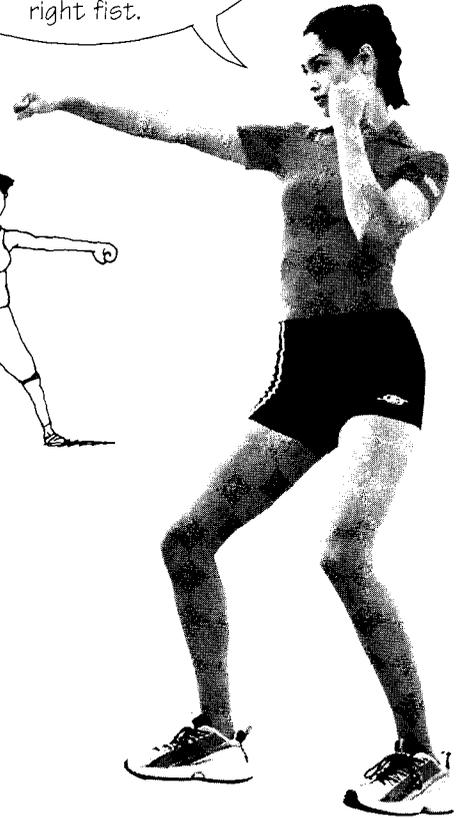
EDIT • Read this student's journal. Find and correct eleven mistakes in the use of the present progressive or simple present tense. The first mistake is already corrected.

I'm sitting
It's 12:30 and ~~it~~ in the library right now. My classmates are eating lunch together, but I'm not hungry yet. At home, we eat never this early. Today our journal topic is culture shock. It's a good topic for me right now because I'm being pretty homesick. I miss my old routine. At home we always are eating a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto I'm having a 3:00 conversation class. Every day, I almost fall asleep in class, and my teacher ask me, "Are you bored?" Of course I'm not bored. I just need my afternoon nap! This class always is fun. This semester, we work on a project with video cameras. My team is filming groups of people in different cultures. We are analyze "social distance." That means how close to each other these people stand. According to my new watch, it's 12:55, so I leave now for my 1:00 class. Teachers here really aren't liking when you come late!

UNIT 5

Imperative

To do the Jab:
Bend your knees and
place your right foot in front,
 like this. **Punch** with your
 right fist.



CHECK POINT

Check the correct answer.

The woman in the photo is

- inviting someone to learn the Jab.
- giving instructions on how to do the Jab.
- ordering someone to do the Jab.

CHART CHECK

Check the correct answer.

Imperative sentences

- include a subject.
- don't include a subject.

AFFIRMATIVE

BASE FORM OF VERB	
Bend	your knees.
Punch	with your fists.

NEGATIVE

DON'T	BASE FORM OF VERB	
Don't	bend	your knees.
	punch	with your fist.

EXPRESS 

Use these verbs to complete the charts.

touch listen stand

AFFIRMATIVE	
BASE FORM OF VERB	
	to the music.
	your toes.
	straight.

NEGATIVE		
DON'T	BASE FORM OF VERB	
		to the music.
		your toes.
		straight.

Grammar Explanations

Examples

1. The **imperative** form of the verb is always the base form. It is the same whether it is directed to one or several people.

- Marla, please **get** ready.
- **Get** ready, guys!

2. The **subject** of an imperative statement is **you**. However, we do not say or write you in imperative sentences.

- **Stand up** straight.
- Not ~~You stand up straight.~~

3. The imperative form has a number of **uses**.
Use the imperative to:

- a. give **directions** and **instructions**
- b. give **orders** or **commands**
- c. make **requests** (Use *please* in addition to the imperative form.)
- d. give **advice** or make **suggestions**
- e. give **warnings**.
- f. **invite** someone

- **Turn** left at the traffic light.
- **Don't move!**
- **Please read** this article.
- **Read** this article, *please*.
- **Don't exercise** when you're sick.
- **Be careful! Don't trip!**
- **Work out** with us tomorrow.



CHOOSE & COMPLETE • Read this advertisement for a martial arts school. Complete it using the affirmative or negative imperative form of the verbs in the box.

- become choose decrease increase learn
miss register take ~~think~~ wait

MARTIAL ARTS ACADEMY

Don't think ^{1.} that martial arts is only about physical training. A good martial arts program offers many other benefits as well. _____ ^{2.} self-defense and more at the Martial Arts Academy:

- _____ ^{3.} stress. Martial arts training helps you relax.
_____ ^{4.} concentration. Martial arts students focus better.
_____ ^{5.} fit. Strength and flexibility improve as you learn.

We are offering an introductory trial membership. _____ ^{6.} this special opportunity. _____ ^{7.} classes with Master Lorenzo Gibbons, a ninth-level Black Belt Master. _____ ^{8.} classes from our convenient schedule.

_____ ^{9.} ! _____ ^{10.} now for a two-week trial.



ONLY \$20. UNIFORM INCLUDED.



EDIT • Read part of a martial arts student's essay. Find and correct five mistakes in the use of the imperative. The first mistake is already corrected.

For the Black Belt essay, Master Gibbons gave us this assignment:
~~You write~~ ^{Write} about something important to you. My topic is *The Right Way*, the rules of life for the martial arts. First, respects other people—treat them the way you want them to treat you. Second, helped people in need. In other words, use your strength for others, not to use it just for your own good. Third, no lie or steal. These are the most important rules to me.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. _____ ready for school? It's already 7:00. A B C D
 (A) Do you get (C) You get
 (B) Are you getting (D) You are getting
2. Nick _____ to Greece every year to visit his family. A B C D
 (A) is going (C) go
 (B) he goes (D) goes
3. Why _____? Class isn't over yet. A B C D
 (A) are you leaving (C) do you leave
 (B) you are leaving (D) you leaving
4. Something _____ good. Is that fresh bread in the oven? A B C D
 (A) smells (C) smell
 (B) is smelling (D) smelling
5. Which class _____ best? A B C D
 (A) are you liking (C) you like
 (B) you are liking (D) do you like
6. _____ loose clothes to exercise. You'll be more comfortable. A B C D
 (A) Wear (C) Wears
 (B) Wearing (D) You wear
7. Please _____ to class on time. We start at exactly 9:00. A B C D
 (A) we come (C) you're coming
 (B) come (D) comes
8. I _____ something outside. Are the doors locked? A B C D
 (A) 'm hearing (C) hearing
 (B) hear (D) hears
9. Walk! _____ run! A B C D
 (A) Not (C) Don't
 (B) No (D) You don't
10. —Do you like fish? A B C D
 —Yes, I _____.
 (A) am (C) don't
 (B) do (D) like

11. Harry works all the time. He _____.
 (A) never relaxes (C) often relaxes
 (B) relaxes never (D) relaxes sometimes **A B C D**
12. What _____ these days?
 (A) are you doing (C) you are doing
 (B) do you do (D) you do **A B C D**
13. The baby's so big! How much _____ now?
 (A) weigh (C) is she weighing
 (B) she weighs (D) does she weigh **A B C D**
14. —Are you taking an English class this semester?
 —Yes, I _____.
 (A) take (C) do
 (B) am taking (D) am **A B C D**
15. Water _____ at 212°F.
 (A) boil (C) boiled
 (B) boils (D) is boiling **A B C D**

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

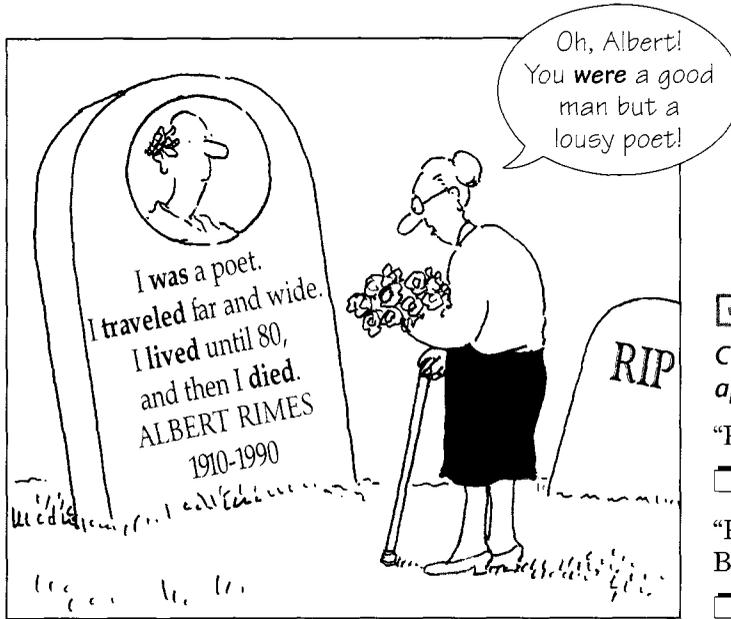
Mike usually drives to school, but today he walks.
 A B C D

A B C D

16. Fran usually is swimming before work, but this morning she's jogging.
 A B C D **A B C D**
17. The wind is blowing, it rains, and the sky looks gray.
 A B C D **A B C D**
18. Where you are working these days after school?
 A B C D **A B C D**
19. The floor is wet, so walk slowly and no fall down!
 A B C D **A B C D**
20. Something is seeming different—are you wearing a new perfume?
 A B C D **A B C D**
21. We always eat out because we hates to cook.
 A B C D **A B C D**
22. Luis arrives usually early, but today he's late.
 A B C D **A B C D**
23. I need my CD player if you don't using it at the moment.
 A B C D **A B C D**
24. I never have anything to write with because I'm always lose my pens.
 A B C D **A B C D**
25. Turn left at the light, and you don't forget to signal!
 A B C D **A B C D**

UNIT 6

Simple Past Tense: Affirmative Statements



CHECK POINT

Check the year these sentences appeared in a newspaper.

“Poet Albert Rimes lives in Belgium.”

1989 1999

“Poet Albert Rimes lived in Belgium most of his life.”

1989 1999

CHART CHECK

Check the correct answer.

How many forms does the past tense of **be** have?

one two

What do you add to the base form of regular verbs to form the past tense?

-d or -ed -t

THE SIMPLE PAST TENSE: BE

SUBJECT	BE	
I/He/She/It	was	young in 1930.
We/You*/They	were	

*You is both singular and plural.

THE SIMPLE PAST TENSE: REGULAR VERBS

SUBJECT	VERB	
I/He/She/It/We/You/They	moved	fifty years ago.
	worked	

THE SIMPLE PAST TENSE: IRREGULAR VERBS

SUBJECT	VERB	
I/He/She/It/We/You/They	wrote	poetry.
	became	famous.
	built	a monument.

EXPRESS CHECK

Complete the chart.

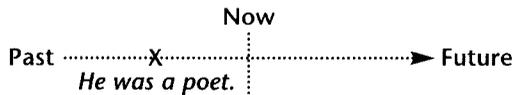
BASE FORM OF VERB	SIMPLE PAST TENSE
be	_____ and _____
come	_____
save	_____

Grammar Explanations

Examples

1. Use the **simple past tense** to talk about things that are now finished.

- Albert Rimes **lived** in the twentieth century.
- He **was** a poet.
- He **wrote** poetry.



2. You can use the **simple past tense** with **time expressions** that refer to the past (*last week, by 1980, in the twentieth century, fifty years ago*).

- **By 1930**, he **was** famous.
- He **died** more than **ten years ago**.

3. The **simple past tense** of **regular verbs** is formed by adding **-d** or **-ed**.

BASE FORM	→	SIMPLE PAST
live	→	lived
join	→	joined
play	→	played
study	→	studied
hop	→	hopped
be	→	was/were
have	→	had
get	→	got
go	→	went

► **BE CAREFUL!** There are often spelling changes when you add **-ed** to the verb.

Many common verbs are **irregular**. Their past tense is not formed by adding **-d** or **-ed**.

Check it out!

For spelling rules for the simple past tense of regular verbs, see Appendix 21 on page 344.

For pronunciation rules for the simple past tense of regular verbs, see Appendix 28 on page 348.

For a list of irregular verbs, see Appendix 1 on pages 336–337.

1

IDENTIFY • Read about Japanese poet Matsuo Basho. Underline all the regular past tense verbs. Circle all the irregular past tense verbs.



Matsuo Basho wrote more than 1,000 three-line poems, or “haiku.” He chose topics from nature, daily life, and human emotions. He became one of Japan’s most famous poets, and his work established haiku as an important art form.

Matsuo Basho was born near Kyoto in 1644. His father wanted him to become a samurai (warrior). Instead, Matsuo moved to Edo (present-day Tokyo) and studied poetry. By 1681, he had many students and admirers.

Basho’s home burned down in 1682. Then, in 1683, his mother died. After these events, Basho felt restless. Starting in 1684, he traveled on foot and on horseback all over Japan. Sometimes his friends joined him, and they wrote poetry together. Travel was difficult in the seventeenth century, and Basho often got sick. He died in 1694, during a journey to Osaka. At that time he had 2,000 students.

2

CHOOSE & COMPLETE • Read this biography of another poet, Emily Dickinson. Complete it using the simple past tense form of the verbs in the boxes.

be become lead leave ~~live~~ see wear write

Emily Dickinson, one of the most popular American poets, lived from 1830 to 1886. She _____ about love, nature, and time. These _____ her favorite themes. Dickinson _____ an unusual life. After just one year of college, she _____ a recluse—she almost never _____ her house in Amherst, Massachusetts. At home, she _____ no one except her family, and she only _____ white.



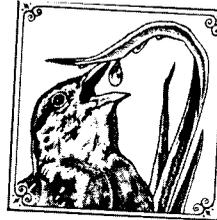
address appear happen write

In addition to her poetry, Dickinson _____ many letters. Other people always _____ the envelopes for her. During her lifetime only seven of her 1,700 poems _____ in print—and this _____ without her knowledge or permission.

Now complete these lines from a poem by Emily Dickinson.

bite ~~come~~ drink eat hop see

A bird came down the walk:
 He did not know I _____;
 He _____ an angle-worm in halves
 And _____ the fellow raw.
 And then he _____ a dew
 From a convenient grass,
 And then _____ sidewise to the wall
 To let a beetle pass.



3

EDIT • Read part of a student's journal. Find and correct eight mistakes in the use of the simple past tense. The first mistake is already corrected.

○ Today in class we read a poem by Robert Frost. I really ^{enjoyed} ~~enjoy~~ it. It was about a person who choosed between two roads in a forest. Before he made his decision, he spends a lot of time trying to decide which road to follow. Many people thought the person were Frost. In the end, he take the road that was less traveled on. He decided to be a poet. That decision change his life a lot.

Sometimes I feel a little like Frost. Two years ago I decide to come to this country. That were the biggest decision of my life.

UNIT 7

Simple Past Tense: Negative Statements and Questions

THE DAILY NEWS

DID SHE CRASH???

—LAE, NEW GUINEA, JULY 2, 1937. Amelia Earhart's small plane left the island of Lae at exactly 12:00 midnight. She **was not** alone on the flight, but she and Fred Noonan, her navigator, were very tired. She reported her last position at 8:14 P.M. After that, she **did not make** radio contact again. Why **did** they **disappear**? **Were** they exhausted? **Did** they **run out** of gas? The U.S. Coast Guard started its search for the answer at 10:15 P.M.



CHECK POINT

Circle T (True), F (False), or ? (the article doesn't say).

- T F ? The plane crashed.
 T F ? Earhart made radio contact after 8:14 P.M.
 T F ? Earhart had a navigator with her.

SIMPLE PAST TENSE: NEGATIVE STATEMENTS

CHART CHECK 1

Check the correct answers.

What word do you add to **be** to form a negative statement?

not did not

What do you add to other verbs to form a negative statement?

not did not

SUBJECT	BE		
	BE	Not	
I/He/She/It	was	not	here last year.
We/You*/They	were		

*You is both singular and plural.

CONTRACTIONS

was not = **wasn't**
 were not = **weren't**

REGULAR AND IRREGULAR VERBS

SUBJECT	DID NOT	BASE FORM OF VERB	
I/He/She/It	did not	call	last night.
We/You/They		fly	

CONTRACTIONS

did not = **didn't**

SIMPLE PAST TENSE: QUESTIONS

CHART CHECK 2 →
 Check the correct answer.
 Which word(s) can begin *yes/no* questions with **be**?

was
 were
 did

Which word(s) can begin *yes/no* questions with other verbs?

was
 were
 did

YES/NO QUESTIONS: BE		
BE	SUBJECT	
Was	she	here last year?
Were	they	

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	she	was.	No,	she	wasn't.
	they	were.		they	weren't.

WH- QUESTIONS: BE			
WH- WORD	BE	SUBJECT	
Why	was	she	here last year?
	were	they	

YES/NO QUESTIONS: OTHER VERBS			
DID	SUBJECT	BASE FORM	
Did	she	fly	to Mexico?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, she did .	No, she didn't .

WH- QUESTIONS: OTHER VERBS			
WH- WORD	DID	SUBJECT	BASE FORM
Why	did	it	disappear?

EXPRESS CHECK

Unscramble these words to form a question and an answer.

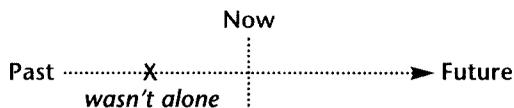
navigator • she • have • Did • a _____
 fly • She • didn't • alone _____

Grammar Explanations

Examples

1. Use the **simple past tense** to make **negative statements** about actions or situations that are now finished.

- She **wasn't** alone.
- They **weren't** on an island.
- They **didn't find** the plane.
- He **didn't call** that night.



2. Use the **simple past tense** to ask **questions** about actions or situations that are now finished.

- **Was** she alone in the plane?
- Where **did** she **leave** from?

Check it out!

For questions about the subject, see Unit 24 on pages 102–103.

1

READ • Look at some facts about Amelia Earhart.

- She was born in the United States.
- She didn't complete college.
- She didn't keep her first airplane.
- She flew across the Atlantic Ocean.
- She received many awards.
- She married George Palmer Putnam.
- She didn't have any children.
- She wrote three books.

ANSWER • Put a check in the correct box.

	Yes	No
1. Did she get many awards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Was she a college graduate?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was she an American citizen?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did she keep her first plane?	<input type="checkbox"/>	<input type="checkbox"/>
5. Was she an author?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did she have a husband?	<input type="checkbox"/>	<input type="checkbox"/>
7. Was she a parent?	<input type="checkbox"/>	<input type="checkbox"/>

2

ASK & ANSWER • Use the cues to ask questions about Amelia Earhart. Then answer the questions with the information in the box.

~~1928~~ 1937 American Columbia University two years New Guinea three

1. When / she / cross the Atlantic Ocean?

When did she cross the Atlantic Ocean? In 1928.

2. Where / she / study?

3. How long / be / she / a social worker?

4. Where / her last flight / leave from?

5. How many books / she / write?

6. What / be / her nationality?

7. When / she / disappear?

3

COMPLETE • The magazine Flying High (FH) interviewed a young pilot. Complete the interview with the correct form of the verbs in parentheses and with short answers.

- FH:** _____ Did _____ you always _____ want _____ to be a pilot?
1. (want)
- SUE:** _____ Yes _____, I _____ did _____. I saw a documentary about Amelia Earhart when I was six. She became my role model.
2.
- FH:** _____ your parents happy with your decision?
3. (be)
- SUE:** _____, they _____. They _____ me to fly.
4. 5. (not want)
- FH:** Why not? _____ they _____ it was too dangerous?
6. (feel)
- SUE:** _____, they _____. But I was very determined, and they _____ me from pursuing my dream.
7. 8. (not keep)
- FH:** _____ you ever _____ of flying around the world?
9. (dream)
- SUE:** Of course. But I _____ it would happen so soon.
10. (not think)
- FH:** _____ you alone on the flight?
11. (Be)
- SUE:** _____, I _____. I had a co-pilot.
12.
- FH:** _____ it difficult to find a co-pilot for this flight?
13. (Be)
- SUE:** _____, it _____. She's my roommate.
14.

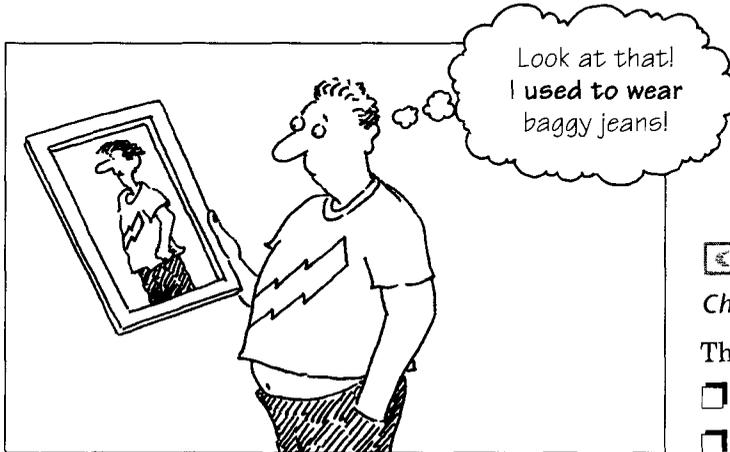
4

EDIT • Read this postcard. Find and correct six mistakes in the use of the simple past tense. The first mistake is already corrected.

<p style="text-align: center;"><small>receive</small></p> <p>Hi! Did you received my last letter? I didn't knew your new address so I sent it to your old one. When you moved? Did your roommate move with you? Right now I'm on board a plane flying to El Paso to visit Ana. Did you met her at the conference last year? I wanted to visit her in June, but I no had the time. At first I was going to drive from Los Angeles, but I decided to fly instead. This is only my third flight, but I love flying! I didnt know flying could be so much fun! Hope to hear from you.</p> <p style="text-align: right;">—M.</p>	 <p>To: Sue Avila 1210 Bayview Place Tampa, FL 33601</p>
--	---

UNIT 8

Used to



CHECK POINT

Check the correct answer.

The man is thinking about

- a habit he has now.
- a habit he had in the past.

CHART CHECK 1

Circle T (True) or F (False).

T F In affirmative statements, **used to** is used with all subjects.

AFFIRMATIVE STATEMENTS

SUBJECT	USED TO	BASE FORM OF VERB
I		
She	used to	wear jeans.
They		

NEGATIVE STATEMENTS

SUBJECT	DIDN'T USE TO	BASE FORM OF VERB
I		
She	didn't use to	wear jeans.
They		

CHART CHECK 2

Check the correct answer.

In questions, what form of **used to** is used?

- did . . . used to**
- did . . . use to**

YES/NO QUESTIONS

DID	SUBJECT	USE TO	BASE FORM
Did	you she they	use to	wear jeans?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I she they	did.	No,	I she they	didn't.

WH- QUESTIONS

WH- WORD	DID	SUBJECT	USE TO	BASE FORM
What	did	you she they	use to	wear?

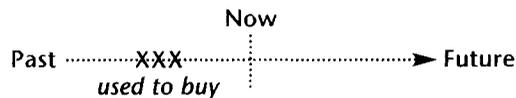
EXPRESS

Circle the words to complete these sentences.

- He used to / uses to wear baggy jeans.
- Did you use to / used to shop for clothes with your friends?
- What did your parents use to saying / say about your clothes?

Grammar Explanations**Examples**

1. Use **used to** + base form of the verb to talk about **past habits** or **past situations** that no longer exist in the present.



- **BE CAREFUL!** **Used to** always has a past meaning. There is no present tense form.

- Leo **used to buy** baggy jeans.
(In the past, he often bought baggy jeans.
He *doesn't buy baggy jeans anymore*.)

2. We usually use **used to** in sentences that **contrast the past and the present**. We often emphasize this contrast by using time expressions such as **now**, **no longer**, and **not anymore** with the present tense.

- In his youth, Leo **used to be** thin.
NOT ~~Today Leo used to be thin.~~

- Jeans **used to come** only in blue.
Now you can buy them in any color.
- They **used to live** in Genoa, but they **no longer** live there.
- She **used to wear** a size 6, but she **doesn't anymore**.

3. **BE CAREFUL!** Form **questions** with **did + use to**.

Form the **negative** with **didn't + use to**.

USAGE NOTE: **Used to** is more common in affirmative statements than in negative statements or questions.

- **Did you use to** wear jeans?
NOT ~~Did you used to wear jeans?~~
- They **didn't use to** come in different colors.
NOT ~~They didn't used to come ...~~

4. **BE CAREFUL!** Do not confuse **used to** + base form of the verb with the following expressions:

be used to (be accustomed to)

get used to (get accustomed to)

- I **used to wear** tight jeans.
(It was my past habit to wear tight jeans.)
- I'm **used to wearing** tight jeans.
(It is normal for me to wear tight jeans.)
- I **got used to wearing** tight jeans last year.
(I got accustomed to wearing tight jeans.)

1

IDENTIFY • Read this fashion article. Underline all the examples of **used to** that refer to a habit in the past.

In many ways, fashion used to be much simpler. Women didn't use to wear pants to the office, and men's clothes never used to come in bright colors. People also used to dress in special ways for different situations. They didn't use blue jeans as business clothes or wear jogging suits when

they traveled. Today you can go to the opera and find some women in evening gowns while others are in blue jeans. Even buying jeans used to be easier—they came only in blue denim. I'm still not used to buying green jeans and wearing them to work!

2

CHOOSE & COMPLETE • Look at these pictures from an old magazine. Use the verbs in the box with **used to**. Write one sentence about each picture.

~~be~~ carry dance dress have wear



1. Women's skirts used to be long and formal.



2. All men used to have long hair.



3. Children used to like adults.



4. Men and women used to dance at formal balls.



5. Women used to wear many petticoats under their skirts.



6. Men used to carry walking sticks.

3

ASK & ANSWER • Look at the information about sneakers from 1922. Complete the FAQs*. Use the correct form of **used to**.



STYLE	HIGH-TOP	LOW-TOP
MEN'S	98¢	89¢
WOMEN'S	38¢ WHITE	79¢
	95¢ BLACK	
BOYS' AND GIRLS'	85¢ SMALL	73¢ SMALL
	89¢ LARGE	79¢ LARGE
CHILDREN'S	—	65¢

- Q:** Did sneakers use to come in many colors?
(sneakers / come in many colors?)

A: No. Only in white and black.
- Q:** How many styles did they use to come in?

A: _____
- Q:** _____
(How much / pair of men's high-tops / cost?)

A: _____
- Q:** What about women's sneakers? Did they use to cost the same as men's?

A: _____
- Q:** What kind of sneakers did children use to wear?

A: _____
- Q:** How many sizes did there use to be for boys and girls?

A: _____

*FAQs = Frequently Asked Questions

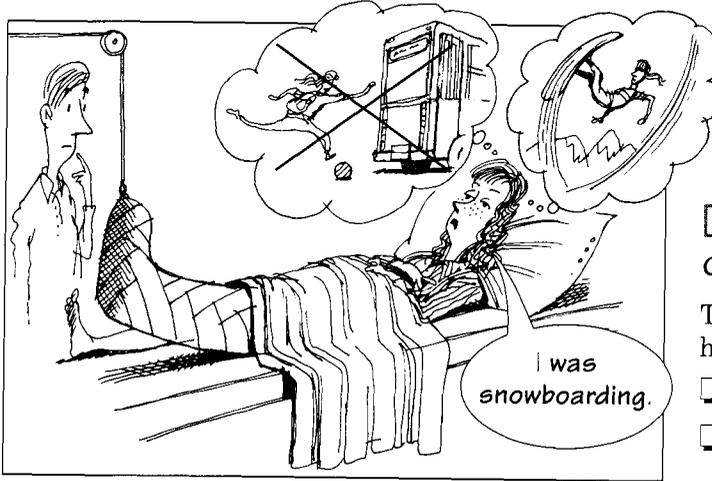
4

EDIT • Read this student's journal. Find and correct five mistakes in the use of **used to**. The first mistake is already corrected.

○	<p>When I was younger, clothing didn't ^{use}used to be a problem. All the girls at my school used to wore the same uniform. I used to think that it took away from my freedom of choice. Now I can wear what I want, but clothes cost so much! Even blue jeans, today's "uniform," used to be cheaper. My mom uses to pay less than \$20 for hers. I guess they didn't used to sell designer jeans back then. You know, I was used to be against school uniforms, but now I'm not so sure!</p>
---	--

UNIT 9

Past Progressive



CHECK POINT

Check the correct answer.

The girl in the hospital bed is giving her version of

- what she usually did in the past.
- what she was doing at the time of her accident.

CHART CHECK 1

Circle T (True) or F (False).

T F The past progressive is made up of the past tense of **be** + base form of the verb.

STATEMENTS

SUBJECT	BE	(NOT)	BASE FORM OF VERB + -ING
I/He/She/It	was	(not)	jumping. falling.
We/You*/They	were		

*You is both singular and plural.

CHART CHECK 2

Check the correct answer.

In questions, the verb **be** comes:

- after the subject
- before the subject

YES/NO QUESTIONS

BE	SUBJECT	BASE FORM + -ING
Was	she	jumping? falling?
Were	you	

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	she	was.	No,	she	wasn't.
	we	were.		we	weren't.

WH- QUESTIONS

WH- WORD	BE	SUBJECT	BASE FORM + -ING
Where	was	she	jumping? falling?
When			
Why	were	you	
How long			

EXPRESS CHECK

Complete this conversation with the past progressive form of the verb **stay**.

A: Where _____ you _____?

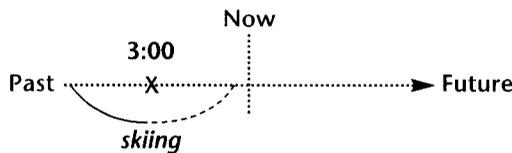
B: I _____ at a resort in Colorado.

Grammar Explanations

Examples

1. Use the **past progressive** to describe an action that was in progress at a specific time in the past. The action began before the specific time and may or may not continue after the specific time.

- A:** What **were** you **doing** at 3:00?
B: We **were skiing**.
C: I **was eating** lunch at 3:00.

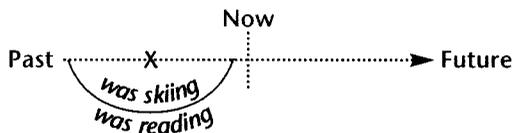


- **BE CAREFUL!** Non-action verbs are not usually used in the progressive.
(For a list of common non-action verbs, see Appendix 2 on page 337.)

- I **had** a headache last night.
 NOT † ~~was having~~ a headache last night.

2. Use the **past progressive with while** to talk about two actions in progress at the same time in the past. Use the past progressive in both clauses.

- **While** he **was skiing**, I **was reading**.
 OR
 ■ I **was reading** **while** he **was skiing**.



USAGE NOTE: In informal conversation, some people use **when** with the past progressive.

- Sorry, I **wasn't listening** **when** you **were talking**.

3. Use the **past progressive** to focus on the duration of an action, not its completion.
 Use the **simple past tense** to focus on the completion of an action.

- Sheila **was reading** a book last night.
(We don't know if she finished the book.)
 ■ Sheila **read** a book last night.
(She probably finished the book.)



TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows. Write a question mark (?) if there is not enough information.

1. While Tanya was watching the Winter Olympics on TV, Mikael was shoveling snow.
 ___ F ___ First Mikael finished shoveling snow. Then Tanya started watching TV.
2. In this photo, I was putting on my boots.
 _____ I was wearing boots in the photo.
3. At 5:00, they were drinking hot chocolate by the fire.
 _____ We don't know when they started drinking hot chocolate.
4. Last night, I was reading an article about skiing in Morocco.
 _____ I finished the article.
5. At 10:00, he drank a cup of coffee.
 _____ He finished the coffee.
6. It was snowing while she was taking the photograph.
 _____ First she took the photograph. Then it started to snow.



DESCRIBE • Fritz and Karyn were at a ski café. Write about the picture. Use the past progressive.

1. Fritz _____ was wearing a hat.
 (wear / a hat)
2. Karyn _____ wasn't wearing a hat.
 (wear / a hat)
3. They _____ _____
 (sit / outside)
4. It _____ _____
 (snow)
5. They _____ _____
 (wear / sunglasses)
6. They _____ _____
 (wear / their gloves)
7. The waiter _____ _____
 (serve / drinks)
8. He _____ _____
 (serve / lunch)
9. Karyn _____ _____
 (smile)
10. She _____ _____
 (hold / a cell phone)



3

COMPLETE • Mountain Sports Magazine (MS) interviewed the snowboarding champion, Rosie Happ (RH). Complete the interview with the correct form of the verbs in parentheses and with short answers.

MS: Congratulations! You just became a semi-finalist for the Olympic snowboarding team. Were you expecting to get this far in the competition?
1. (expect)

RH: No, I wasn't. During the trials, I _____ from a bad cold. By the last day, I _____ very well. That's what I thought, anyway.
2. (recover)
3. (recover)
4. (not perform)

MS: What _____ you _____ while you _____ for the announcement?
5. (think) 6. (wait)

RH: Actually, I _____ about the competition at all. Some friends and I _____ a movie.
7. (not think) 8. (watch)

MS: You're pretty new to this sport. Where _____ you _____ at this time last year?
9. (snowboard)

RH: In Switzerland. I _____ Barrett Christie and _____ about being that good.
10. (watch) 11. (dream)

MS: _____ he _____ for the Olympics at that time?
12. (practice)

RH: Yes, he _____. And he was amazing.
13.

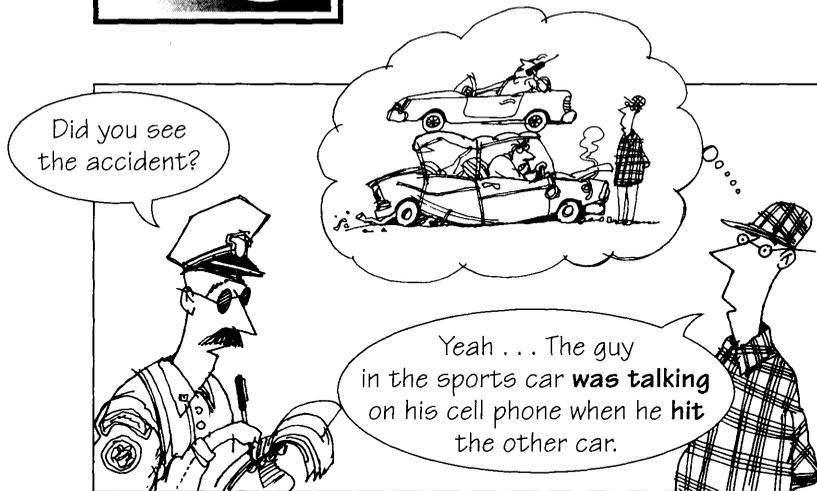
4

EDIT • Read this journal entry. Find and correct eight mistakes in the use of the past progressive. The first mistake is already corrected.

Tonight, Sheila and I ~~was~~^{were} looking at some photographs from my snowboarding trip with Fritz's family last year. By the end of the evening, we laughing like crazy. That was my first experience on a snowboard, so the pictures were pretty embarrassing. In one shot, I was came down the slope on my back. In another one, my board were falling out of the ski lift while I was riding up the slope. Fritz was taking that picture from the lift entrance. Good thing he not standing right under me! Where was I when Fritz was falling down the slope? I guess I wasn't carry my camera. It was amazing how fast Fritz's girlfriend, Karyn, learned that weekend. She was doing jumps by the second day. By that time, I spent a lot of time at the ski café.

UNIT 10

Past Progressive and Simple Past Tense



CHECK POINT

Number these statements in the correct time order.

- _____ There was a car accident.
- _____ The driver of the sports car was on the phone.

CHART CHECK

Circle T (True) or F (False).

Use **while** to introduce

T F a simple past tense action.

T F a past progressive action.

PAST PROGRESSIVE AND SIMPLE PAST TENSE

PAST PROGRESSIVE	WHEN	SIMPLE PAST TENSE
He was speeding	when	the accident happened .

SIMPLE PAST TENSE AND PAST PROGRESSIVE

SIMPLE PAST TENSE	WHILE	PAST PROGRESSIVE
The accident happened	while	you were driving .

SIMPLE PAST TENSE AND SIMPLE PAST TENSE

SIMPLE PAST TENSE	WHEN	SIMPLE PAST TENSE
The police came	when	the accident happened .

PAST PROGRESSIVE AND PAST PROGRESSIVE

PAST PROGRESSIVE	WHILE	PAST PROGRESSIVE
They were talking	while	they were driving .

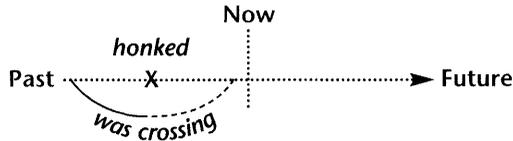
EXPRESS CHECK

Circle the correct words to complete these sentences.

- When / While the car crashed, he hit his head.
- How fast was he driving / did he drive when the accident occurred?

Grammar Explanations

1. Use the **past progressive with the simple past tense** to talk about an action that was interrupted by another action. Use the simple past tense for the interrupting action.

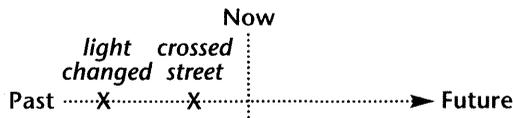


Use **when** to introduce the simple past tense action OR use **while** to introduce the past progressive action.

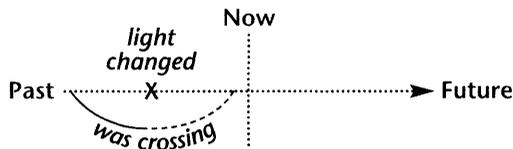
- I **was crossing** the street when the driver **honked** his horn.
- They **were driving** too fast when they **crashed**.

- He was speeding **when** the light **turned** red.
- **While** he **was speeding**, the light **turned** red.

2. **BE CAREFUL!** Notice the difference in meaning between these two different sentences.

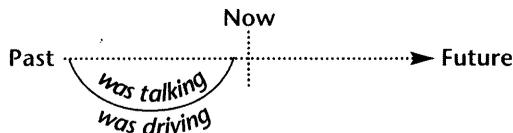


- **When** the light **changed**, I **crossed** the street.
(First the light changed. Then I crossed the street.)



- **When** the light **changed**, I **was crossing** the street.
(First I was crossing the street. Then the light changed.)

3. Use the **past progressive with while** to talk about two actions in progress at the same time in the past. Use the past progressive in both clauses.



- Lin **was talking** on the phone **while** he **was driving**.
- They **weren't paying** attention **while** they **were crossing** the street.

4. The **time clause** (the part of the sentence beginning with **when** or **while**) can come at the beginning or the end of the sentence. The meaning is the same.

Use a **comma** after the time clause when it comes at the beginning of the sentence.

- **When you called**, I was leaving.
- I was leaving **when you called**.
- **While he was driving**, he was talking.
- He was talking **while he was driving**.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

A **B** C D

(A) drink

(C) is drinking

(B) drinks

(D) was drinking

1. Roger _____ me at 9:00 last night. A B C D
 (A) called (C) used to called
 (B) calls (D) calling
2. Sara didn't hear the phone. She _____. A B C D
 (A) sleeps (C) used to sleep
 (B) slept (D) was sleeping
3. There _____ a lot of people in the park yesterday. A B C D
 (A) are (C) was
 (B) is (D) were
4. One day last March, I _____ a very strange letter. A B C D
 (A) did get (C) used to get
 (B) got (D) was getting
5. Where _____ to school? A B C D
 (A) did you go (C) you go
 (B) you did go (D) you went
6. Claude didn't _____ in Canada. A B C D
 (A) lived (C) used to live
 (B) use to live (D) used to living
7. Rick left class early because he _____ a headache. A B C D
 (A) had (C) used to have
 (B) have (D) was having
8. As soon as the light turned red, she _____ the car. A B C D
 (A) did stop (C) stops
 (B) stopped (D) was stopping
9. They _____ when the fire alarm rang. A B C D
 (A) cook (C) was cooking
 (B) cooked (D) were cooking
10. Johnny _____ the paper when I interrupted him. A B C D
 (A) read (C) was reading
 (B) reads (D) were reading

11. —Did you watch TV last night? A B C D
 — _____ I was studying for a test.
 (A) Yes, I did. (C) No, I didn't.
 (B) Yes, I was. (D) No, I wasn't.
12. I remember you. You _____ to go to school here. A B C D
 (A) use (C) were using
 (B) used (D) were used

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

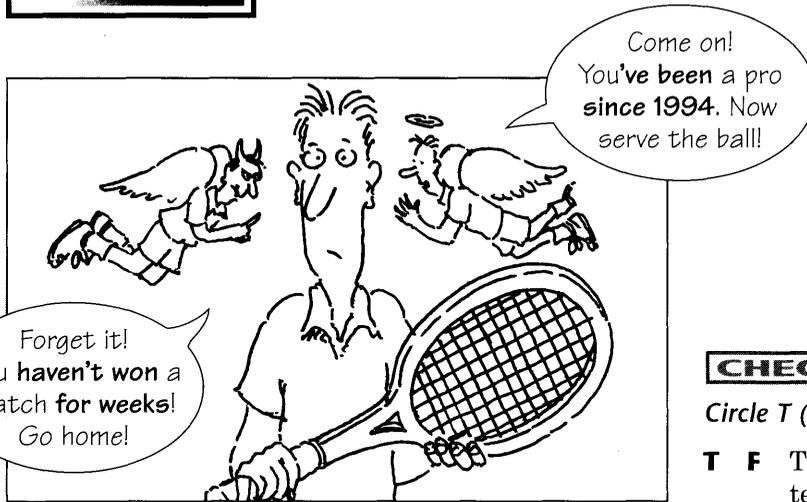
Mike usually drives to school, but today he walks.

A B C **D**

13. Why did you called him last week? A B C D
 A B C D
14. They were watching TV while I were reading. A B C D
 A B C D
15. What are you doing last night at 8:00? A B C D
 A B C D
16. The doctor called this morning while you slept. A B C D
 A B C D
17. It was no raining when the game began. A B C D
 A B C D
18. Paul was drying the dishes when he was dropping the plate. A B C D
 A B C D
19. When Gloria were four, she used to pretend she had a horse. A B C D
 A B C D
20. What do you use to do when you felt afraid? A B C D
 A B C D
21. As soon as the alarm clock rang, she woke up and was getting out of bed. A B C D
 A B C D
22. Once when I was ten, I used to get sick and went to the hospital. A B C D
 A B C D
23. While I driving home, I turned on the car radio and heard about the accident. A B C D
 A B C D
24. What did you do, while you were living in Spain? A B C D
 A B C D
25. Pete and Andy were driving to work when they were seeing the accident. A B C D
 A B C D

UNIT 11

Present Perfect: Since and For



CHECK POINT

Circle T (True) or F (False).

T F The man is still a professional tennis player.

CHART CHECK 1

Check the correct answer.

The present perfect is made up of two parts:

- have** + past tense
- have** + past participle

The regular form of the past participle is:

- base form of verb + **-d** or **-ed**
- base form of verb + **-en**

STATEMENTS

SUBJECT	HAVE	(NOT)	PAST PARTICIPLE		SINCE/FOR
I/We/You*/They	have	(not)	lived played been†	here	since May. for a long time.
He/She/It	has				

* You is both singular and plural.

† Been is an irregular past participle. For a list of irregular verbs, see Appendix 1 on pages 336–337.

YES/NO QUESTIONS

HAVE	SUBJECT	PAST PARTICIPLE		SINCE/FOR
Have	they	lived played been	here	since May? for a long time?
Has	he			

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	he	has.		he	hasn't.

NOTE: For contractions with *have*, see Appendix 24 on page 346.

CHART CHECK 2

Check the correct answer.

For is used with:

- a point of time
- a length of time

WH- QUESTIONS				
WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How long	have	they	lived been	here?
	has	he		

SHORT ANSWERS

Since January.
For a few months.

EXPRESS CHECK

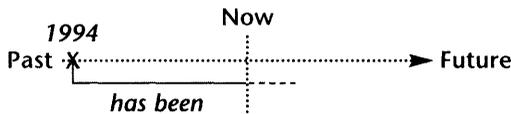
Look at the past participles. Check the correct column.

	Regular	Irregular		Regular	Irregular
driven	<input type="checkbox"/>	<input type="checkbox"/>	won	<input type="checkbox"/>	<input type="checkbox"/>
competed	<input type="checkbox"/>	<input type="checkbox"/>	tried	<input type="checkbox"/>	<input type="checkbox"/>

Grammar Explanations

Examples

1. Use the **present perfect** with *since* or *for* to talk about something that began in the past and continues into the present (and may continue into the future).



- Martina Hingis **has been** a professional tennis player *since* 1994.
- She **has been** a professional tennis player *for* years.
(She began her professional career years ago, and she is still a professional player.)

2. Use the present perfect with ***since* + point in time** (*since 5:00, since Monday, since 1994*) to show when something started.

- She **has earned** millions of dollars *since 1994*.

3. ***Since*** can also introduce a **time clause**.

When the action in the time clause ended in the past, use the simple past tense.

When the action in the time clause began in the past but continues into the present, use the present perfect.

- Martina **has loved** sports *since she was a child*.
- She has won many tennis tournaments ***since*** she **moved** from Slovakia.
(She doesn't live there anymore.)
- She has become extremely successful ***since*** she **has been** in Switzerland.
(She still lives in Switzerland.)

4. Use the present perfect with ***for* + length of time** (*for ten minutes, for two weeks, for years, for a long time*) to show how long a present condition has lasted.

- Martina's mother **has been** her coach *for many years*.

1

IDENTIFY • Read about tennis star Martina Hingis. Underline all the verbs in the present perfect. Circle all the time expressions with **since** or **for**.

Martina Hingis picked up her first tennis racket at the age of two. (Since then), she has become one of the greatest tennis players in the world. Born in Slovakia, she has lived in Switzerland for many years. She became the outdoor Swiss champion at age nine. Since then she has won many international competitions including Wimbledon, the U.S. Open, and the Australian Open.

For young stars like Martina, life has its difficulties. They are under constant pressure to win, and they don't have time to just hang out with classmates. In fact, Martina hasn't attended school since 1994, and she has been in the public spotlight for years. But she seems to be handling her success well. Since she turned professional, she has played tennis all over the world and has earned millions of dollars. She sees her life as normal because tennis has been the most important thing to her since she was a little girl.



2

COMPLETE & CHOOSE • Read this magazine excerpt about a child genius. Complete it with the present perfect form of the verbs in parentheses. Choose between **since** and **for**.

Thirteen-year-old Ronnie Segal has loved math since he was a little boy. "I am interested in numbers for nine years, five months, three weeks, and two days," says Ronnie. During the past year, Ronnie has attended graduate-level classes at the university. He hasn't done badly. In January he has taken five exams and hasn't gotten a grade of less than 100 on any of them. Since Ronnie began classes, he has met an average of 1,324 people a month. And his future? Young Ronnie hasn't thought about it for years. He knows since he was a little boy that he is going to become a famous sports announcer, get married, and have exactly 2.2 kids.

3

ASK & ANSWER • Complete the interview about Martina Hingis. Use the words in parentheses to write questions. Then answer the questions with information from Exercise 1.

1. (How long / she / play tennis?)

Q: How long has she played tennis?

A: Since she was two.

2. (How long / she / live in Switzerland?)

Q: _____

A: _____

3. (she / win any competitions / since the outdoor Swiss championship?)

Q: _____

A: _____

4. (she / attend school / since 1994?)

Q: _____

A: _____

5. (How much money / she / earn / since she began her career?)

Q: _____

A: _____

6. (How long / tennis / be important to her?)

Q: _____

A: _____

4

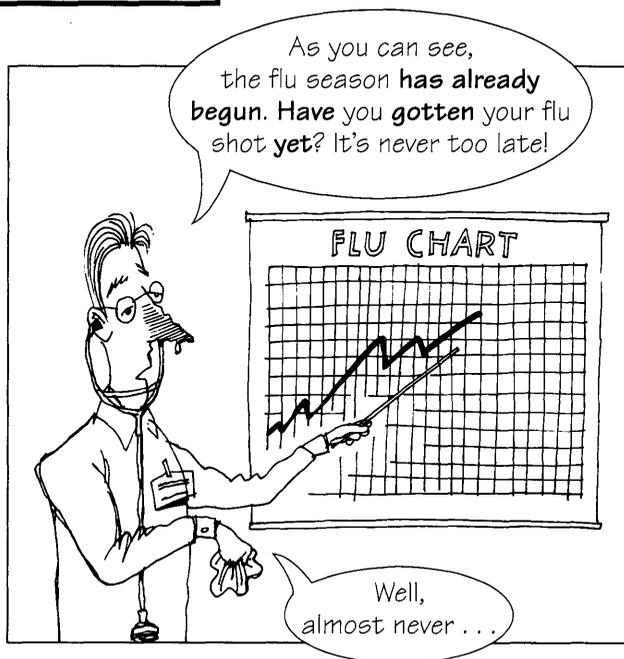
EDIT • Read this student's paragraph. Find and correct seven mistakes in the use of the present perfect. The first mistake is already corrected.

have been

I ~~am~~ in Ms. Rodriguez's physical education class since two months. I enjoy it a lot and have only miss two classes since the beginning of the semester. I especially like tennis, but since September we don't play because the weather have been too cold. I also like volleyball, and my team has win two games since we have started to compete with Lincoln High School. I'm looking forward to the next game.

UNIT 12

Present Perfect: Already and Yet



CHECK POINT

Circle T (True) or F (False).

T F The flu season will start soon.

CHART CHECK 1

Check the correct answer.

To say that something has happened before now,

use **already**.

use **yet**.

To say that something has not happened before now,

use **already**.

use **not . . . yet**.

AFFIRMATIVE STATEMENTS: ALREADY

SUBJECT	HAVE	ALREADY	PAST PARTICIPLE	
They	have	already	developed	a new flu vaccine.
It	has		saved	many lives.

NEGATIVE STATEMENTS: YET

SUBJECT	HAVE NOT	PAST PARTICIPLE		YET
They	haven't	finished	the interview	yet.
It	hasn't	ended		

CHART CHECK 2

Circle T (True) or F (False).

T F Yet is used in questions.

YES/NO QUESTIONS: YET

HAVE	SUBJECT	PAST PARTICIPLE		YET
Have	they	tested	the new vaccine	yet?
Has	it	gotten	approval	

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	it	has.		it	hasn't.

EXPRESS CHECK

Unscramble these words to form a question. Answer the question.

you • have • yet • lunch • had

_____ ?

Grammar Explanations

Examples

1. We often use the **present perfect** with **already** to talk about things that have happened before now.

A: Is your daughter going to get her flu shot?
B: She's **already gotten** it.

► **BE CAREFUL!** Do not use the present perfect with **already** when you mention a specific time in the past.

~~DON'T SAY: She's already gotten it last month.~~

Already usually comes between **have** and the past participle.

■ Researchers **have already discovered** cures for many diseases.

Already can also come at the end of the clause.

■ They've **made** a lot of progress **already**.

2. Use the **present perfect** with **not yet** to talk about things that have not happened before now.

■ They **haven't discovered** a cure for the common cold **yet**, but they hope to discover one in the future.

Notice that **yet** usually comes at the end of the clause.

■ The flu season **hasn't arrived yet**.

Yet can also come between **have not** and the past participle.

■ They **haven't yet discovered** a cure for the common cold.

3. We usually use **yet in questions** to find out if something has happened before now.

■ **Has** your son **gotten** his flu shot **yet**?

USAGE NOTE: Sometimes we use **already in a question** to express surprise that something happened sooner than expected.

■ **Has** he **already gotten** his flu shot? The flu season hasn't begun yet.

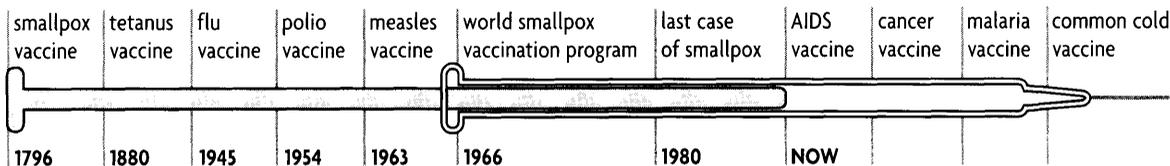
1

MATCH • Each cause has a probable result. Match the cause with the appropriate result.

Cause	Result
<u> e </u> 1. Tom has already gotten his flu shot, so he probably	a. is really hungry.
<u> </u> 2. Dr. Meier has already finished his interview, so he	b. may get the flu.
<u> </u> 3. Dr. Meier hasn't had lunch yet, so he	c. has left the TV studio.
<u> </u> 4. Randy hasn't gotten his shot yet, so he	d. isn't very hungry.
<u> </u> 5. Randy has already had lunch, so he	e. won't get the flu this year.

2

COMPLETE • Read these questions and answers from a magazine article. Complete them with the present perfect form of the verbs in parentheses plus **already** or **yet**. Use short answers.



Q: We plan to travel to the rain forest next year. *Have* they

 found a malaria vaccine *yet* ?

1. (find)

A: *No* , they *haven't* . Talk to your doctor about ways to prevent this disease.

2.

Q: My doctor told me I won't need another smallpox vaccination. I was surprised.

 smallpox completely *?*

3. (disappear)

A: , it .

4.

Q: They vaccines against the flu. What about the common cold?

5. (develop)

A: No. Because there are so many different cold viruses, they to develop a vaccine .

6. (not be able)

Q: There has been so much cancer research. anyone

 a successful vaccine *?*

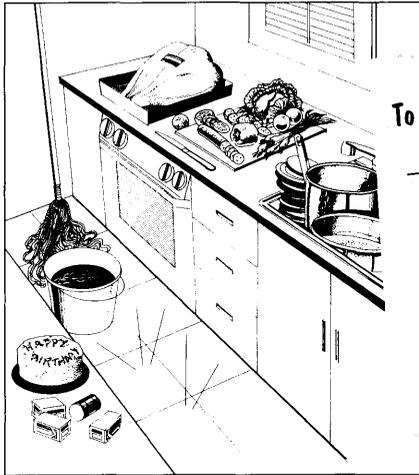
7. (make)

A: they . Researchers *have* made a lot of progress in recent years, however.

8.

3

DESCRIBE • Dr. Helmut Meier and his wife, Gisela, are planning a party. Look at their To Do lists and the pictures of their kitchen and dining room. Cross out the chores they have already done. Then write sentences about each item on their To Do lists.



To Do—Helmut

- ~~buy film~~
- bake the cake
- put the turkey in the oven
- mop the floor
- wash the dishes

To Do—Gisela

- vacuum the carpet
- buy flowers
- wash the windows
- hang the balloons
- wrap the gift



1. Helmut has already bought film. _____
2. Gisela hasn't vacuumed the carpet yet. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4

EDIT • Read this note from Gisela to Helmut. Find and correct six mistakes in the use of the present perfect with **already** and **yet**. The first mistake is already corrected.

Helmut—I'm in a hurry. I haven't ^{gone}~~went~~ shopping already, but I'll do it on the way home. Rita have already had dinner and she's already had her bath. Have you call Mr. Jacobson yet? He's called already three times today. His daughter has gotten her flu shot yet. Is it too late? See you later. G.

UNIT 13

Present Perfect: Indefinite Past

What's new on "Feldstein"?

Tune in Channel 4 tonight
at 8:00 and find out!



CHECK POINT

Check the correct answer.

The "Feldstein" cast is talking about things of importance to them

- now.
 in the past.

CHART CHECK 1

Circle T (True) or F (False).

T F You can use the present perfect without mentioning a specific time.

STATEMENTS

SUBJECT	HAVE	(NOT)	PAST PARTICIPLE	
They	have	(not)	appeared	on TV.
It	has		been	

For a complete presentation of present perfect forms, see Unit 11, pages 46-47.

CHART CHECK 2

Check the correct answer.

Never and **just** come:

- before the past participle
 at the end of the statement

STATEMENTS WITH ADVERBS

SUBJECT	HAVE (NOT)	ADVERB	PAST PARTICIPLE		ADVERB
They	have	<i>never</i> <i>just</i>	appeared	on TV.	
It	has		been		
They	have (not)		appeared	on TV	<i>lately.</i> <i>recently.</i>
It	has (not)		been		

CHART CHECK 3
 Circle T (True) or F (False).
T F **Ever** has to be used in *yes/no* questions.

YES/NO QUESTIONS			
HAVE	SUBJECT	(EVER)	PAST PARTICIPLE
Have	they	(ever)	acted?
Has	she		won?

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	they	have.	No,	they	haven't.
	she	has.		she	hasn't.

WH- QUESTIONS				
WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How often	have	they	acted	on this show?
Why	has	it	won	an award?

EXPRESS CHECK

Unscramble these words to form a question. Answer the question.

you • watched • Have • “The Simpsons” • ever

_____ ? _____

Grammar Explanations

Examples

1. Use the **present perfect** to talk about things that happened at an indefinite time in the past. You can use the present perfect when you don't know when something happened or when the specific time is not important.

- They've **won** several awards.
- I've **interviewed** the whole cast.
- She's **been** in a Hollywood movie.
- I've **seen** his show many times.

2. You can use **ever** with the **present perfect** to ask questions. It means at *any time up until now*.

Use **never** to answer negatively.

- A: **Have** you **won** an award?
 OR
Have you **ever won** an award?
 B: No, I've **never won** one.
 OR
 No, **never**.

3. Use the **present perfect** with **just**, **recently**, or **lately** to talk about events in the very recent past.

USAGE NOTE: In spoken American English people often use **just** and **recently** with the simple past tense to talk about indefinite time.

► **BE CAREFUL!** Do not use **just**, **recently**, or **lately** with the present perfect and a specific past time expression.

- We've **just gotten** back from Los Angeles.
- I've **recently signed** a contract to write a book.
- He **hasn't had** time **lately**.
- We **just got** back from Los Angeles.
- I've **recently gotten** back from Los Angeles.
 NOT I've recently gotten back from Los Angeles last Monday.



TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. I've recently joined the show.
 T I am a new cast member.
2. I have never been to Los Angeles.
 I went to Los Angeles a long time ago.
3. I've just finished Jimmy's book.
 I finished it a little while ago.
4. Have you ever seen this movie?
 I want to know when you saw the movie.
5. Arlene asks you, "Have you read any good books lately?"
 Arlene wants to know about a book you read last year.
6. She's visited New York several times.
 This is her first visit to New York.
7. She has become very popular.
 She is popular now.



CHOOSE & COMPLETE • Read this script from a scene from "Feldstein." Complete it with the present perfect form of the verbs in the box. Some verbs are used more than once.

have make stop talk travel want

URSULA: This is a nice restaurant. Have you had
 1.
 the steak?

JIMMY: No, but I 2. the spaghetti. I always have that. Actually
 I 3. eating meat. It's not that I love animals. I just hate
 plants. 4. you ever really 4. to a plant?
 They have absolutely nothing to say.

URSULA: Right. So, 5. you ever 5. to live outside
 of New York?

JIMMY: Outside of New York? Where's that? But seriously, I 6.
 never 6. to try another place. I love it here.

URSULA: But 7. you ever 7. to a different city?

JIMMY: No. Why should I do that? You like it here too, right?

URSULA: It's OK, but I 8. to other places too. It's a big world!

JIMMY: I like it right here. Say, 9. you 9. plans
 for tomorrow night? How about dinner? Same time, same place . . .

3

ASK & ANSWER • Complete the XYZ Network online interview with Jake Stewart, the actor who plays the part of Gizmo on Jimmy's show. Use the words in parentheses and the present perfect form of the verb.

XYZ: Welcome to Live Studio, Jake. You've become very famous.

How many online interviews have you done?

1. (How many / online interviews / do?)

JAKE: None! _____ . Very exciting!

2. (never even / be/ in a chat room)

XYZ: _____

3. (How / change / as an actor?)

JAKE: I work with a group, so _____

4. (become / a better team player lately)

XYZ: As a comic actor, _____

5. (who / be / your role model?)

JAKE: Hard to say. _____

6. (Charlie Chaplin / have / great influence on me)

XYZ: _____

7. (What / be / your best moment on this show?)

JAKE: Well, you know, _____ . That was fantastic.

8. (Jimmy / just / win / the Emmy)

XYZ: All in all, _____

9. (what / find / most rewarding about this experience?)

JAKE: Free coffee! No, really, _____

10. (meet / some fantastic people on this show)

4

EDIT • Read this message from an online message board. Find and correct seven mistakes in the use of the present perfect. The first mistake is already corrected.

Feldstein Fan Chat

Subj.: Re: Jimmy's Blind Date
 From: Yikes123
 I've just ^{watched} ~~watch~~ the Blind Date episode on Feldstein! Have you never seen anything so funny? I LOVE this show! It's the best show I have ever saw in my life. I really enjoyed it lately. By the way, have you notice that Jimmy and Arlene are beginning to get along? I think Jimmy have started to really like her. Last night Arlene has moved right next door to Jimmy, but he doesn't know it yet! I can't wait to see what happens on the next episode. Does anyone know when Jimmy's book is coming out?

JOE: Right! And it _____ us at all, remember? Listen, why don't you relax now? _____ you _____ that special coffee yet?

MARIA: _____. In fact, I _____ five cups today, and it's still early. And yesterday I _____ at least six. I'm really wired now.

JOE: Then have some herbal tea, and I'll see you tomorrow.



ASK & ANSWER • Lifestyle Magazine (LM) is interviewing Joe and Maria. Complete the interview using the words in parentheses and information from Exercise 1. Choose between the present perfect and the simple past tense.

LM: When did you get married?

 1. (When / get married?)

JOE: We got married in 1995.

LM: Did you live in Boston after that?

 2.

MARIA: Yes, we did.

 3. (live / in Boston after that?)

LM: _____

 4.

MARIA: _____

 5. (start your business / before your marriage?)

LM: _____

 6.

MARIA: _____

 7. (How long / own your own business?)

LM: _____

 8.

JOE: _____

 9. (When / you / find your job in Los Angeles?)

LM: _____

 10.

MARIA: _____

 11. (your commuter marriage / be very difficult?)

_____!
 12.



EDIT • Read this entry from Maria's journal. Find and correct six mistakes in the use of the present perfect and the simple past tense. The first mistake is already corrected.

Thursday, December 28

It's 8:00 P.M. It ^{'s been} ~~was~~ a hard week, and it's not over yet! I still have to finish that report. I've started it last Monday, but so far, I've wrote only five pages. And it's due next week! Work was so difficult lately. I've worked late every night this week. I'm tired, and I haven't gotten much sleep last night. I miss Joe. I've seen him last weekend, but it seems like a long time ago.

UNIT 15

Present Perfect Progressive



Ty Warner **has been making** Beanie Babies since 1993, and people **have been collecting** them since then.

CHECK POINT

Check the correct sentence.

- Ty Warner doesn't make Beanie Babies anymore.
- People are still collecting Beanie Babies.

CHART CHECK 1

Circle T (True) or F (False).

T F The present perfect progressive always has the word **been**.

STATEMENTS

SUBJECT	HAVE	(NOT)	BEEN	BASE FORM OF VERB + -ING		SINCE/FOR
I/We/You*/They	have	(not)	been	collecting making	toys them	since 1992. for a long time.
He/She/It	has					

*You is both singular and plural.

CHART CHECK 2

Check the correct answer.

In questions, which parts of the verb come after the subject?

- have been**
- been + base form + -ing**

YES/NO QUESTIONS

HAVE	SUBJECT	BEEN	BASE FORM + -ING		SINCE/FOR
Have	you	been	collecting making	toys them	since 1992? for a long time?
Has	he				

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	we	have.	No,	we	haven't.
	he	has.		he	hasn't.

WH- QUESTIONS					
WH- WORD	HAVE	SUBJECT	BEEN	BASE FORM + -ING	
How long	have	you	been	collecting	toys?
	has	he		making	them?

EXPRESS CHECK

Complete these conversations.

A: How long _____ he been living here?

B: _____ a long time.

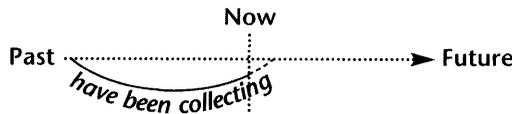
A: I've _____ collecting coins since last year.

B: Really? Have you been _____ foreign coins?

Grammar Explanations

Examples

1. Use the **present perfect progressive** to talk about things that started in the past and continue up to the present. The situation is usually not finished, and it will probably continue into the future.



■ I've **been collecting** Beanie Babies for four years. (I started collecting them four years ago, and I'm still collecting them.)

REMEMBER! Non-action verbs are usually not used in the progressive.

■ I've **owned** this doll for years.
NOT ~~I've been owning~~ this doll for years.

2. Use the **present perfect progressive** to describe things that have stopped very recently. The action is not happening right now, but you can still see the results of the action.

■ The kids **have been playing** here. Their toys are all over the room.
■ It's **been raining**. The streets are still wet.

Check it out!

For a list of common non-action verbs, see Appendix 2 on page 337.

1

CHOOSE • Read each numbered statement. Then circle the letter of the sentence (a) or (b) that best describes the information in the statement.

1. Gina has been collecting stamps since high school.
 - a. Gina stopped collecting stamps.
 - b.** Gina still collects stamps.
2. Enrico has been writing an article about toys.
 - a. The article is finished.
 - b. The article isn't finished yet.
3. They've been selling a lot of Pokémon toys.
 - a. People are still buying Pokémon toys.
 - b. The Pokémon fad is finished.
4. Enrico looked out the window and said, "It's been raining."
 - a. It's definitely still raining.
 - b. It's possible that it stopped raining a little while ago.
5. It's been raining since 6:00.
 - a. It's still raining.
 - b. It stopped raining a little while ago.
6. They've been playing for hours.
 - a. They stopped playing.
 - b. They're still playing.

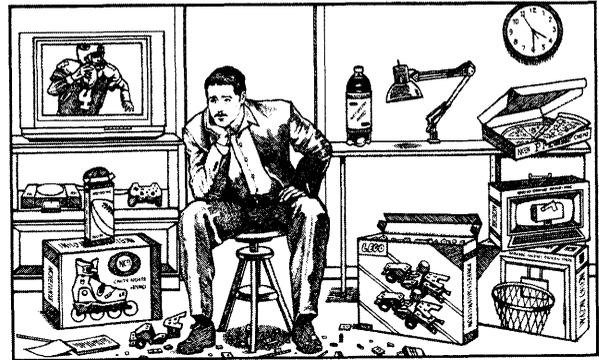
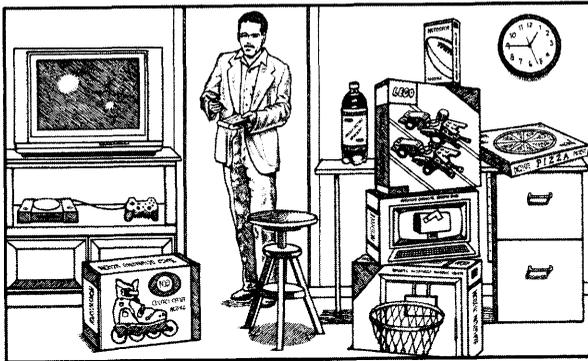
2

COMPLETE • Enrico Sanchez (ES) interviewed the manager of Toys and Us (TAU). Complete the interview with the present perfect progressive form of the verbs in parentheses. Use short answers when appropriate.

- ES: So, _____ have _____ you _____ been selling _____ a lot of toys this season? _____
1. (sell)
- TAU: _____ Yes, we have _____, Enrico. In fact, Pokémon toys and games _____
2. _____ out of the store. They're our most popular item right now. 3. (fly)
- ES: In case one of our viewers _____ on Mars, could you explain
4. (live) what Pokémon toys are?
- TAU: Haha. I bet the company _____ Pokémon to Mars too. This product
5. (send) started out in Japan as a computer game. Since 1996, the characters
6. (appear) _____ in collectors' cards, board games—you name it.
- ES: Why _____ this fad _____ people all over the world?
7. (attract)
- TAU: Well, my husband _____ these products for our children because
8. (choose) the characters are cute and not violent. Maybe that's why.
- ES: How about Power Rangers? _____ people _____ in
9. (stand) line for them?
- TAU: _____ People _____ for Power Rangers very
10. _____ much anymore. 11. (not ask)

3

DESCRIBE • Look at the two pictures of journalist Enrico Sanchez. Write sentences describing what has been going on. Use the present perfect progressive form of the verbs in parentheses. Choose between affirmative and negative forms.



1. He's been doing research on new toys.
(do research on new toys)
2. _____
(test the inline skates)
3. _____
(shoot baskets)
4. _____
(eat pizza)
5. _____
(drink soda)
6. _____
(build a racing car)
7. _____
(play video games)
8. _____
(send e-mail messages)

4

EDIT • Read the thank-you note. Find and correct six mistakes in the use of the present perfect progressive. The first mistake is already corrected.

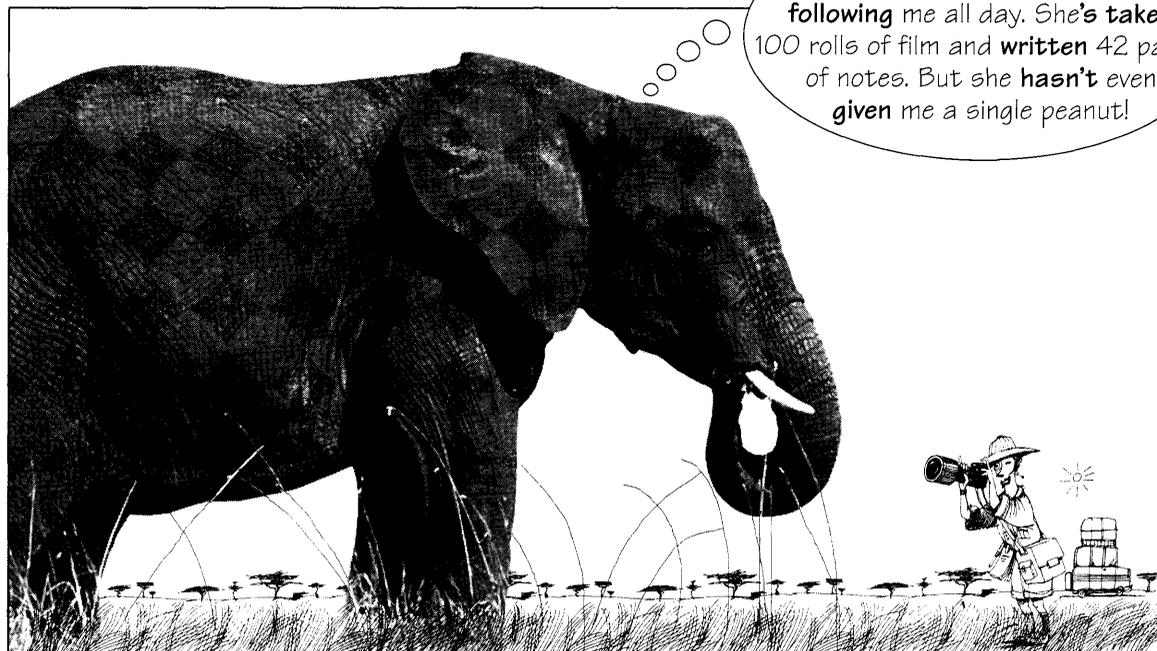
Dear Aunt Toni,

Thank you very much for the Pokémon cards. My friend and I have been ^{playing} ~~play~~ with them all day. So far, I am been winning. I really love Pokémon. My Mom been buying the toys for us because she thinks they're cute too. All my friends were collecting the cards for months now. Tonya loves the computer game you sent too. She've been asking me to play with her, but I've been having too much fun with my cards. How have you been? I've been thought about you a lot. I hope you can come and visit us soon.

Love,
Patrick

UNIT
16

Present Perfect and Present Perfect Progressive



CHECK POINT

Circle T (True) or F (False).

The woman is finished

T F following the elephant.

T F taking 100 rolls of film.

CHART CHECK

Circle T (True) or F (False).

T F In some sentences you can use either the present perfect or the present perfect progressive.

PRESENT PERFECT

Elephants **have roamed** the earth for thousands of years.
I've **read** two books about elephants.
Dr. Owen **has written** many articles.
She's **lived** in many countries.

PRESENT PERFECT PROGRESSIVE

Elephants **have been roaming** the earth for thousands of years.
I've **been reading** this book since Monday.
She's **been writing** articles since 1990.
She's **been living** in France for a year.

EXPRESS CHECK

Complete this conversation with the verb **eat** and a short answer.

A: He's been _____ all morning!

B: What _____ he _____ eating?

A: Peanuts. He _____ eaten five bags of peanuts!

B: _____ he eaten the whole supply?

A: _____, he _____. There are still ten bags left.

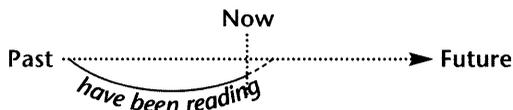
Grammar Explanations

Examples

1. The **present perfect** often shows that something is finished. It focuses on the result of the action.



The **present perfect progressive** often shows that an activity is unfinished. It focuses on the continuation of an action.



■ I've read a book about elephants.
(I finished the book.)

■ She's written an article.
(She finished the article.)

■ I've been reading a book about elephants.
(I'm still reading it.)

■ She's been writing an article.
(She's still writing it.)

2. We often use the **present perfect** to talk about
— how much someone has done.
— how many times someone has done something.
— how many things someone has done.

■ I've read **a lot** about it.
■ I've been to Africa **twice**.
■ She's written **three** articles.

We often use the **present perfect progressive** to talk about how long something has been happening.

■ I've been reading books on elephants **for two months**.

► **BE CAREFUL!** We usually do not use the present perfect progressive when we mention a number of completed events.

■ I've read that book **twice**.
NOT I've been reading that book twice.

3. Sometimes you can use either the **present perfect** OR the **present perfect progressive**. The meaning is basically the same. This is especially true when you use verbs such as **live, work, study, and teach** with **for** or **since**.

■ She's studied elephants **for** two years.
OR
■ She's been studying elephants **for** two years.
(In both cases, she started studying elephants two years ago and she is still studying them.)

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Professor Owen has been reading a book about elephants.
 F She finished the book.
2. She's read a book about elephants.
 _____ She finished the book.
3. She's written a magazine article about the rain forest.
 _____ She finished the article.
4. She's been waiting for some supplies.
 _____ She received the supplies.
5. They've lived in Uganda since 1992.
 _____ They are still in Uganda.
6. They've been living in Uganda since 1992.
 _____ They still live in Uganda.

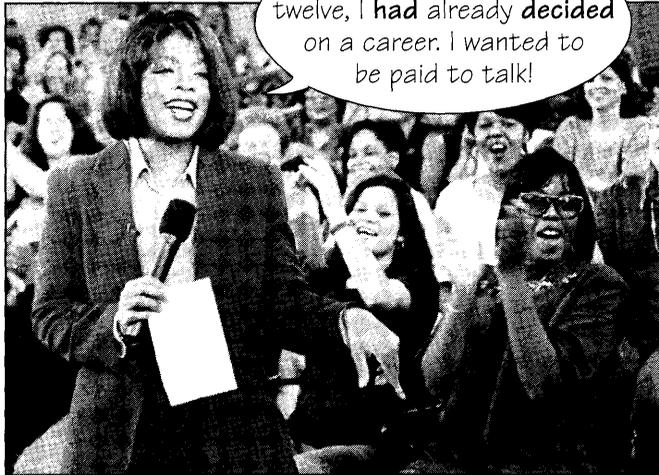
2

CHOOSE • Here are some statements about Professor Owen's work. Circle the correct form of the verbs to complete these statements. In some cases, both forms are correct.

1. Professor Owen is working on two articles for *National Wildlife Magazine*. She has written / has been writing these articles since Monday.
2. *National Wildlife Magazine* has published / has been publishing its annual report on the environment. It's an excellent report.
3. Five hundred and sixty African elephants have already died / have been dying this year.
4. Professor Owen has given / has been giving many talks about wildlife preservation in past lecture series.
5. She has spoken / has been speaking at our school many times.
6. Professor Owen was late for a meeting. When she arrived the chairperson said, "At last, you're here. We have waited / have been waiting for you."
7. Professor Owen has lived / has been living in England for the last two years.
8. She has worked / has been working with environmentalists in England and France.
9. Congress has created / has been creating a new study group to discuss the problem of endangered animals. The group has already met twice.

UNIT 17

Past Perfect



Talk-show host Oprah Winfrey with her TV audience.

By the time I turned twelve, I **had** already **decided** on a career. I wanted to be paid to talk!

CHECK POINT

Check the event that happened first.

- Oprah turned twelve.
- Oprah decided on a career.

CHART CHECK 1

Circle T (True) or F (False).

T F The past perfect uses **had** for all subjects.

STATEMENTS

SUBJECT	HAD (NOT)	PAST PARTICIPLE	
I/He/She/We/You*/They	had (not)	decided	by then.
It		been	easy.

*You is both singular and plural.

CHART CHECK 2

Check the correct answer.

In past perfect questions, where does **had** go?

- before the subject
- after the subject

YES/NO QUESTIONS

HAD	SUBJECT	PAST PARTICIPLE	
Had	she	decided	by then?
	it	been	easy?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	she	had.	No,	she	hadn't.
	it			it	

WH- QUESTIONS

WH- WORD	HAD	SUBJECT	PAST PARTICIPLE	
Why	had	she	decided	to be a talk-show host?
		it	been	easy?

EXPRESS CHECK

Complete this conversation with the verb **arrive**.

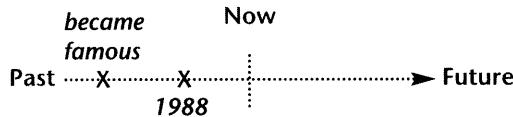
A: Had she _____ by 9:00?

B: No, she _____.

Grammar Explanations

Examples

1. Use the **past perfect** to show that something happened before a specific time in the past.



- By 1988 Oprah Winfrey **had become** famous.
- It was 1985. She **had already been** in a Hollywood film.

2. The **past perfect** always shows a relationship with another past event.

Use the past perfect for the earlier event. Use the simple past tense for the later event.

- **BE CAREFUL!** In these sentences with **when**, notice the difference in meaning between the simple past tense and the past perfect.

- In 1990 Oprah **invited** Matt on the show. He **had been** an author for two years. (*He was an author before 1990.*)
- By the time Jill **got** home, "The Oprah Winfrey Show" **had finished**.
- **When** the show ended, she **left**. (*First the show ended. Then she left.*)
- **When** the show ended, she **had left**. (*First she left. Then the show ended.*)

3. **Already, yet, ever,** and **never** are often used with the past perfect to emphasize the event which occurred first.

- I saw *The Color Purple* last night. I **had never seen** it before.
- Jason **had already seen** it.

4. When the time relationship between two past events is clear, you can use the **simple past tense for both events**. The meaning is usually clear when you use **after, before,** or **as soon as** to connect the events.

- **After** Oprah **had appeared** in *The Color Purple*, she **got** a part in another movie.
- OR
- **After** Oprah **appeared** in *The Color Purple*, she **got** a part in another movie.

5. We often use the **past perfect** with **by** (a certain time).

- **By 1966** Oprah **had decided** on a career.

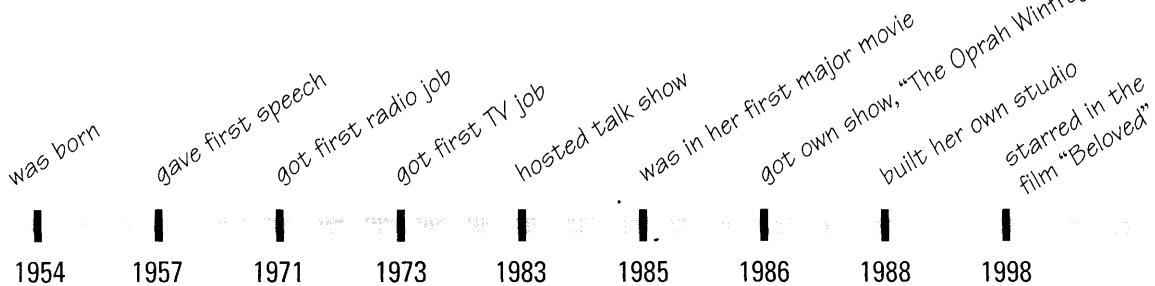


TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. When I got home, "The Oprah Winfrey Show" started.
 F First the Oprah show started. Then I got home.
2. When I got home, "The Oprah Winfrey Show" had started.
 First the Oprah show started. Then I got home.
3. Oprah's guest had lost 100 pounds when she interviewed him.
 The guest lost the weight before the interview.
4. By the end of the show, I had fallen asleep.
 I fell asleep after the show.
5. When I went to bed, I had turned off the radio.
 I turned off the radio after I went to bed.
6. By midnight, I had finished the magazine article.
 I finished the article before midnight.



COMPLETE • Look at some important events in Oprah Winfrey's career. Then complete the sentences below. Use the past perfect with **already** or **not yet**.



1. By 1958 Oprah had already given her first speech.
2. By 1971 she _____ her first TV job.
3. By 1972 she _____ her first radio job.
4. By 1972 she _____ in a major movie.
5. By 1985 she _____ her own TV show.
6. By 1986 she _____ in a major movie.
7. By 1987 she _____ her own studio.
8. By 2000 she _____ in the film *Beloved*.

3

ASK & ANSWER • Look at this typical daily schedule for a TV talk-show host. Complete the questions about his schedule. Use the past perfect and give short answers.

- 7:00 A.M. Arrive at studio
- 8:00 Review day's schedule
- 11:00 Discuss future shows with assistant producers
- 2:00 P.M. Hair and makeup
- 2:30 Meet the day's guests
- 3:00 Tape the show
- 4:30 Work out with trainer

1. It was 7:45. The host was on schedule.

A: Had he arrived at the studio yet? B: Yes, he had.

2. At 7:30 the host was at his desk.

A: _____ the day's schedule yet? B: _____

3. At 10:55 he was having coffee.

A: _____ the schedule by that time? B: _____

4. It was 2:00. He was on his way to makeup.

A: _____ the day's guests by then? B: _____

5. At 4:00 he had a late lunch.

A: _____ the show yet? B: _____

6. He went to bed at 10:30.

A: _____ with his trainer that day? B: _____

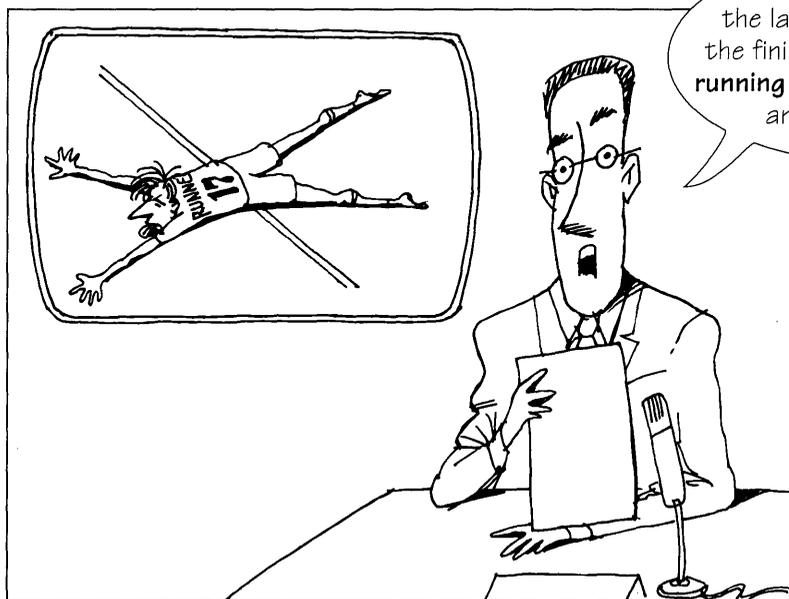
4

EDIT • Read this student's report. There are six mistakes in the use of the past perfect. Find and correct them. The first mistake is already corrected.

Oprah Winfrey is an amazing person! By the time she was twelve, she ^{had}~~has~~ already decided on a career. Not long afterward, she got her first radio job. Although she hadn't have any experience, she became a news reporter. When she got her own TV talk show, she has already acted in a major Hollywood movie. By the late 1980s "Oprah Winfrey" had became a household word. Then in 1994 she decided to improve the quality of talk-show themes. She also made a personal change. She had always had a weight problem, but in 1995 TV viewers saw a new Winfrey. She had losed almost ninety pounds as a result of dieting and working out. She had also compete in a marathon. She has really been an inspiration to many people.

UNIT 18

Past Perfect Progressive



By the time the last runner crossed the finish line, he **had been running** 7 hours, 16 minutes, and 24 seconds.

CHECK POINT

Circle T (True) or F (False).

T F The race is finished.

CHART CHECK

Check the correct answer.

What form of **be** does the past perfect progressive always use?

- was** or **were**
 is, am, or **are**
 been

STATEMENTS

SUBJECT	HAD (NOT) BEEN	BASE FORM OF VERB + -ING	
I/He/She/It/We/You*/They	had (not) been	running working	all day.

*You is both singular and plural.

YES/NO QUESTIONS

HAD	SUBJECT	BEEN	BASE FORM + -ING	
Had	she	been	running working	all day?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, she had .	No, she hadn't .

WH- QUESTIONS

WH- WORD	HAD	SUBJECT	BEEN	BASE FORM + -ING
How long	had	she	been	running?
Why	had	she	been	working?

EXPRESS CHECK

Complete this conversation with the past perfect progressive form of the verb practice.

A: How long _____ she _____ when she entered the race?

B: She _____ for more than two years.

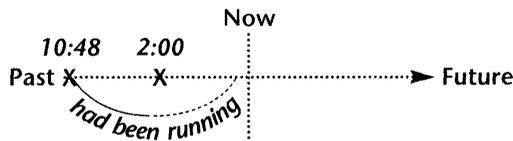
A: _____ she _____ alone?

B: No, she _____. She _____ with a partner.

Grammar Explanations

Examples

1. Use the **past perfect progressive** to talk about an action that was in progress before a specific time in the past. The progressive emphasizes the continuation of an action, not the end result.



REMEMBER! Non-action verbs are not usually used in the progressive.

- It was 2:00 P.M. The runners **had been running** since 10:48 A.M.
- I finally saw Rob at 4:00 P.M. I **had been waiting** for hours.
- One runner fainted. She **hadn't been drinking** enough water.

- It was 5:00 P.M. He **had had** a headache all day. NOT He ~~had been having~~ a headache all day.

2. The **past perfect progressive** always shows a relationship with another past event.

Use the past perfect progressive for the earlier event. Use the simple past tense for the later event.

- She **had been practicing** for three years when she **entered** the race.
(*First she practiced. Then she entered the race.*)

3. We often use the **past perfect progressive** to draw conclusions about past events based on evidence.

- She was out of breath. It was clear that she **had been running**.
- The streets were wet. It **had been raining**.

4. **BE CAREFUL!** In these sentences with *when*, notice the difference in meaning between the past progressive and the past perfect progressive.

- **When** the race started, it **was raining** and the streets were wet.
(*It was still raining during the race.*)

- **When** the race started, it **had been raining** and the streets were wet.
(*It wasn't raining during the race. It had already stopped.*)

3

CHOOSE & COMPLETE • The magazine *Runner's World* (RW) is interviewing marathon winner Paolo Esposito (PE). Complete the interview with the past perfect progressive form of the correct verbs from the box. Use short answers where appropriate.

date expect live ~~practice~~ run

RW: You just won the marathon. Had you been practicing long for it?
1.

PE: Yes, I had. For more than five years. First in Madrid,
2. then in Rome.

RW: You tripped during the race. How long _____ when
3. that happened?

PE: It was in the last hour. Luckily it didn't keep me from winning.

RW: I understand that you recently married your trainer, Emilia Leale. How long
_____ each other when you decided to get married?
4.

PE: About six months. We met in Rome and knew right away that we wanted to
be together.

RW: _____ in Rome for a long time when you met?
5.

PE: _____. In fact, I had just moved there.
6.

RW: When you crossed the finish line you looked very calm.

_____ to win?
7.

PE: _____. I was really surprised. And very happy.
8.

4

EDIT • Read part of an entry from a runner's journal. Find and correct five mistakes in the use of the past perfect progressive. The first mistake is already corrected.

○	<p>October 19,</p> <p>I just got back from the marathon! I'm tired but very happy. When I crossed the finish line, I have ^{had} been running for four hours and twenty-five minutes. Jeremy was standing there. He had been waited for me the whole time. We were both soaking wet—I, because I had been sweating; he, because it has been raining just a little while before. I was so glad to see him. I had been look forward to this day for so long and hoping that I could finish the race in less than four and a half hours. When I got home, I called my parents. They had watching the marathon on TV and had actually seen me cross the finish line!</p>
---	---



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. He _____ for the Olympics since 1998.

(A) practiced

(B) practices

(C) has been practicing

(D) was practicing

A B C D

2. We've known Sally _____ a long time.

(A) since

(B) by

(C) while

(D) for

A B C D

3. We've been living in Montreal since we _____.

(A) have graduated

(B) have been graduating

(C) graduated

(D) graduate

A B C D

4. They haven't _____ an AIDS vaccine.

(A) yet developed

(B) developed yet

(C) developed already

(D) already develop

A B C D

5. _____ you reserved your hotel room yet?

(A) Did

(B) Have

(C) Do

(D) Has

A B C D

6. She hasn't _____ very often.

(A) flew

(B) flies

(C) flown

(D) flying

A B C D

7. It _____ and the ground was still white.

(A) snows

(B) had been snowing

(C) would snow

(D) has snowed

A B C D

8. Tina _____ last week.

(A) has arrived

(B) arrived

(C) has been arriving

(D) arrives

A B C D

9. They _____ here for three years before they moved.

(A) live

(B) have lived

(C) had lived

(D) have been living

A B C D

10. The show has _____ won an award.

(A) just

(B) ever

(C) lately

(D) yet

A B C D

11. Professor Kidd _____ three books since 1999, and she's working on her fourth. **A B C D**
 (A) has been writing (C) wrote
 (B) has written (D) writes
12. We _____ to buy that car yet. **A B C D**
 (A) haven't decided (C) have decided
 (B) decided (D) are deciding
13. —Has Maria called yet?
 —Yes, she _____. But she didn't leave a message. **A B C D**
 (A) did (C) hasn't
 (B) called (D) has
14. Since I _____ school, I haven't had much spare time. **A B C D**
 (A) begun (C) have begun
 (B) began (D) begin

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C D

15. When she was younger, she has played tennis every day. **A B C D**
16. It's already 10:00, but Teri hasn't finished her homework already. **A B C D**
17. I've been worrying about you because you haven't been seeming well lately. **A B C D**
18. I've read a good book recently, but I haven't finished it yet. **A B C D**
19. Did you written your paper, or have you been watching TV? **A B C D**
20. Karl has been driving since ten years. **A B C D**
21. We've been here only one day, but we've been taking three rolls of film. **A B C D**
22. This hotel has been already in business for fifty years. **A B C D**
23. How much coffee did you been drinking last night? **A B C D**
24. I've been studying French since I've started high school. **A B C D**
25. Before she became a film star, she has been a stand-up comedian. **A B C D**

UNIT 19

Future: *Be going to and Will*



CHECK POINT

Check the main point of the cartoon.

- The man forgot his umbrella.
- The man is going to fall into the hole.

CHART CHECK 1

Check the correct answer.

How many forms does **be** have in **be going to**?

- one
- two
- three

STATEMENTS: BE GOING TO

SUBJECT	BE*	(NOT) GOING TO	BASE FORM OF VERB	
I	am	(not) going to	leave	soon.
He/She/It	is			
We/You†/They	are			

*For contractions with *be*, see Appendix 24 on page 345.

†You is both singular and plural.

CHART CHECK 2

Circle T (True) or F (False).

T F In questions, a form of **be** goes after the subject.

YES/NO QUESTIONS: BE GOING TO

BE	SUBJECT	GOING TO	BASE FORM
Am	I	going to	leave soon?
Is	he		
Are	you		

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you	are.	No,	you	aren't.
	he	is.		he	isn't.
	I	am.		I	'm not.

WH- QUESTIONS: BE GOING TO

WH- WORD	BE	SUBJECT	GOING TO	BASE FORM
When Why	am	I	going to	leave?
	is	he		
	are	you		

CHART CHECK 3
 Circle T (True) or F (False).
T F The form of **will** is the same for all subjects.

STATEMENTS: WILL			
SUBJECT	WILL* (NOT)	BASE FORM	
I/He/She/It/We/You/They	will (not)	leave	soon.

*For contractions with *will*, see Appendix 24 on page 345.

YES/NO QUESTIONS: WILL			
WILL	SUBJECT	BASE FORM	
Will	he	leave	soon?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, he will .	No, he won't .

WH- QUESTIONS: WILL			
WH- WORD	WILL	SUBJECT	BASE FORM
When	will	he	leave?

EXPRESS CHECK

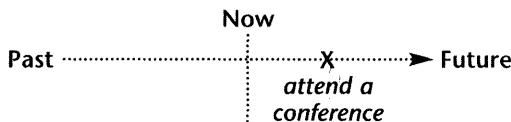
Unscramble these words to form two sentences.

to • rain • It's • going _____
 an • get • I'll • umbrella _____

Grammar Explanations

Examples

1. You can use **be going to** or **will** to talk about future plans or predictions.



■ Professor Vroom **is going to attend** a conference next week.

OR

■ Professor Vroom **will attend** a conference next week.

■ I think it's **going to be** very interesting.

OR

■ I think it'**ll be** very interesting.

2. Use **be going to** when there is something in the present that leads to the prediction.

Use **will** when you decide something at the moment of speaking.

■ Look at those dark clouds! It's **going to rain**.
 NOT Look at those dark clouds! It'~~ll~~ rain.

A: Professor Vroom is speaking at noon.

B: Oh. I think I'**ll go** to his talk.

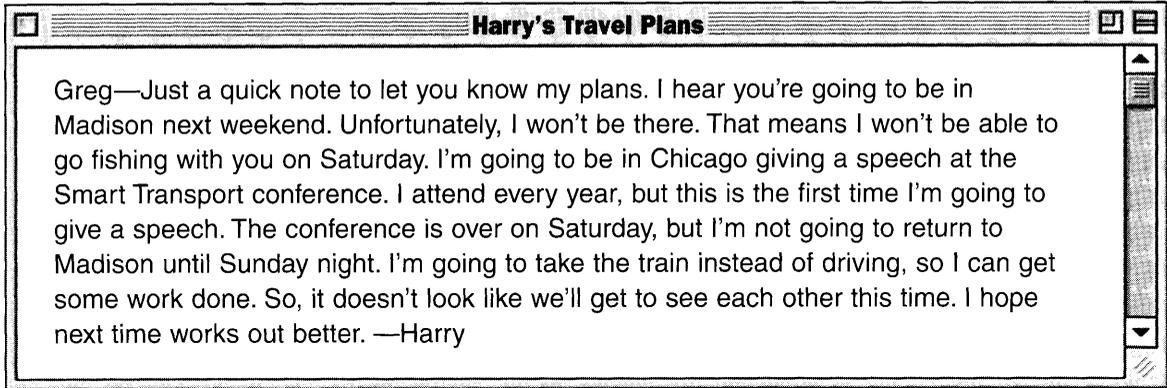
PRONUNCIATION NOTE

In informal speech, **going to** is often pronounced "gonna." Do not write *gonna*.

Check it out!

There are other ways to talk about the future. See Unit 20, pages 84–85.

1 **READ** • Look at Professor Harry Vroom's e-mail message.

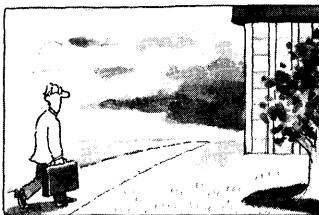


ANSWER • Check all the things Harry Vroom is going to do next weekend.

- | | | |
|--|---|--|
| 1. <input type="checkbox"/> be in Madison | 4. <input type="checkbox"/> attend a conference | 7. <input type="checkbox"/> drive to Madison |
| 2. <input checked="" type="checkbox"/> be in Chicago | 5. <input type="checkbox"/> give a speech | 8. <input type="checkbox"/> see Greg |
| 3. <input type="checkbox"/> go fishing | 6. <input type="checkbox"/> return on Saturday | |

2 **DESCRIBE** • Look at the pictures. They show events from a day in Professor Vroom's life. Write predictions or guesses. Use the words in the box and a form of **be going to** or **not be going to**.

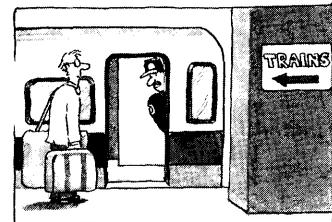
answer the phone drive give a speech ~~take~~ take a trip watch TV



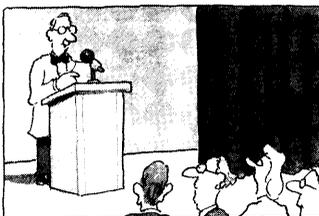
1. It's going to rain.



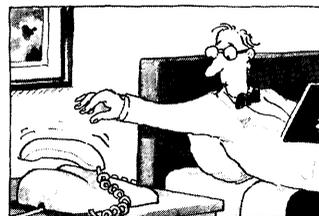
2. _____



3. _____



4. _____



5. _____



6. _____

3

COMPLETE • After his speech, Professor Vroom answered questions from the audience. Complete the questions and answers. Use the words in parentheses and **will** or **won't**.

WOMAN 1: My question is this, Professor Vroom: _____ Will _____ the car of the future _____ **run** _____ on gasoline?
1. (run)

VROOM: No, it _____ **won't** _____. It _____ probably _____ solar energy.
2. _____
3. (use)

WOMAN 2: _____ we still _____ flat tires?
4. (get)

VROOM: No, we _____. By the year 2010, tires _____
5. _____ a special seal so that they _____ themselves.
6. (have)
7. (repair)

MAN 1: In what other ways _____ cars _____ different?
8. (be)

VROOM: Well, instead of keys, cars _____ smart cards. These _____ a lot like credit cards. They _____ doors and they _____ the seats, mirrors, and steering wheels. They _____ even _____ the inside temperature.
9. (have)
10. (look)
11. (open)
12. (adjust)
13. (control)

MAN 1: _____ they _____ car thefts?
14. (prevent)

VROOM: Yes, they _____! Next question? That gentleman in the back.
15.

MAN 2: How much _____ these cars _____?
16. (cost)

VROOM: I don't know exactly, but they certainly _____ cheap.
17. (be)

4

EDIT • Read this e-mail message to Professor Vroom. Find and correct nine mistakes in the use of the future with **will** and **be going to**. The first mistake is already corrected.

Re: Travel Plans

Harry—I'm sorry that we ~~will~~ ^{won't} be able to get together in Madison. Martha, too, will misses you. Perhaps we can get together sometime next month. Martha and I am going to be in Minneapolis until July 15. After that, we are going visit our son in Phoenix. His wife is pregnant and will have a baby the first week in July. It's hard to believe that we're gonna be grandparents!

How exciting that you going to talk at the conference! I'm sure it wills be great.

I've got to run now. The sky is getting really dark and it'll storm. I want to get out of this office before then. More later. —Greg

UNIT 20

Future: Contrast



CHECK POINT

Circle T (True) or F (False).

T F The shuttle to Mars has a scheduled departure.

T F The pilot is too late.

CHART CHECK

Circle T (True) or F (False).

T F There are several ways to talk about the future.

T F You can't use the present tense to talk about the future.

AFFIRMATIVE STATEMENTS

We're going to leave	for Mars soon.
We'll leave	
We're leaving	
We leave	

NEGATIVE STATEMENTS

We aren't going to leave	until 1:00.
We won't leave	
We aren't leaving	
We don't leave	

YES/NO QUESTIONS

Is she going to leave	for Mars soon?
Will she leave	
Is she leaving	
Does she leave	

SHORT ANSWERS

Yes,	she is.	No,	she isn't.
	she will.		she won't.
	she is.		she isn't.
	she does.		she doesn't.

WH- QUESTIONS

When is she going to leave	for Mars?
When will she leave	
When is she leaving	
When does she leave	

EXPRESS CHECK

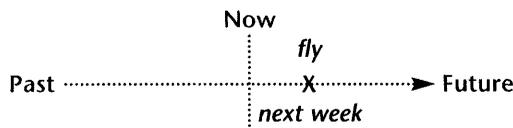
Check the sentences that refer to the future.

- I'm leaving in five minutes.
- What time do you normally leave the office?
- Are you going to the conference in May?
- At the moment, I'm working on a report.

Grammar Explanations

Examples

1. Use **be going to**, **will**, the **present progressive**, and the **simple present tense** to talk about things in the future.



- I'm going to fly to Mars next week.
- I'll fly to Mars next week.
- I'm flying to Mars next week.
- I fly to Mars next week.

2. **USAGE NOTES:** Sometimes only one form of the future is appropriate, but in many cases more than one form is possible.

- a. Use **be going to** or **will** to make predictions or guesses.
- b. Use **be going to** (not **will**) when something in the present leads to a prediction.
- c. Use **be going to**, **will**, or the **present progressive** to talk about future intentions or plans.
- d. We often use **will** when we decide something at the moment of speaking. We also use **will** to make offers.
- e. We often use the **present progressive** when we talk about future plans that have already been arranged. There is usually some reference to the future that shows that the event is not happening now.
- f. Use the **simple present tense** to talk about scheduled future events such as timetables, programs, and schedules.

- In a few years people **are going to fly** to Mars.
- In a few years people **will fly** to Mars.
- Look at that spaceship! **It's going to land!**
NOT ~~It will land.~~
- Dr. Green **is going to speak** tomorrow.
- Dr. Green **will speak** tomorrow.
- Dr. Green **is speaking** tomorrow.
- A:** Dr. Green is giving a talk tomorrow.
- B:** Oh! Maybe **I'll go**.
- A:** Great! **I'll get** you a ticket.
- I'm **flying** to Mars **next week**. I've already gotten a ticket.
- The shuttle to Mars **leaves** at 10:00 A.M. **tomorrow**.
- We **land** at midnight.



IDENTIFY • Professor Green is attending a conference this week. Read her conversation with Professor Russ. Underline all the verbs that refer to the future.

- RUSS:** Ellen! It's nice to see you. Are you presenting a paper this week?
- GREEN:** Hi, Rick. Yes. In fact, my talk starts at two o'clock.
- RUSS:** Oh, maybe I'll go. What are you going to talk about? Robots?
- GREEN:** Yes. I'm focusing on personal robots for household work.
- RUSS:** I'd like one of those! Where's your son, by the way? Is he here with you?
- GREEN:** No. Tony stays in Denver with his grandparents in the summer. I'm going to visit him after the conference. So, what are you working on these days?
- RUSS:** I'm still with the Mars Association. In fact, we're going to be holding a news conference next month about the Mars shuttle launch.
- GREEN:** That's exciting. Maybe I'll see you there.
- RUSS:** Great. The conference begins at noon on the tenth.



CHOOSE • Circle the most appropriate words to complete these conversations.

1. **GREEN:** Which project do you work / (are you going to work) on next?
RUSS: I haven't decided for sure. Probably the Spacemobile.
2. **RUSS:** Look at those dark clouds!
GREEN: Yes. It looks like it's raining / it's going to rain any minute.
3. **GREEN:** I'd better get back to my hotel room before the storm.
RUSS: OK. I'm seeing / I'll see you later.
4. **DESK:** Professor Green, your son just called.
GREEN: Oh, good. I'll call / I'm calling him back right away.
5. **GREEN:** Hi, honey. How's it going?
TONY: Great. I go / I'm going fishing with Grandpa tomorrow.
6. **GREEN:** Have fun, but don't forget. You still have to finish that paper.
TONY: I know, Mom. I mail / I'm mailing it tomorrow. I already have the envelope.
7. **TONY:** How's the conference?
GREEN: Good. I'm giving / I'll give a talk this afternoon.
8. **TONY:** Good luck. When are you / will you be here?
GREEN: Tomorrow. My plane lands / will land at 7:00, so I see / I'll see you about 8:00.

UNIT 21

Future Time Clauses

When I grow up,
I'm going to be a
ballet dancer.



CHECK POINT

Check the correct answer.

- The child is talking about a present habit.
- The child is planning her future.

CHART CHECK

Circle T (True) or F (False).

T F The verb in the main clause is in the future.

T F The verb in the time clause is in the future.

STATEMENTS	
MAIN CLAUSE	TIME CLAUSE
I'm going to be a ballet dancer	when I grow up.
She'll join a ballet company	after she graduates.

YES/NO QUESTIONS	
MAIN CLAUSE	TIME CLAUSE
Are you going to be a ballet dancer	when you grow up?
Will she join a ballet company	after she graduates?

SHORT ANSWERS			
AFFIRMATIVE		NEGATIVE	
Yes,	I am.	No,	I'm not.
	she will.		she won't.

WH- QUESTIONS			
MAIN CLAUSE		TIME CLAUSE	
What	are you going to be	when you grow up?	
	will she do	after she graduates?	

EXPRESS CHECK

Unscramble these words to form a question and an answer.

be • What • grows up • she • when • will • she

to • scientist • a • going • She's • be

Grammar Explanations

Examples

1. When a sentence about future time has two clauses, the verb in the main clause is often in the **future** (*will* or *be going to*). The verb in the time clause is often in the **present tense**.

► **BE CAREFUL!** Do not use *will* or *be going to* in a future time clause.

The **time clause** can come at the beginning or the end of the sentence. The meaning is the same. Use a **comma** after the time clause when it comes at the beginning. Do not use a comma when it comes at the end.

main clause time clause
 ■ He'll look for a job **when** he **graduates**.

main clause time clause
 ■ I'm going to work **after** I **graduate**.
 NOT ~~after I will graduate.~~

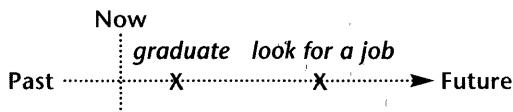
■ **Before she applies**, she'll visit schools.

OR

■ She'll visit schools **before she applies**.
 NOT ~~She'll visit schools, before she applies.~~

2. Here are some **common time expressions** you can use to begin future time clauses.

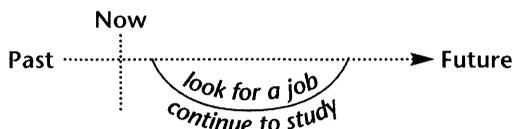
a. **When, after, and as soon as** often introduce the event that happens first.



b. **Before, until, and by the time** often introduce the event that happens second.



c. **While** introduces an event that will happen at the same time as another event.



- **When** I graduate, I'll look for a job.
- **After** I graduate, I'll look for a job.
- **As soon as** I graduate, I'll look for a job.
 (First I'm going to graduate. Then I'll look for a job.)

- **Before** I get a job, I'll finish school.
- **Until** I get a job, I'll stay in school.
- **By the time** I get a job, I'll be out of school.
 (First I'll finish school. Then I'll get a job.)

- **While** I look for a job, I'll continue to study.
 (I will look for a job and study during the same time period.)

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Amber will open her own business when she finishes school.
 F Amber will open her own business. Then she'll finish school.
2. Denzell won't quit until he finds another job.
 _____ Denzell will find another job. Then he'll quit.
3. Jake will retire as soon as he turns sixty.
 _____ Jake will retire. Then he'll turn sixty.
4. Marisa will call you when she gets home.
 _____ Marisa will get home. Then she'll call you.
5. While Li-jing is in school, she'll work part-time.
 _____ Li-jing will finish school. Then she'll get a part-time job.
6. By the time Marta gets her diploma, she'll be twenty-one.
 _____ Marta will turn twenty-one. Then she'll get her diploma.

2

COMBINE • Read about Sandy and Jeff. Combine the sentences.

1. Sandy and Jeff will get married. Then Sandy will graduate.
 Sandy and Jeff will get married _____ before Sandy graduates. _____
2. Jeff is going to get a raise. Then they are going to move to a larger apartment.
 _____ as soon as _____
3. They're going to move to a larger apartment. Then they're going to have a baby.
 After _____
4. They'll have their first child. Then Sandy will get a part-time job.
 _____ after _____
5. Their child will be two. Then Sandy will go back to work full-time.
 By the time _____
6. Sandy will work full-time. At the same time, Jeff will go to school.
 _____ while _____
7. Jeff will graduate. Then he'll find another job.
 _____ when _____

3

COMPLETE • Look at this student's worksheet. Complete it with the correct form of the verbs in parentheses.

GOAL PLANNING WORKSHEET

I. Write your major goal.

I 'll get (get) a job after I _____ (graduate).

II. List three benefits of achieving your goal.

1. When I _____ (get) a job, I _____ (have) more money.
2. When I _____ (save) enough money, I _____ (buy) a used car.
3. I _____ (feel) happier when I _____ (be) employed.

III. How will you reach your goal? Write down smaller goals.

1. As soon as I _____ (get up) in the morning, I _____ (buy) the newspaper to look at the employment ads.
2. When I _____ (speak) to my friends, I _____ (ask) them if they know of any jobs.
3. I _____ (look) at the job notices board when I _____ (go) to the supermarket.
4. Before I _____ (go) on an interview, I _____ (improve) my computer skills.

4

EDIT • Read this dancer's journal entry. Find and correct seven mistakes in the use of future time clauses. The first mistake is already corrected. Don't forget to check for commas!

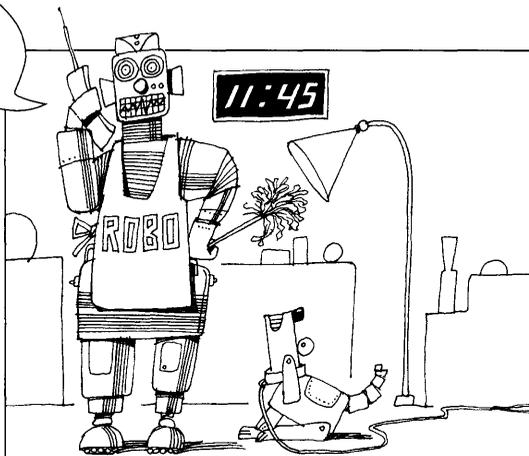


Tomorrow is my first dance recital! By the time I ~~will~~ write my next journal entry, it will already be over! As soon as we finish the performance there are going to be a big party for us. Reporters will be there, when we enter the room. While we will celebrate, the press will interview members of the dance group. As soon as I get up Sunday morning I'll buy the paper and read the interviews. We're going to perform this show for two weeks. As soon as it's finished, we learned a new program. I'm so excited. Ever since I was little, I've wanted to be a ballet dancer.

UNIT 22

Future Progressive

I'm sorry.
I won't be here at
12:00. I'll be out
walking the dog.



CHECK POINT

Check the correct answer.

When will Robo take the dog out for a walk?

- before 12:00
- at 12:00
- after 12:00

CHART CHECK

Circle T (True) or F (False).

T F You can form the future progressive with **be going to** or **will** plus **be** and the base form of the verb + **-ing**.

STATEMENTS			
SUBJECT	BE (NOT) GOING TO/ WILL (NOT)	BE + BASE FORM + -ING	
I	am (not) going to	be working	tomorrow.
He/She/It	is (not) going to		
We/You/They	are (not) going to		
I/He/She/It/We/You/They	will (not)	be working	tomorrow.

YES/NO QUESTIONS				
BE/WILL	SUBJECT	GOING TO	BE + BASE FORM + -ING	
Am	I	going to	be working	tomorrow?
Is	she			
Are	you			
Will	you		be working	tomorrow?

SHORT ANSWERS			
AFFIRMATIVE		NEGATIVE	
Yes,	you are.	No,	you aren't.
	she is.		she isn't.
	I am.		I'm not.
	we will.		we won't.

WH- QUESTIONS				
WH- WORD	BE/WILL	SUBJECT	GOING TO	BE + BASE FORM + -ING
Where	is	he	going to	be working?
When	will	she		be working?

EXPRESS CHECK

Unscramble these words to form two questions. Answer the questions.

working • be • Will • tomorrow • you

_____ ?

_____ .

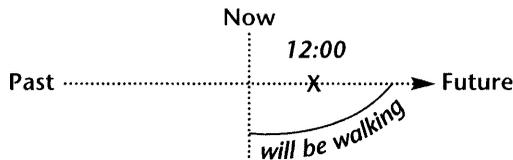
you • be • What • doing • are • to • going

_____ ?

_____ .

Grammar Explanations

1. Use the **future progressive** with **be going to** or **will** to talk about things that will be in progress at a specific time in the future.



REMEMBER! Non-action verbs are not usually used in the progressive.

Examples

■ Robo **is going to be walking** the dog at noon.

OR

■ Robo **will be walking** the dog at noon.

■ You're **going to have** a headache tomorrow morning.
 Not ~~You're going to be having~~ a headache tomorrow morning.

2. **USAGE NOTE:** We often use the future progressive to hint that we would like someone to do us a favor.

A: **Will** you **be going** by the post office tomorrow?

B: Yes. Do you need stamps?

A: Yes. Could you get me some?

3. Remember that if the sentence has a **time clause**, use the simple present tense or present progressive in the time clause, not the future or future progressive.

■ I'll **be cooking** **while** the robot **is cleaning**.
 Not I'll be cooking while the robot ~~will be cleaning~~.

1

IDENTIFY • Read this paragraph. Underline all the future progressive forms.

Today we find most robots working in factories around the world. But what will robots of the future be doing? One Massachusetts Institute of Technology designer predicts that in just a few years, small, intelligent robots are going to be taking care of all the household chores. This is going to make life a lot easier. While one robot is cooking dinner, another one will be vacuuming the floor. But what about outside the home? Will robots be playing football or fighting wars? Scientists aren't sure. What is certain, however, is that robots will be playing a more and more significant role in our lives.

2

COMPLETE • Read these conversations. Complete them with the future progressive form of the words in parentheses and with short answers.

1. **STUDENT:** _____ Will _____ you _____ be having _____ office
a. (Will / have)
 hours today? I'd like to talk to you about my robotics paper.
- TEACHER:** _____ Yes, I will _____ . I _____ to lunch
b. c. (will / go)
 at 2:00. But stop in anytime before then.
2. **MRS. GEE:** When _____ you _____ the office?
a. (be going to / leave)
- MR. GEE:** At 2:00. Why? Do we need something?
- MRS. GEE:** Would you mind picking up some milk? Robo forgot, and I
 _____ home until late.
b. (won't / get)
3. **TONY:** Dad, what time _____ you _____ home today? I need some help with my science project.
a. (be going to / come)
- MR. GEE:** I _____ Mia to the dentist after work, but
b. (will / take)
 I'll be back by 4:00.
- TONY:** _____ we _____ dinner before
c. (Be going to / have)
 Mom comes home?
- MR. GEE:** _____ . You know we always wait for Mom.
d.
4. **SALESMAN:** I'm calling from Robotronics Inc. I _____ your
a. (be going to / visit)
 neighborhood soon to demonstrate our new robot.
- ROBO:** I'm sorry. The Gee family _____ a new robot
b. (won't / buy)
 for a while.

3

COMPLETE • Look at Robo's and Robota's schedules for tomorrow. Complete the statements.

Robo

8:00 make breakfast
 9:00 dust bedrooms
 10:00 do laundry
 12:00 make lunch
 1:00 give Mr. Gee a massage
 5:00 help Tony with homework
 7:00 play chess with Tony

Robota

8:00 pay bills
 9:00 vacuum living room
 10:00 repaint kitchen
 12:00 recycle the garbage
 1:00 shop for food
 5:00 make dinner
 7:00 walk the dog

1. While Robo is making breakfast, Robota will be paying bills.
2. Robo _____ the bedrooms while Robota _____
3. Robota _____ the kitchen while Robo _____
4. While Robo _____ lunch, Robota _____
5. Robo _____ a massage while Robota _____
6. Robota _____ dinner while Robo _____
7. While Robo _____ chess, Robota _____

4

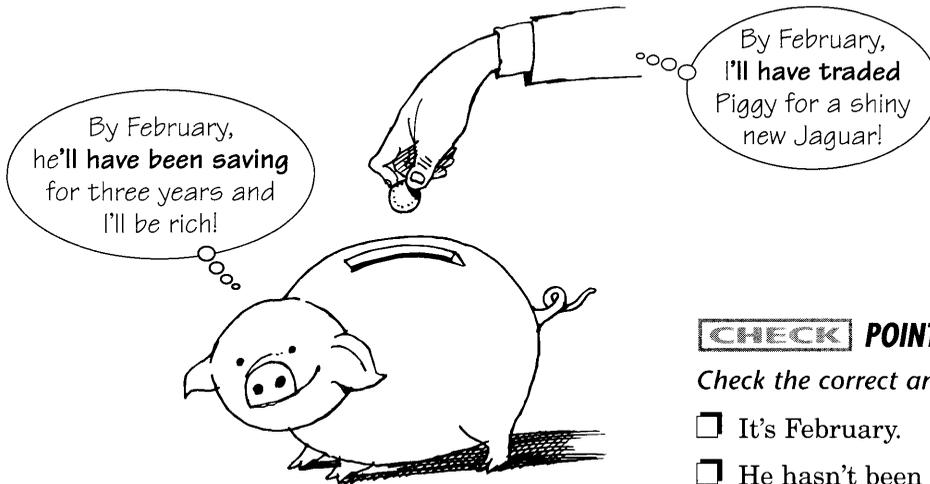
EDIT • Read this student's paragraph. Find and correct seven mistakes in the use of the future progressive. The first mistake is already corrected.

performing

In the future, robots will be ~~perform~~ more and more tasks for humans. This will be having both positive and negative effects. On the one hand, while robots will be doing the boring and dangerous jobs, humans will be devoting more time to interesting pursuits. In this way robots is going to be making life a lot easier for humans. On the other hand, the widespread use of robots is going create a lot of future unemployment. People will losing their jobs as robots fill their positions. And some robots could even become dangerous. I'm afraid that in the not-too-distant future, robots will be operating nuclear power stations! And before too long, robots are going to be fight in wars. Although, on second thought, that will be better than humans killing each other!

UNIT 23

Future Perfect and Future Perfect Progressive



CHECK POINT

Check the correct answer.

- It's February.
- He hasn't been saving for three years yet.

CHART CHECK 1

Circle T (True) or F (False).

T F Both the future perfect and the future perfect progressive use **will have been**.

FUTURE PERFECT STATEMENTS

SUBJECT	WILL (NOT)	HAVE + PAST PARTICIPLE
I/He/She/It/We/You*/They	will (not)	have saved enough money by then.

*You is both singular and plural.

FUTURE PERFECT PROGRESSIVE STATEMENTS

SUBJECT	WILL (NOT)	HAVE BEEN + BASE FORM + -ING
I/He/She/It/We/You/They	will (not)	have been saving for three years.

CHART CHECK 2

Circle T (True) or F (False).

T F Short answer forms are the same for the future perfect and the future perfect progressive.

FUTURE PERFECT YES/NO QUESTIONS

WILL	SUBJECT	HAVE + PAST PARTICIPLE
Will	he	have saved enough by then?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, he will .	No, he won't .

FUTURE PERFECT PROGRESSIVE YES/NO QUESTIONS

WILL	SUBJECT	HAVE BEEN + BASE FORM + -ING
Will	he	have been saving for long?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Yes, he will .	No, he won't .

EXPRESS CHECK

Complete these sentences with the verb **drive**. Use one word for each blank.

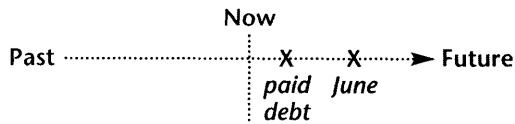
- By June, I'll have been _____ my new car for a year.
- I'll have _____ 10,000 miles by then.

Grammar Explanations

Examples

1. When we use the **future perfect**, we imagine a certain point of time in the future, and we look back at events that will be completed by that time.

- By June, he **will have paid** his debt.
- We **won't have saved** enough by then.



Use **by + time expression** to identify the point in time in the future.

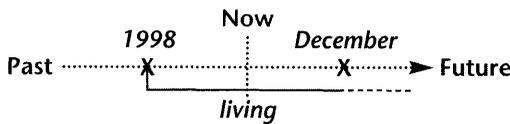
- **By June**, she'll **have bought** a used car.
- She'll **have looked** at a lot of cars **by then**.

Use **already** and **yet** to emphasize whether an event will have happened by a point in time.

- By May, he'll **have already saved** \$1,000.
- By May, he **won't have saved** \$2,000 **yet**.

2. When we use the **future perfect progressive**, we imagine a certain point in the future, and we look back on things already in progress.

- We moved here in 1998. By next December we **will have been living** here for several years.
- We're moving to Paris next year. By 2005 we **will have been living** there for several years, and it should feel like home.



The **future perfect progressive** focuses on how long and often includes the length of time.

- You'll **have been speaking** French **for ten years** by then.

REMEMBER! Non-action verbs are not usually used in the progressive.

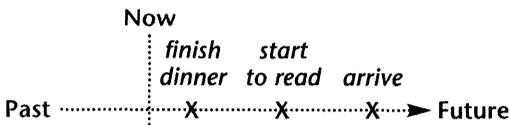
- By May, he'll **have owned** his car for a year.
NOT he'll have been owning his car . . .

3. Use the future perfect or the future perfect progressive **with the simple present tense** to show the order of events:

- By the time you **arrive**, I'll **have finished** dinner.
NOT By the time you will arrive, I'll have finished dinner.
- By the time you **arrive**, I'll **have been reading** for an hour.

FIRST EVENT: future perfect (progressive)

SECOND EVENT: simple present tense



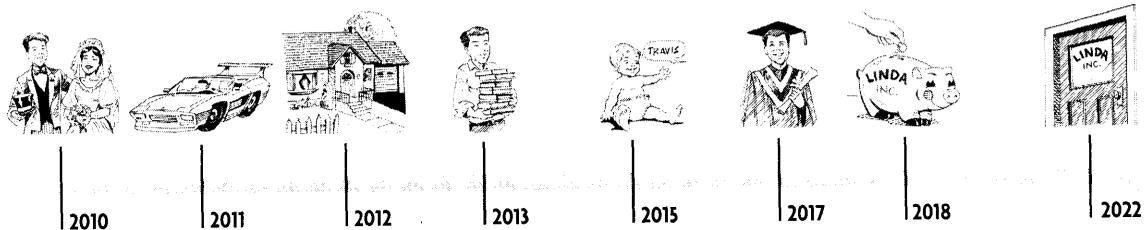
1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. By this time tomorrow, I'll have decided which car to buy.
 T I haven't decided yet which car I'm going to buy.
2. We'll have already finished the grocery shopping by the time you get home.
 _____ You will get home while we are shopping.
3. By next year, Mary will have been working at the newspaper for five years.
 _____ Next year, Mary can celebrate her fifth anniversary at the newspaper.
4. By ten o'clock, she won't have finished writing her column yet.
 _____ She will finish writing at ten o'clock.
5. We will have moved to a larger office by the year 2010.
 _____ We will move to a larger office after the year 2010.
6. By next year, we'll have been publishing the newsletter for fifteen years.
 _____ We started the newsletter less than fifteen years ago.

2

COMPLETE • Look at the time line and complete the sentences about Tom and Linda's future accomplishments. Use the future perfect or the future perfect progressive form of the words in parentheses. Choose between affirmative and negative.



1. By 2012, they _____ 'll have bought _____ a new car.
 (buy)
2. By 2015, they _____ 'll have been living _____ in their own house for three years.
 (live)
3. By Travis's first birthday, Tom _____ (graduate).
4. By 2017, Tom _____ (attend) school for four years.
5. By 2019, they _____ (buy) another car.
6. They _____ (drive) their old car for eight years by then.
7. By 2020, Linda _____ (open) her business.
8. They _____ (save) for two years by 2020.
9. By retirement, the couple _____ (accomplish) a lot.

3

COMPLETE • Read Linda Leone's (LL) interview with Teenage Couples Magazine (TC). Complete the interview with the correct form of the verbs in parentheses. Use the progressive form when possible. Use **already** or **yet** when appropriate.

- TC:** You two are amazing! By the time you _____ ^{1. (get)} *get* married, you _____ ^{2. (plan)} *'ll have already planned* your whole life together!
- LL:** Well, we've been dating since middle school. By the time we _____ ^{3. (graduate)} from high school, we _____ ^{4. (think)} about our marriage for a long time.
- TC:** When Travis _____ ^{5. (be born)}, Tom _____ ^{6. (not graduate)} from college _____. How will you manage with Tom still in school?
- LL:** It won't be easy, but we've got a plan. Tom _____ ^{7. (finish)} most of his courses by then. He'll stay home with the baby during the day and go to night school.
- TC:** By the time you _____ ^{8. (celebrate)} your tenth wedding anniversary, you _____ ^{9. (not start)} your business _____. You have a lot of patience.
- LL:** Not really. I _____ ^{10. (get)} years of practice on my job by then. When I _____ ^{11. (open)} the doors of Linda, Inc., I _____ ^{12. (become)} a very experienced Web page designer.
- TC:** Well, good luck to you, and thanks for the interview.

4

EDIT • Read this journal entry. Find and correct six mistakes in the use of the future perfect and the future perfect progressive. The first mistake is already corrected.

have been
 By August I'll ~~be~~ a word processor for ten years. And I'll earn almost the same salary for three years! That's why I've made a New Year's resolution to go back to school this year. First I'm going to write for school catalogs and start saving for tuition. By March, I'll have figure out how much tuition will cost. Then I'll start applying. By summer, I had received acceptance letters. In August, I'll talk to my boss about working part-time and going to school part-time. By that time, I'll have saved already enough to pay for a semester's tuition. By next New Year's Day, I'll have been study for one whole semester!



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. It _____ tomorrow. A B C D
 (A) rains (C) 's going to rain
 (B) rained (D) 's raining
2. The package will _____ on Monday. A B C D
 (A) arrive (C) arriving
 (B) arrives (D) be going to arrive
3. Goodnight. I _____ you in the morning. A B C D
 (A) 'll see (C) 'm seeing
 (B) 'm going to see (D) see
4. Hurry. The next bus _____ at 7:15. A B C D
 (A) leave (C) leaving
 (B) leaves (D) will have been leaving
5. Bill will be _____ to Taipei tomorrow. A B C D
 (A) flies (C) fly
 (B) flying (D) have flown
6. We _____ a new VCR soon. A B C D
 (A) have owned (C) 're owning
 (B) 'll own (D) own
7. They'll be making copies while he _____ the report. A B C D
 (A) finishes (C) 'll finish
 (B) 'll be finishing (D) 's been finishing
8. She'll _____ almost \$1,000 by then. A B C D
 (A) save (C) have been saving
 (B) have saved (D) be saving
9. By next year, Roger will _____ here for ten years. A B C D
 (A) live (C) have been living
 (B) be living (D) be going to live
10. Will you buy an electric car when they _____ available? A B C D
 (A) become (C) are becoming
 (B) became (D) will become

11. She'll have gotten married _____ June. A B C D
 (A) already (C) since
 (B) by (D) until
12. Where _____ be living? A B C D
 (A) they (C) will they
 (B) they will (D) are they
13. Look at those cars! They _____! A B C D
 (A) will crash (C) 're going to crash
 (B) will be crashing (D) will have crashed
14. How _____ for college? A B C D
 (A) should pay (C) she pays
 (B) will she pay (D) she's going to pay

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

15. Will you been going to the drugstore tonight? A B C D
A B C D
16. The movie starts at 7:30, so I think I go. A B C D
A B C D
17. We are going to study tonight until we will finish this chapter. A B C D
A B C D
18. By April, I'll have been driven my new car for a year. A B C D
A B C D
19. We'll travel for a couple of days, so you won't be able to call us. A B C D
A B C D
20. Jan finished school by next summer, so we're going to visit her. A B C D
A B C D
21. Which project will he works on after he finishes this job? A B C D
A B C D
22. By January, he'll have yet saved \$1,000. A B C D
A B C D
23. Where you will be staying when you go to Morocco? A B C D
A B C D
24. I'll be studying while Ana will be sleeping. A B C D
A B C D
25. She will not has graduated by June. A B C D
A B C D

UNIT 24

Wh- Questions: Subject and Predicate

CHECK POINT

Check the correct answers.

The lawyer wants to know

- the events on the night of May 12th.
- the witness's profession.
- the names of people who saw the witness.



CHART CHECK 1

Circle T (True) or F (False).

T F Wh- questions about the subject have the same word order as statements.

QUESTIONS ABOUT THE SUBJECT

WH- WORD SUBJECT	VERB	PREDICATE
Who	saw	you?

ANSWERS (STATEMENTS)

SUBJECT	VERB	PREDICATE
He	saw	me.

CHART CHECK 2

Circle T (True) or F (False).

T F Wh- questions about the predicate have the same word order as statements.

T F Questions about the predicate can include a form of the verb **do**.

QUESTIONS ABOUT THE PREDICATE

WH- WORD PREDICATE	AUXILIARY VERB	SUBJECT	VERB
Who(m)	did	you	see?

ANSWERS (STATEMENTS)

SUBJECT	VERB	PREDICATE
I	saw	him.

EXPRESS CHECK

Unscramble these words to form two questions.

night • happened • What • last _____?

do • did • What • next • you _____?

Grammar Explanations

Examples

1. Use **wh- questions** to ask for specific information.

Wh- questions begin with question words such as **who, what, where, when, why, which, whose, how, how many, how much, and how long.**

- **Who** did you see at Al's Grill?
- **Why** did you go there?
- **How many** people saw you there?
- **How long** did you stay there?

2. When you are **asking about the subject** (usually the first part of the sentence), use a **wh-** question word in place of the subject. The word order is the same as in a statement.

Someone saw you.

- ↓
- **Who** saw you?

3. When you are **asking about the predicate** (usually the last part of the sentence), the question begins with a **wh-** word, but the word order is the same as in a yes/no question.

You saw someone.

Did you see someone?

- ↓
- **Who** did you see?

► **BE CAREFUL!** When you ask a **wh-** question about something in the predicate, you need either

a. a form of the verb **be**.

OR

b. a form of an **auxiliary** ("helping") verb such as **do, have, can, will.**

- Who **is** Harry Adams?
- Why **was** he at Al's Grill?
- Why **does** she want to testify?
- NOT ~~Why she wants to testify?~~

4. **USAGE NOTE:** In very formal English when asking about people in the predicate, **whom** is sometimes used instead of **who**.

VERY FORMAL

- **Whom** did you see?

INFORMAL

- **Who** did you see?

► **BE CAREFUL!** If the main verb is a form of **be**, you cannot use **whom**.

- **Who is** the next witness?
- NOT ~~Whom is the next witness?~~



MATCH • Each question goes with an answer. Match each question with the correct answer.

Question	Answer
<u> f </u> 1. Who did you see?	a. His wife saw me.
<u> </u> 2. Who saw you?	b. She hit a car.
<u> </u> 3. What hit her?	c. I gave the money to Harry.
<u> </u> 4. What did she hit?	d. A car hit her.
<u> </u> 5. Which man did you give the money to?	e. Harry gave me the money.
<u> </u> 6. Which man gave you the money?	f. I saw the defendant.



COMPLETE • Read this cross-examination. Complete it by writing the lawyer's questions.

1. **LAWYER:** What time did you return home?
(What time / you / return home?)

WITNESS: I returned home just before midnight.

2. **LAWYER:** _____
(How / you / get home?)

WITNESS: Someone gave me a lift.

3. **LAWYER:** _____
(Who / give / you / a ride?)

WITNESS: A friend from work.

4. **LAWYER:** _____
(What / happen / next?)

WITNESS: I opened my door and saw someone on my living room floor.

5. **LAWYER:** _____
(Who / you / see?)

WITNESS: Deborah Collins.

6. **LAWYER:** _____
(Who / be / Deborah Collins?)

WITNESS: She's my wife's boss. I mean she *was* my wife's boss. She's dead now.

7. **LAWYER:** _____
(What / you / do?)

WITNESS: I called the police.

8. **LAWYER:** _____
(How many / people / call / you?)

WITNESS: No one called me. Why?



ASK • Read these statements. Then ask questions about the underlined words.

1. The witness recognized Harry Adams.

Who recognized Harry Adams?

2. The witness recognized Harry Adams.

Who did the witness recognize?

3. Court begins at 9:00 A.M.
-

4. Five witnesses testified.
-

5. The jury found Adams guilty because he didn't have an alibi.
-

6. Something horrible happened.
-

7. The trial lasted two weeks.
-

8. The judge spoke to the jury.
-

9. Adams paid his lawyer \$2,000.
-

10. The district attorney questioned the restaurant manager.
-



EDIT • Read this list of questions. There are six mistakes in the use of wh- questions. Find and correct them. The first mistake is already corrected.

did
 What time ^{did} the suspect return home?
 Who did see him? Were there
 any witnesses?
 Whom was at home?
 Why did he call A. Smith?
 What did happen next?
 Where he did go?
 How much money he took with him?

UNIT 25

Tag Questions



CHECK POINT

Check the correct answer.

- The man is asking about the weather.
- The man is commenting on the weather.

WITH BE AS THE MAIN VERB

CHART CHECK

Circle T (True) or F (False).

T F If the statement is affirmative, the tag is affirmative.

T F If the statement has an auxiliary, use the same auxiliary in the tag.

T F If the statement does not have a form of **be** or an auxiliary, you need a form of **do** in the tag.

AFFIRMATIVE STATEMENT	NEGATIVE TAG
You're from L.A.*,	aren't you?

*L.A. = Los Angeles

NEGATIVE STATEMENT	AFFIRMATIVE TAG
You're not from L.A.,	are you?

WITH ALL AUXILIARY VERBS EXCEPT DO

AFFIRMATIVE STATEMENT	NEGATIVE TAG
You're moving,	aren't you?
He's been here,	hasn't he?
They can move,	can't they?

NEGATIVE STATEMENT	AFFIRMATIVE TAG
You're not moving,	are you?
He hasn't been here,	has he?
They can't move,	can they?

WITH DO AS AN AUXILIARY VERB

AFFIRMATIVE STATEMENT	NEGATIVE TAG
You live here,	don't you?
They moved,	didn't they?

NEGATIVE STATEMENT	AFFIRMATIVE TAG
You don't live here,	do you?
They didn't move,	did they?

EXPRESS CHECK

Unscramble these words to form a tag question.

actor • you • an • aren't • You're _____, _____?

Grammar Explanations

Examples

1. We often use **tag questions** to:

a. check information we believe to be true

OR

b. comment on a situation

■ Tom lives in L.A., **doesn't he?**
(The speaker believes that Tom lives in L.A. and wants to check this information.)

■ It's a nice day, **isn't it?**
(The speaker is commenting on the weather.)

2. Tag questions have **a statement and a tag**.

Forms of tag questions vary, but their meaning is always similar. The statement expresses an assumption. The tag means *Right?*

a. If the statement verb is affirmative, the tag verb is negative.

b. If the statement verb is negative, the tag verb is affirmative.

statement tag
■ You're not from L.A., **are you?**

■ You're Jack La Costa, **aren't you?**

■ You don't drive much, **do you?**

affirmative negative
■ You **work** on Fridays, **don't** you?

negative affirmative
■ You **don't work** on Fridays, **do** you?

3. The **tag** always uses a form of be or an auxiliary verb (**be**, **have**, **do**, or **will**), or a modal such as **can**, **could**, or **should**.

USAGE NOTE: Notice the tag for *I am*.

► **BE CAREFUL!** In the tag, only use pronouns.

When the subject of the statement is **this** or **that**, the subject of the tag is **it**.

■ It's a nice day, **isn't it?**

■ You've lived here a long time, **haven't** you?

■ You come from New York, **don't** you?

■ You can drive, **can't** you?

■ I'm next, **aren't** I?

■ **Tom** works here, **doesn't he?**

NOT Tom works here, ~~doesn't Tom?~~

■ **That's** a good idea, **isn't it?**

NOT That's a good idea, ~~isn't that?~~

4. When you use a tag question to **check information** or to **comment on a situation**, your voice falls on the tag. You expect the listener to agree or just show that he or she is listening.

Tag questions can also be used to **get information**. As with *yes/no* questions, your voice rises at the end, and you expect to get an answer (*Yes* or *No*).

A: It's getting warmer, **isn't it?**

B: Yeah. Seems more like summer.

A: You're not moving, **are you?**

B: Yes. We're returning to L.A.

OR

No. We're staying here.

1

IDENTIFY • Read this conversation. Underline all the tags.**KAY:** Hi, Tom. It's a nice day, isn't it?**TOM:** Sure is. Not a cloud in the sky. How are you doing?**KAY:** Good, thanks. You don't know of any vacant apartments, do you? My son is looking for one.**TOM:** He is? I thought he was staying with you.**KAY:** Well, he really wants a place of his own. Do you know of anything?**TOM:** As a matter of fact, I do. You know the Sobotas, don't you? Well, I just found out that they're moving to New York next month.**KAY:** They are? What kind of apartment do they have?**TOM:** A one-bedroom.**KAY:** It's not furnished, is it?**TOM:** No. Why? He doesn't need a furnished apartment, does he?**KAY:** Well, he doesn't have furniture. But I guess he can always rent some, can't he?**TOM:** Why don't you give your son my number, and I'll give him some more information?**KAY:** Will you? Thanks, Tom.

2

MATCH • Each statement goes with a tag. Match each statement with the correct tag.

Statement	Tag
<u> i </u> 1. You've called the movers,	a. can't we?
<u> </u> 2. They're coming tomorrow,	b. do we?
<u> </u> 3. This isn't going to be cheap,	c. is he?
<u> </u> 4. You haven't finished packing,	d. isn't it?
<u> </u> 5. We don't need any more boxes,	e. are they?
<u> </u> 6. Paul is going to help us,	f. have you?
<u> </u> 7. We can put some things in storage,	g. isn't he?
<u> </u> 8. Jack isn't buying our bookcases,	h. is it?
<u> </u> 9. The movers aren't packing the books for us,	i. haven't you?
<u> </u> 10. Moving is hard,	j. aren't they?

UNIT 26

Additions with *So*, *Too*, *Neither*, and *Not either*

HERALD SUN

Twins Separated at Birth Are Reunited!



Mark likes hunting, fishing, and Chinese food.
So does Gerald.

CHECK POINT

Check the correct answer.

- The men like different things.
 The men like the same things.

WITH *BE* AS THE MAIN VERB

CHART CHECK

Circle *T* (True) or *F* (False).

T F There is more than one way to make an addition.

T F Use *so* or *too* with negative statements.

T F When a statement does not have a form of *be* or an auxiliary verb, use a form of *do* in the addition.

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy is a twin,	and so is Sue. and Sue is too.	Amy isn't very tall,	and neither is Sue. and Sue isn't either.

WITH ALL AUXILIARY VERBS EXCEPT *DO*

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy can swim,	and so can Sue. and Sue can too.	Amy can't ski,	and neither can Sue. and Sue can't either.

WITH VERBS USING *DO* AS AN AUXILIARY VERB

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy likes dogs,	and so does Sue. and Sue does too.	Amy doesn't like cats,	and neither does Sue. and Sue doesn't either.

EXPRESS CHECK

Unscramble these words to form additions.

is • Mark • and • neither

does • Gerald • so • and

Gerald isn't married, _____ . Mark fights fires, _____ .

Grammar Explanations

Examples

1. Additions are phrases or short sentences that follow a statement. Use an addition to avoid repeating the information in the statement.

■ Gerald is a firefighter, **and so is Mark.**
(Gerald is a firefighter, and Mark is a firefighter.)

2. Use **so** or **too** if the addition follows an affirmative statement.

■ Gerald **is** a firefighter, and **so is** Mark.
 OR
 ■ Gerald **is** a firefighter, and Mark **is too.**

Use **neither** or **not either** if the addition follows a negative statement.

■ Gerald **didn't** get married. **Neither did** Mark.
 OR
 ■ Gerald **didn't** get married. Mark **didn't either.**

► **BE CAREFUL!** Notice the word order after **so** and **neither**. The verb comes before the subject.

■ So **is Mark.** NOT ~~So Mark is.~~
 ■ Neither **did Mark.** NOT ~~Neither Mark did.~~

3. Additions always use a form of **be** or an auxiliary verb (**be, have, do, will**, or a modal verb such as **can, could, should, would**).

- a. If the statement uses a form of **be**, use a form of **be** in the addition too.
- b. If the statement uses an auxiliary verb, use the same auxiliary verb in the addition.
- c. If the statement has a verb that uses **do** as an auxiliary verb, use the appropriate form of **do** in the addition.

■ I'm a twin, and so **is** my cousin.
 ■ Gerald **had** quit his job, and so **had** Mark.
 ■ I **can't** drive, and neither **can** my twin.
 ■ Gerald **owns** a dog, and so **does** Mark.
 ■ Gerald **bought** a jeep, and so **did** Mark.

4. In conversation, you can use short **responses** with **so, too, neither**, and **not either** to agree with another speaker.

A: I have a twin sister.
 B: **So do I.** OR **I do too.**
 A: I don't have any brothers or sisters.
 B: **Neither do I.** OR **I don't either.**

USAGE NOTE: In informal speech, people say **Me too** and **Me neither** to express similarity or agreement.

A: I'm left-handed.
 B: **Me too.**
 A: I've never heard of these twins.
 B: **Me neither.**

1

TRUE OR FALSE • Read these short conversations between reunited twins. Write T (True) or F (False) for the statement that follows each conversation.

1. **MARK:** I like Chinese food.
GERALD: So do I.
 T Gerald likes Chinese food.
2. **ANDREA:** I don't want to go out.
BARBARA: Neither do I.
 Barbara wants to go out.
3. **JEAN:** I'm not hungry.
JOAN: I'm not either.
 Joan isn't hungry.
4. **AMY:** I've always felt lucky.
KERRIE: So have I.
 Kerrie has felt lucky.
5. **MIA:** I don't eat meat.
BOB: I don't either.
 Bob eats meat.
6. **JIM:** I have a headache.
BILL: I do too.
 Both Jim and Bill have headaches.



7. **NORA:** I can't swim.
DINA: Me neither.
 Dina can swim.
8. **CHET:** I shouldn't work so much.
TODD: Neither should I.
 Todd wants to work less.
9. **JASON:** I'd like to leave now.
TYLER: Me too.
 Tyler wants to leave.

2

CHOOSE • Circle the correct words to complete this paragraph.

Sometimes being a twin can cause trouble. In high school, I was in Mr. Jacobs's history class. Neither / **S**o^{1.} was my brother. One day we took a test. I got questions 18 and 20 wrong. My brother did so / too. I didn't spell *Constantinople* correctly, and either / neither^{2.} did he. The teacher was sure we had cheated. As a result, I got an F on the test, and so did / got^{3.} my brother. We tried to convince Mr. Jacobs of our innocence, but he didn't believe us. The principal didn't either / too^{4.}. We finally convinced them to give us another test. This time I got items 3 and 10 wrong. Guess what? Neither / So^{5.} did my brother. Our teacher was astounded. So / Too^{6.} was the principal. We weren't. We were just amused.^{7.}



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

Example:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Where _____?
 (A) does she live
 (B) she lives
 (C) she does live
 (D) she lived
A B C D
2. _____ lost this wallet?
 (A) Whom
 (B) Whose
 (C) Who
 (D) Who did
A B C D
3. You're Cynthia, _____ you?
 (A) aren't
 (B) are
 (C) didn't
 (D) were
A B C D
4. Laura loves soap operas, and _____.
 (A) Jane does too
 (B) so Jane does
 (C) Jane loves too
 (D) so loves Jane
A B C D
5. I didn't like sports, and _____ my brother.
 (A) either did
 (B) neither does
 (C) so did
 (D) neither did
A B C D
6. —That isn't Sam, is it?
 —No, _____. Sam's taller.
 (A) it is
 (B) it doesn't
 (C) it wasn't
 (D) it isn't
A B C D
7. We didn't eat here last week, _____ we?
 (A) didn't
 (B) haven't
 (C) do
 (D) did
A B C D
8. —Who _____ your bike?
 —Mike did.
 (A) did give you
 (B) did you give
 (C) you gave
 (D) gave you
A B C D
9. —Who _____ at the party?
 —I saw Stefan.
 (A) saw you
 (B) did you see
 (C) you saw
 (D) you see
A B C D

10. —I hate cabbage. A B C D
 —Me _____. I can't even look at it.
 (A) too (C) neither
 (B) either (D) do too
11. _____ washing the dishes tonight? A B C D
 (A) Whose (C) Who are
 (B) Who's (D) Who does
12. Liam was born in Ireland, but his brother _____. A B C D
 (A) was (C) wasn't
 (B) didn't (D) neither was

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

13. This is a good school, wasn't it? A B C D
 A B C D
14. We went to Stan's holiday party last year, hadn't we? A B C D
 A B C D
15. Kevin has always been a great student, and so his brother has. A B C D
 A B C D
16. My sister has never gone skiing, and neither did I. A B C D
 A B C D
17. Where you worked last year when you were going to school? A B C D
 A B C D
18. That sign is too small to read, isn't that? A B C D
 A B C D
19. English isn't an easy language to learn, is it. A B C D
 A B C D
20. My parents are both good cooks, and me too. A B C D
 A B C D
21. Tom and Fred hadn't been to Florida before then, had he? A B C D
 A B C D
22. I'm usually right about the weather, amn't I? A B C D
 A B C D
23. Paul likes Italian food, doesn't Paul? A B C D
 A B C D
24. Where did they went yesterday? A B C D
 A B C D
25. Why you call me so late last night? A B C D
 A B C D

UNIT 27

Ability: *Can, Could, Be able to*



CHECK POINT

Circle T (True) or F (False).

T F The father wants to know if his daughter has permission to do spreadsheets.

CHART CHECK 1

Circle T (True) or F (False).

T F The form for **can** and **could** is the same for all subjects.

STATEMENTS: CAN/COULD

SUBJECT	CAN/COULD*	BASE FORM OF VERB	
I/He/She/It/We/You/They	can (not)	do	spreadsheets now.
	could (not)	use	a computer last year.

*Can and could are modals. They do not have -s in the third person singular.

YES/NO QUESTIONS: CAN/COULD

CAN/COULD	SUBJECT	BASE FORM	
Can	she	do	them?
Could	they	use	one?

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes,	she can .	No,	she can't .
	they could .		they couldn't .

WH- QUESTIONS: CAN/COULD

WH- WORD	CAN/COULD	SUBJECT	BASE FORM	
How well	can	she	do	spreadsheets?
	could	they	use	a computer?

CHART CHECK 2

Check the correct answer.

Which part of **be able to** changes for different subjects?

be **able to**

STATEMENTS: BE ABLE TO

SUBJECT	BE	ABLE TO	BASE FORM	
I	am	(not) able to	do	spreadsheets.
He/She/It	is			
We/You/They	are			

CHART CHECK 3
 Check the correct answer.
 In questions with **be able to**, what comes before the subject?
 a form of **be**
 a form of **able to**

YES/NO QUESTIONS: BE ABLE TO				
BE	SUBJECT	ABLE TO	BASE FORM	
Are	you	able to	do	spreadsheets?
Is	she			

SHORT ANSWERS			
AFFIRMATIVE		NEGATIVE	
Yes,	I am.	No,	I'm not.
	she is.		she isn't.

WH- QUESTIONS: BE ABLE TO					
WH- WORD	BE	SUBJECT	ABLE TO	BASE FORM	
How well	are	you	able to	do	spreadsheets?
	is	she			

EXPRESS CHECK

Complete these sentences with **can** or **be able to**. Use one word for each blank.

A: _____ she able _____ use a computer already?

B: Yes, she _____, and she _____ type and do spreadsheets too.

Grammar Explanations

Examples

1. Use **can** or **be able to** to talk about ability in the present.

- She **can do** computer graphics.
- She's **able to do** computer graphics.

USAGE NOTE: In everyday speech, **can** is more common than **be able to** in the present tense.

2. Use either **could** or **was/were able to** to talk about ability (but not a specific achievement) in the past.

- Sami **could read** when he was four.
- He **was able to use** a computer too.

► **BE CAREFUL!** Use only **was/were able to** to talk about a specific achievement or a single event in the past.

- He **was able to win** the Math Prize last year.
- NOT He ~~could win~~ the Math Prize ...

Use either **could** or **was/were able to** in negative sentences about past ability.

- I **couldn't win** the Math Prize last year.
- I **wasn't able to do** one problem.

3. For forms and tenses other than the present or past, use **be able to**.

- Jen wants **to be able to write** programs. (infinitive)
- By June she **will be able to complete** her computer class. (future)

1

IDENTIFY • Read part of an article about some talented young business people. Underline the words that express ability.

A surprising number of young people have Leibowitz, was able to sell two software programs when he was fourteen. He made been able to create successful Web-based businesses. One young entrepreneur is Sam \$30,000 on the deal and now Jay runs his own Web site. Dan Finley writes reviews of new software. He started his business at sixteen. A full-time college student, Dan can pay a staff of writers and still earn \$500 a month. Although they all make money, all three started out to have fun at their hobby, and running. Another young businessman, Jay not to make a profit.

**WEB BUSINESSES
FOR FUN
AND PROFIT**

COMPLETE • Read each description. Complete it with a name from the article.

1. _____ Jay _____ sold software programs at the age of fourteen.
2. _____ didn't agree with his partner.
3. _____ earns money reviewing software.
4. _____ was able to design a Web page for a writer.

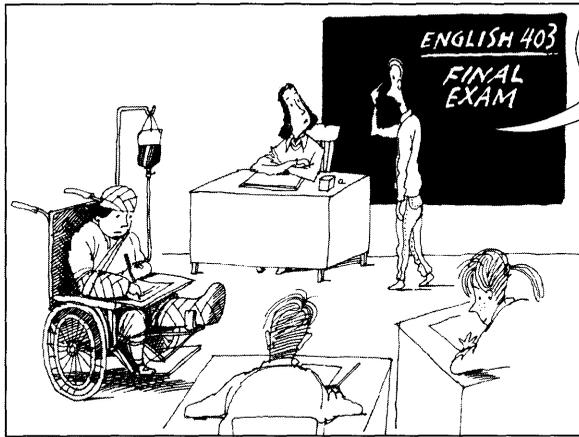
2

COMPLETE • Read these paragraphs. Complete them with **can**, **could**, or **be able to**. Use **can** or **could** when possible. Choose between affirmative and negative.

1. Stefan is enjoying his computer class. Two weeks ago, he couldn't even use the mouse, but now he _____ edit his homework. By next week, he _____ do research on the Internet.
2. Eleni misses her family in Greece. She _____ visit them for years, but they just got an e-mail account, so now they _____ keep in touch daily.
3. I _____ understand how to set up a presentation. The software instructions don't help. I think I'll take a professional development course. In a few months maybe I _____ make that presentation.
4. Mike and I _____ get along since we started this business. He _____ work alone (he needs people), and I _____ work in a group (I have to work alone). I hope we _____ work out our problems soon.

UNIT 28

Permission: May, Can, Could, Do you mind if . . . ?



I think
I have something in
my eye. Could I take the
test tomorrow?

CHECK POINT

Check the sentence that describes what's happening in the cartoon.

- The student wants to know if his eye will be better tomorrow.
- The student is asking the teacher to allow him to take the test tomorrow.

CHART CHECK 1

Check the correct answer.

Which modal is used in questions but NOT in short answers about permission?

- may*
- can*
- could*

QUESTIONS: MAY/CAN/COULD

MAY/CAN/COULD*	SUBJECT	BASE FORM OF VERB	
May Can Could	I/we/he/she/it/they	start	now?

**May, can, and could* are modals. They do not have -s in the third person singular.

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you/he/she/it/they	may. can.	No,	you/he/she/it/they	may not. can't.

CHART CHECK 2

Circle T (True) or F (False).

T F After *Do you mind if . . . ?* the verb is the same for all subjects.

T F The answer **Not at all** gives permission.

QUESTIONS: DO YOU MIND IF . . . ?

DO YOU MIND IF	SUBJECT	VERB
Do you mind if	I/we/they	start?
	he/she/it	starts?

SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
Not at all.	
No, I don't.	Yes, I do.

STATEMENTS: MAY/CAN

SUBJECT	MAY/CAN	BASE FORM
I/He/She/It/We/You/They	may (not) can (not)	start.

EXPRESS

Circle the correct words to complete this conversation.

A: Do you mind if he help / helps me with my homework?

B: Not at all / Yes I do. He can help / helps you, but you should do most of the work.

Grammar Explanations

1. Use **may**, **could**, and **can** to ask for permission.

USAGE NOTE: **May** is a little more formal than **can** and **could**.

► **BE CAREFUL!** Requests for permission always refer to the present or the future. When you use **could** to ask for permission, it is not past tense.

2. We often say **please** when we ask for permission. Note the possible word orders.

3. Use **Do you mind if . . . ?** to ask for permission when your action might bother someone.

► **BE CAREFUL!** A negative answer to the question **Do you mind if . . . ?** gives permission to do something. It means, *It's OK. I don't mind.*

4. Use **may** or **can** in answers. Do not use **could**.

► **BE CAREFUL!** Do not contract **may not**.

We often use **polite expressions** instead of modals to answer requests for permission.

5. When people **refuse permission**, they often give an apology and an explanation.

If the rules are very clear, someone may refuse without an apology or explanation.

Examples

■ **May I call** you next Friday?

■ **Could we use** our dictionaries?

■ **Can he come** to class with me?

■ **May I leave** the room, Professor Lee?

A: **Could I** take the test **tomorrow**?

B: Certainly. The test starts at 9:00 A.M.

■ **Could I** ask a question, **please**?

■ **Could I please** ask a question?

A: **Do you mind if** I clean up tomorrow?

B: Yes, actually, I do mind. I hate to see a mess.

A: **Do you mind if** I leave the room?

B: **Not at all.**

(You may leave the room.)

A: **Could I** borrow this pencil?

B: Yes, of course you **can**.

Not ~~Yes, you could~~.

■ No, you **may not**.

Not ~~No, you mayn't~~.

A: **Could I** close the window?

B: **Sure.**

Certainly.

Go ahead.

No, please don't. It's hot in here.

A: Can I please have a little more time?

B: **I'm sorry, but the time is up.**

DRIVER: Can I park here?

OFFICER: **No, you can't.**

3

ASK • Lucy and Carl are going to a concert. Read each situation. Write questions to ask for permission. Use the words in parentheses.

1. Carl wants his friend Bob to come.

CARL: I have an extra ticket. _____ *Do you mind if Bob comes?*
(Do you mind if)

2. Carl wants to use Lucy's phone to call Bob.

CARL: Great. I'll call him right now. _____
(Could)

3. Carl wants to park in front of the stadium.

CARL: We're going to the concert, Officer. _____
(May)

4. Lucy, Bob, and Carl want to move up a few rows. Bob asks an usher.

BOB: All those seats are empty. _____
(Could)

5. Carl wants to tape the concert. Lucy asks the usher first.

LUCY: My friend brought a tape recorder. _____
(Can)

6. Lucy hates the music. She wants to leave.

LUCY: This music is giving me a headache. _____
(Do you mind if)

4

EDIT • This exercise is similar to part of the TOEFL®. Find the mistake in each item and fill in the space that corresponds to the letter of the incorrect word or phrase. Then go one step beyond the TOEFL® and correct the mistake.

- Can he ^{come}~~comes~~ on the train with me or does he need a ticket? (A) (B) (C) (D)
- I'm sorry, he couldn't. Only passengers can board the train. (A) (B) (C) (D)
- Could I changed seats with you? I'd like to sit next to my son. (A) (B) (C) (D)
- Yes, you could. Go right ahead. I'm getting off soon. (A) (B) (C) (D)
- Mom, may I to have some candy? I'm hungry. (A) (B) (C) (D)
- No, you mayn't. I'm sorry, but you've already had enough candy. (A) (B) (C) (D)
- Do you mind if he play his computer game? (A) (B) (C) (D)
- Yes, I do. He can play if he wants. It won't bother me. (A) (B) (C) (D)
- I'm still hungry. Can we'll get a sandwich soon? (A) (B) (C) (D)
- Not at all. We can go find the club car. (A) (B) (C) (D)

UNIT 29

Requests:

*Will, Can, Would, Could,
Would you mind . . . ?*



"Miss Fleming, would you mind dialling 911 for me?"

POINT

Check the correct answer.

The businessman is

- giving an order.
- asking someone to do something.
- asking for information.

NOTE: 911 is the emergency telephone number in the United States and Canada.

CHART CHECK 1

Circle T (True) or F (False).

T F You can use **would** and **could** in questions but **NOT** in short answers to requests.

QUESTIONS: WILL/CAN/WOULD/COULD

WILL/CAN/WOULD/COULD*	SUBJECT	BASE FORM OF VERB	
Will Can Would Could	you	mail	this for me?

*These words are modals. They do not have -s in the third person singular.

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE
Sure	(I will).	I'm sorry, but I can't .
Certainly	(I can).	

QUESTIONS: WOULD YOU MIND . . . ?

WOULD YOU MIND	GERUND	
Would you mind	mailing	this for me?

CHART CHECK 2
 Check the correct answer.
Not at all means:
 OK no

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
No, not at all. I'd be glad to.	I'm sorry, but I can't .

EXPRESS CHECK

Complete this conversation.

- A:** _____ you mind filing these reports now?
B: _____, _____ at all.
A: Thanks. And _____ you answer the phone, please?
B: Sorry, but I _____. My hands are full.

Grammar Explanations

Examples

1. Use **will, can, would, and could** to ask someone to do something.

We often use **will** and **can** for informal requests.

We use **would** and **could** to make requests more polite.

SISTER: **Will** you **answer** the phone?
Can you **turn down** the TV?

Boss: **Would** you **type** this report?
Could you **make** ten copies?

2. We also use **please** with **will, can, would, and could** to make the request even more polite.
 Note the word order.

■ **Could** you **please** close the door?
 OR
 ■ **Could** you close the door, **please**?

3. We also use **Would you mind + gerund** (without **please**) to make polite requests.
 Note that a **negative answer** means that you will do what the person requests.

A: **Would you mind waiting** for a few minutes?
 Mr. Caras is still at a meeting.
B: **Not at all.**
 (OK. I'll do it.)

4. People usually expect us to say **yes** to polite requests. When we **cannot say yes**, we usually apologize and give a reason.

A: **Could** you take this to Susan Lane's office for me?
B: **I'm sorry, I can't.** I'm expecting an important phone call.

► **BE CAREFUL!** Do not use **would** or **could** to answer polite requests.

A: I'm cold. **Would** you shut the window, please?
B: **Certainly.**
 NOT ~~Yes, I would.~~



IDENTIFY • Marcia has a new co-worker. Read their conversations. Underline all the polite requests.

1. **MARCIA:** Hi. You must be the new office assistant. I'm Marcia Jones. Let me know if you need anything.
LORNA: Thanks, Marcia. Could you show me the coat closet?
MARCIA: Certainly. It's right over here.
2. **LORNA:** Marcia, would you explain these instructions for the fax machine?
MARCIA: Sure. Just put your letter in here and dial the number.
3. **MARCIA:** I'm leaving for lunch. Would you like to come?
LORNA: Thanks, but I can't right now. I'm really busy.
MARCIA: Do you want a sandwich from the coffee shop?
LORNA: That would be great. Can you get me a tuna sandwich and a soda?
MARCIA: Sure. Will you answer my phone until I get back?
LORNA: Certainly.
4. **MARCIA:** Lorna, would you mind making some coffee?
LORNA: I'm sorry, but I can't do it now. I've got to finish this letter before 2:00.



CHOOSE • Lorna's roommate, Jana, is having problems today. Check the appropriate response to each of Jana's requests.

1. Lorna, would you please drive me to class today? My car won't start.
a. _____ Yes, I would. b. I'd be glad to.
2. Would you mind lending me five dollars? I'm getting paid tomorrow.
a. _____ Not at all. b. _____ Yes.
3. Lorna, can you take these books back to the library for me? I'm running late.
a. _____ I'm late too. Sorry. b. _____ No, I can't.
4. Could you lock the door on your way out? My hands are full.
a. _____ Yes, I could. b. _____ Sure.
5. Can you turn the radio down? I need to study for my math quiz this morning.
a. _____ Certainly. b. _____ Not at all.
6. Will you pick up some milk on the way home this afternoon?
a. _____ No, I won't. b. _____ Sorry. I'll be at work until 8:00.

3

CHOOSE AND COMPLETE • Use the appropriate imperative from the box to complete these requests. Use **please** when possible, and make any necessary changes.

- Buy some cereal. Call back later. ~~Close the window.~~
 File these reports. Shut the door. Turn on the lights.

1. Can you please close the window? It's freezing in here.
2. Could _____ I've finished reading them.
3. Would you mind _____ It's too dark in here.
4. Will _____ We don't have any left.
5. Could _____ Ms. Cho is on another call right now.
6. Would _____ There's too much noise in the hall!

4

EDIT • Read these requests from Marcia's boss and Marcia's answers (in dark print). Find and correct six mistakes in making and responding to requests. The first mistake is already corrected.

Subj: Sales Meeting -Reply
DATE: 04-11-03 12:14:39 EST
FROM: MarciaJones@dataline.com
To: JohnSanchez@dataline.com
CC: AnnChen@dataline.com

>>> <JohnSanchez@dataline.com> 04/11/03 10:37am>>>

The meetings are going well but they have been extended a day. Could you ~~call please~~ *please call* Doug Rogers to try to reschedule our sales meeting?

Not at all. I'll do it right away.

We'll need three extra copies of the monthly sales report. Would you ask Ann to take care of that?

Yes, I would. (Ann—Could you do this?)

I hate to ask, but would you mind to work on Saturday? We'll need the extra time to go over the new information I've gotten.

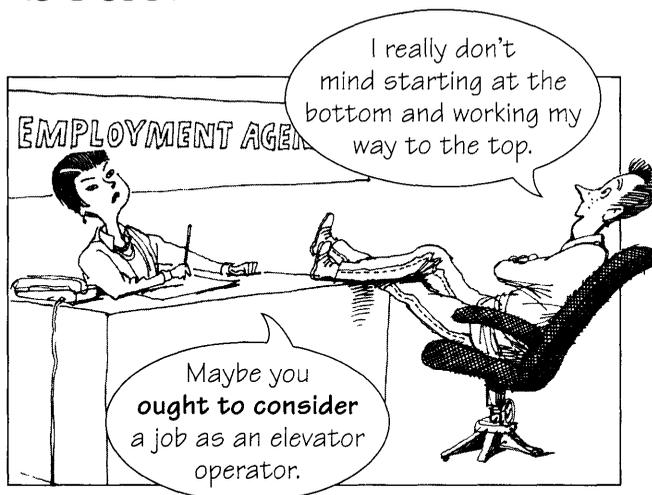
Sorry, but I couldn't. My in-laws are coming for a visit. But Rob Lin says he can come in to the office to help out.

One last thing. I was going to pick up those new business cards, but I won't be back in time. Would you mind doing that for me?

Yes, I would. I'll stop at the printer's during my lunch break.

UNIT 30

Advice: Should, Ought to, Had better



CHECK POINT

Check the correct answer.

- The interviewer is suggesting a type of job for the applicant.
- The interviewer is telling the applicant how to be successful.

CHART CHECK 1

Circle T (True) or F (False).

T F The same form of the verb follows **should**, **ought to**, and **had better**.

STATEMENTS: SHOULD/UGHT TO/HAD BETTER

SUBJECT	SHOULD/UGHT TO/ HAD BETTER*	BASE FORM OF VERB	
I/He/She/We/You/They	should (not) ought to had better (not)	look	for a new job.

*Should and ought to are modals. Had better is similar to a modal. These forms do not have -s in the third person singular.

NOTE: For contractions of *should not* and *had better*, see Appendix 24 on page 346.

CHART CHECK 2

Check the correct answer.

In questions about advice, we usually use:

- should**
- ought to**
- had better**

YES/NO QUESTIONS: SHOULD

SHOULD	SUBJECT	BASE FORM
Should	I he	look?

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you he	should.	No,	you he	shouldn't.

WH- QUESTIONS: SHOULD

WH- WORD	SHOULD	SUBJECT	BASE FORM	
Where	should	I he	look	for a new job?

EXPRESS CHECK

Complete this conversation.

A: They're looking for a cashier at McDonald's. _____ I apply for the job?

B: _____, you _____. You can get more money working at the bookstore.

Grammar Explanations**Examples**

1. Use **should** and **ought to** to say that something is advisable.

USAGE NOTE: We do not usually use the negative of *ought to* in American English. We use **shouldn't** instead.

- Mario **should find** a new job.
- He **ought to read** the help wanted ads.
- He **shouldn't quit** school.
- NOT COMMON He ~~ought not to quit~~.

2. Use **had better** for urgent advice—when you believe that something bad will happen if the person does not follow the advice.

USAGE NOTE: We usually use the contraction for *had better*.

The negative of *had better* is **had better not**.

- **BE CAREFUL!** *Had better* always refers to the present or the future, never to the past (even though it uses the word *had*).

- You'd **better leave** now, **or you'll be late**.
- You'd **better** apply for more than one job.
- NOT You ~~had better apply~~.
- You'd **better not** be late.
- NOT You'd ~~not better be late~~.
- We'd **better take** the bus **now**.
- You'd **better call** them back **tomorrow**.

3. Use **should** for questions. We do not usually use *ought to* or *had better* for questions.

- **Should I apply** for that job?
- When **should I apply**?

4. It is usually considered impolite to give **advice to people of equal or higher status** (such as friends or bosses) unless they ask for it.

FRIEND: **Should I shake** hands with the interviewer?
You: Yes, you **should**.

Boss: Where **should I take** our client to lunch?
You: I think you **should go** to the Tuscan Grill.

When we give unasked-for advice, we often soften it with **maybe**, **perhaps**, or **I think**.

- Myra, **maybe** you **ought to apply** for this job.

PRONUNCIATION NOTE

Ought to is often pronounced "oughta" in informal speech. Do not write *oughta*.

1

READ • Look at these job search tips.

- You should tell all your friends that you are looking for a job.
- You'd better not quit your present job before you find a new one.
- You shouldn't tell your boss that you are looking for a new job.
- You ought to apply for several jobs at once.
- You shouldn't immediately ask an interviewer about job benefits.
- You should always give the interviewer accurate salary information.

ANSWER • Check the things that are OK to do according to the tips.

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> tell your friends about your job search | 4. <input type="checkbox"/> leave your job during your search |
| 2. <input type="checkbox"/> tell your boss about your job search | 5. <input type="checkbox"/> apply for several jobs at once |
| 3. <input type="checkbox"/> ask about job benefits right away | 6. <input type="checkbox"/> tell the interviewer your real salary |

2

CHOOSE • Read this advice for job seekers. Complete it with the correct words.

Reader's Weekly Volume II, Issue 23

ADVICE FOR JOB SEEKERS

Want or need a new job? When's the best time to start looking? Right now!
 You _____ **'d better not** _____ delay, or you'll start to feel "stuck."
 1. (ought to / 'd better not)

These tips will help:

- A lot of people wait until after the holidays to look for a job. That means less competition for you right now. You _____ wait!
 2. (shouldn't / should)
- Too busy at work to schedule interviews? Early morning interviews have fewer interruptions. You _____ ask for interviews before nine o'clock.
 3. (should / 'd better not)
- If you are laid off, you _____ take a lower-paying job just to get work. If your new salary is low, your employer won't appreciate your skills. If possible, you _____ ask for a salary that matches your skills.
 4. ('d better / shouldn't)
 5. ('d better not / should)
- However, money isn't everything! You _____ take a position with a company you dislike, or you won't do a good job there.
 6. (ought to / 'd better not)
- Don't talk about salary too soon. You _____ wait—learn about the job and talk about your skills first.
 7. ('d better / shouldn't)

3

COMPLETE • Kim Yee's boss has invited him to dinner at his home. Complete Kim's conversation with his friend. Use **should**, **ought to**, or **had better** and the words in parentheses. Choose between affirmative and negative.

KIM: How *should* I dress? _____ In a suit?
1. (How / dress?)

SCOTT: You don't have to wear a suit. _____, but you can wear casual clothes.
2. (look / neat)

KIM: _____
3. (What time / arrive?)

SCOTT: It's really important to be on time. Your boss and his wife are expecting you at 7:00, so _____. It's OK to be a little late, but don't make them wait too long for you!
4. (arrive after 7:15)

KIM: _____
5. (bring a gift?)

SCOTT: Yes, but get something small. _____. It would embarrass them.
6. (buy an expensive gift)

KIM: _____
7. (What / buy?)

SCOTT: I think _____.
8. (get some flowers)

4

EDIT • Read this letter. Find and correct six mistakes in expressing advice. The first mistake is already corrected.

Dear Son,

We are so happy to hear about your new job. Congratulations! Just remember—you shouldn't ~~to~~ work too hard. The most important thing right now is your schoolwork. Maybe you only oughta work two days a week instead of three. Also, we think you'd better ask your boss for time off during exams. That way you'll have plenty of time to study. You would better give this a lot of careful thought, OK? Please take good care of yourself. You'd not better start skipping meals, and you definitely shouldn't worked at night. At your age, you will better get a good night's sleep. Do you need anything from home? Should we send any of your books? Let us know.

With love,

Mom and Dad

UNIT 31

Suggestions:

*Could, Why don't . . . ?,
Why not . . . ?, Let's,
How about . . . ?*

Let's Travel!

Going to Germany?

Why not stay at a youth hostel?

How about a magnificent one
like Altena Castle? Altena is also
fun and cheap. So, **why don't**
you **make** our castle your home?



Altena Castle, Germany

CHECK POINT

Circle T (True) or F (False).

T F The ad wants to know why many people don't stay at youth hostels.

CHART CHECK 1

Check the correct answer.

The verb after **could**, **why don't**, **why not**, or **let's**

- changes for different subjects.
- does not change for different subjects.

COULD

(MAYBE)	SUBJECT	COULD*	BASE FORM	
(Maybe)	I/he/she/we/you/they	could	stay	in a castle.

*Could is a modal. It does not have -s in the third person singular.

WHY DON'T . . . ?

WHY	DON'T	SUBJECT	BASE FORM	
Why	don't	I/we/you/they	stay	in a castle?
	doesn't	he/she		

WHY NOT . . . ?

WHY NOT	BASE FORM	
Why not	stay	there?

LET'S

LET'S (NOT)	BASE FORM	
Let's (not)	stay	there.

CHART CHECK 2

Circle T (True) or F (False).

T F Suggestions with **How about . . . ?** have only one form.

HOW ABOUT . . . ?

HOW ABOUT	GERUND/NOUN	
How about	staying	in a castle?
	a castle?	

EXPRESS CHECK

Add the correct punctuation.

Let's take the train _____

Maybe we could take the train _____

Why not take the train _____

How about the train _____

Grammar Explanations

Examples

1. Use **Let's**, (**Maybe**) . . . **could**, **Why don't/ doesn't**, **Why not**, and **How about** to make suggestions.

- A:** **Let's take** a trip this summer.
B: **Maybe** we **could go** to Germany.
A: **Why don't** we **ask** Luke to go with us?
B: Good idea. **Why doesn't** Tom **call** him tonight?
A: **Why not call** him right now?
B: **How about staying** at a youth hostel?
A: **How about Altena Castle?**

- **BE CAREFUL!** When someone uses **Why not** and **Why don't/doesn't** to make a suggestion, these expressions are not information questions. The speaker does not expect to receive information from the listener.

- SUGGESTION
A: **Why don't** you **visit** Jill in Hong Kong?
B: That's a good idea.
 INFORMATION QUESTION
A: **Why don't** you **eat** meat?
B: Because I'm a vegetarian.

2. **Let's** always includes the speaker. It means:
Here's a suggestion for you and me.

- **Let's go** to Hong Kong.
(I suggest that we go to Hong Kong.)

3. Note the **different forms** to use with these expressions.

- BASE FORM OF THE VERB
 ■ **Let's take** the train.
 ■ **Maybe** we **could take** the train.
 ■ **Why don't** we **take** the train?
 ■ **Why not take** the train?

- GERUND OR NOUN
 ■ **How about taking** the train?
 ■ **How about the train?**

4. Notice the **punctuation** at the end of each kind of suggestion.

- STATEMENTS
 ■ **Let's stay** at a hostel.
 ■ **Maybe** we **could** stay at a hostel.

- QUESTIONS
 ■ **Why don't** we stay at a hostel?
 ■ **Why not** stay at a hostel?
 ■ **How about** staying at a hostel?
 ■ **How about** a hostel?

1

IDENTIFY • Emily and Megan are visiting Hong Kong. Read their conversation. Underline all the suggestions.

EMILY: Why don't we go to the races? I hear they're really exciting.

MEGAN: I'd like to, but I need to go shopping.

EMILY: Then let's go to the Temple Street Market tonight. We might even see some Chinese opera in the street while we're there.

MEGAN: That sounds like fun. If we do that, why not go to the races this afternoon?

EMILY: OK, but let's get something to eat first in one of those floating restaurants.

MEGAN: I don't think we'll have time. Maybe we could do that tomorrow. Right now, how about getting *dim sum* at the Kau Kee Restaurant next door? Then we could take the Star Ferry to Hong Kong Island and the racecourse.

EMILY: Sounds good. Here's an idea for tomorrow. Why not take one of those small boats—*kaido*—to Lantau Island? When we come back, we could have dinner at the Jumbo Palace.

MEGAN: Let's do that. It's a little expensive, but at least it floats!

2

COMPLETE • Read these conversations. Complete them with the appropriate expression in parentheses.

1. **A:** I feel like having seafood for dinner, but we went to Tai Pak for seafood last night.

B: _____ ^{Why not} go again? The food's great, and so is the view.
(Why not / Let's not)

2. **A:** I'm really tired. _____ resting before we go out?
(Let's / How about)

B: That's a good idea. I'm tired too.

3. **A:** I want to explore downtown Hong Kong.

B: _____ take a minibus? We'll see a lot more that way.
(Let's not / Why don't we)

4. **A:** A group of foreign students just checked in at the hostel.

B: _____ ask them to join us for dinner.
(How about / Maybe we could)

5. **A:** I still need to buy some souvenirs before we leave.

B: _____ go shopping after dinner.
(Let's / How about)

6. **A:** I don't want to go home tomorrow. I'm having a really good time here.

B: So am I. _____ leave tomorrow.
(Let's not / Why not)

3

CHOOSE & COMPLETE • Read these conversations. Complete the suggestions with phrases from the box. Add pronouns and change the verbs as necessary. Punctuate correctly.

take a trip together try that new seafood place ~~buy tickets~~
go to the beach buy another one

1. A: There's an Oasis concert at the Hong Kong Convention Centre next weekend.
B: We're near there now. Maybe we could buy tickets.
2. A: It's going to be hot tomorrow.
B: I know. How about _____
3. A: Sweaters are on sale. Maybe we could buy one for Brian's birthday.
B: We got him a sweater last year. Let's not _____
4. A: I don't know what to do on spring vacation. I'm sick of staying in the dorm.
B: Me too. Why don't _____
5. A: I'm hungry.
B: Let's _____

4

EDIT • Read these notes. Find and correct seven mistakes in the use of suggestions. The first one is already corrected. Don't forget to check punctuation.

3:00

Emily
I'm going shopping. I'll be back at
5:00. Let's ^{eat} ~~eating~~ at 7:00. OK?
Megan

5:00

Emily
I'm going to be too tired for a movie.
Maybe we could just hanging around
the hostel after dinner. Let's talk
about it later. I'm taking a nap.
M.

4:00

Megan
7:00 for dinner is fine.
How about go to a movie afterward.
See you later.
E.

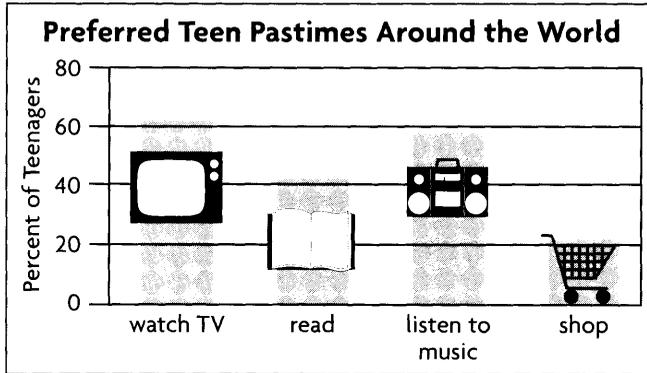
6:00

M-
Let's not eat at the same restaurant
tonight? Why don't we trying a new
place? How about Broadway Seafood.
I'll meet you downstairs at 7:00.
E.

UNIT 32

Preferences:

*Prefer, Would prefer,
Would rather*



Teenagers around the world **prefer watching** TV to all other leisure-time activities.

CHECK POINT

Check the main point of the bar graph.

- Teenagers like to watch TV, read books, and listen to music.
- Teenagers like to watch TV better than they like to do other things.

CHART CHECK 1

Check the correct answer.

Which word(s) can you use with all subjects?

- prefer**
- would prefer ('d prefer)**

STATEMENTS: PREFER/WOULD PREFER

SUBJECT	(WOULD) PREFER	NOUN/GERUND/INFINITIVE
I/We/You*/They	prefer	newspapers (to magazines). reading newspapers (to reading books). (not) to read newspapers.
He/She	prefers	
I/He/She/We/You/They	would prefer 'd prefer	

*You is both singular and plural.

CHART CHECK 2

Check the correct answer.

Which two forms of the verb can follow **prefer**?

- the base form or the gerund
- the gerund or the infinitive

YES/NO QUESTIONS: PREFER/WOULD PREFER

Do/Would	SUBJECT	PREFER	NOUN/GERUND/INFINITIVE
Do	you/they	prefer	newspapers? reading newspapers? to read newspapers?
Does	he/she		
Would	you/they/he/she		

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	I/we/they	do.	No,	I/we/they	don't.
	he/she	does.		he/she	doesn't.
	I/we/they/he/she	would.		I/we/they/he/she	wouldn't.

STATEMENTS: WOULD RATHER		
SUBJECT	WOULD RATHER	BASE FORM OF VERB
I/He/She/We/You/They	would rather 'd rather	read newspapers (than read magazines). (not) read newspapers.

YES/NO QUESTIONS: WOULD RATHER			
WOULD	SUBJECT	RATHER	BASE FORM
Would	she	rather	read?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, she would.	No, she wouldn't. She'd rather not.

EXPRESS CHECK

Circle the correct words to complete this sentence.

I'd rather read / to read than / to shop, but Jo prefers shop / shopping.

Grammar Explanations

1. Use **prefer**, **would prefer**, and **would rather** to talk about things that you like better than other things.

USAGE NOTE: We often use **prefer** for a general preference and **would prefer** or **would rather** for a preference in a particular situation.

Examples

- We usually **prefer Italian food**.
- I'd **prefer to have** Chinese food tonight.
- I'd **rather cook** at home.
- Which **do** you **prefer**—chicken or shrimp?
- **Would** you **prefer** chicken or shrimp tonight?

2. **Prefer** and **would prefer** may be followed by a noun, a gerund, or an infinitive.

Would rather can be followed by only the base form of the verb.

USAGE NOTE: We often use **I'd rather not**, by itself, to refuse an offer, suggestion, or invitation.

- **BE CAREFUL!** The negative of *I'd rather* is *I'd rather not*.

- I usually **prefer** the ^{noun} **newspaper**.
- **Does** Bill **prefer** ^{gerund} **reading** magazines?
- He'd **prefer to** ^{infinitive} **watch** TV.
- I'd **rather** ^{base form} **stay** home tonight.

- A:** Would you like to have some dessert?
B: I'd **rather not**. I've had enough to eat.
 ■ I'd **rather not** have dessert.
 NOT + wouldn't rather have dessert.

3. A **comparison with to** may follow prefer/would prefer + noun.

A **comparison with to** may also follow prefer/would prefer + gerund.

A **comparison with than** may follow would rather + base form of the verb.

- Lani **prefers** ^{noun} comedies **to** ^{noun} action movies.
- I'd **prefer** ^{gerund} visiting Lani **to** ^{gerund} going to the party.
- I'd **rather** ^{base form} watch football **than** ^{base form} play it.

3 COMPLETE • Read these conversations. Complete them with **prefer, would prefer, or would rather**. Use **prefer** to state general preferences. Complete the comparisons with **to** or **than**.

1. **A:** We're going to Rome again next week. Would you prefer taking the train to flying this time?
B: You know me. I always _____ the plane _____ the train.
2. **A:** I _____ have the aisle seat _____ the window seat.
B: That's fine with me. I _____ the window seat. That way I can look out.
3. **A:** Where would you like to stay? In a hotel or a *pensione*?
B: Oh, I _____ to stay in a *pensione* this time. It's more personal.
4. **A:** I _____ eating in small *trattorias* _____ eating in big restaurants.
B: Me too. They're less expensive and the food is always delicious.
5. **A:** Speaking of food, you make the best spaghetti with clam sauce in the world.
B: Thanks, but I _____ order it in a restaurant _____ make it at home!
6. **A:** When in Rome, _____ you _____ drinking tea or coffee?
B: I definitely _____ coffee _____ tea. You know what they say, "When in Rome do as the Romans do!"

4 EDIT • Read Ana's report. Find and correct six mistakes in the use of **prefer** and **would rather**. The first mistake is already corrected.

For my study, I interviewed fifty men and women. There was no difference in men's and women's preferences for TV. I found that everyone prefers watching TV ^{to} ~~than~~ going to movies. Men and women both enjoy news programs and entertainment specials. However, men would rather watching adventure programs and science fiction, while women prefer soap operas. Men also like to watch all kinds of sports, but women would rather see game shows to sports. Reading preferences differ too. Men prefer to reading newspapers, while women would rather read magazines and books. When men read books, they prefer read nonfiction and adventure stores. Women are preferring novels.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

- (A) drink (C) is drinking
(B) drinks (D) was drinking

A **B** C D

1. —Would you shut the door, please?
—_____ A B C D
(A) Certainly. (C) Yes, I could.
(B) No, I can't. (D) Yes, I would.
2. Why _____ a movie tonight? A B C D
(A) about seeing (C) not seeing
(B) don't we see (D) we don't see
3. Marcia can't speak German yet, but after a few lessons she _____ speak a little. A B C D
(A) can (C) is able to
(B) could (D) will be able to
4. In 1998, Tara Lipinski _____ win the gold medal in figure skating at the Winter Olympics. A B C D
(A) can (C) will be able to
(B) could (D) was able to
5. I _____ make new friends since I moved here. A B C D
(A) can't (C) haven't been able to
(B) couldn't (D) 'm not able to
6. She _____ better not arrive late. A B C D
(A) did (C) 'd
(B) has (D) would
7. —Do you mind if I borrow a chair?
—_____ Do you need only one? A B C D
(A) I'm sorry. (C) Yes, I do.
(B) Not at all. (D) Yes, I would.
8. Would you mind _____ me tomorrow? A B C D
(A) call (C) to call
(B) calling (D) if you call
9. I'd rather _____ the movie. I hear it's very good. A B C D
(A) watch (C) watching
(B) to watch (D) not watch

10. You _____ miss the deadline or you'll have to pay a fee. **A B C D**
 (A) better not (C) 'd better not
 (B) 'd better (D) had no better
11. _____ take the train instead of the bus? It's faster. **A B C D**
 (A) How about (C) Why don't
 (B) Let's (D) Why not
12. May my sister _____ to class with me tomorrow? **A B C D**
 (A) come (C) coming
 (B) comes (D) to come
13. I _____ have dessert. I'm trying to lose some weight. **A B C D**
 (A) 'd rather (C) 'd prefer
 (B) 'd rather not (D) 'd prefer not
14. Jamie prefers working at home _____ working in an office. **A B C D**
 (A) more (C) that
 (B) than (D) to

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

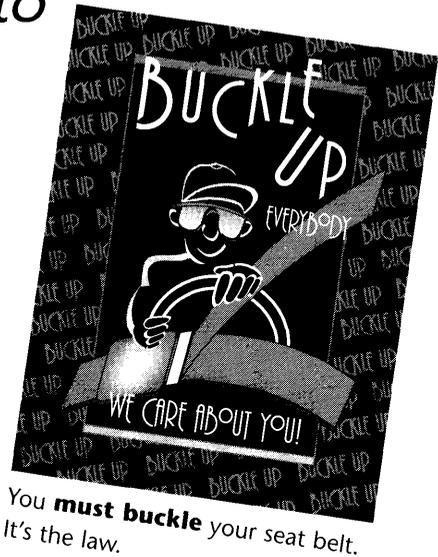
Mike usually drives to school, but today he walks.

A B C (D)

15. When I was ten, I could swim, but I wasn't able dive. **A B C D**
16. Why don't we have dinner and then go see *Possible Dreams*. **A B C D**
17. You drove for seven hours today, so maybe you'd not better drive tonight. **A B C D**
18. Will you mind bringing your camera to the graduation party tomorrow? **A B C D**
19. Dad, may Jim borrow the car tomorrow or does Mom need it? **A B C D**
20. I can't help you, so maybe you should to ask Marta. **A B C D**
21. Should I bring flowers to Lisa's or should I giving her candy? **A B C D**
22. May be you ought to just bring flowers. **A B C D**
23. Silva celebrated last year because she could win the race. **A B C D**
24. It's really late, so let's we go out to dinner tonight. **A B C D**
25. Why would you rather stay home to go out tonight? **A B C D**

UNIT 33

Necessity: Have (got) to and Must



You **must buckle** your seat belt.
It's the law.

CHECK POINT

Check the correct answer.

Using a seat belt is:

- a requirement
 a choice

CHART CHECK 1

Circle T (True) or F (False).

T F We use **have got to** in affirmative and negative statements.

AFFIRMATIVE STATEMENTS: HAVE (GOT) TO

SUBJECT	HAVE TO/ HAVE GOT TO	BASE FORM OF VERB
I/We/You/They	have (got) to	stop.
He/She/It	has (got) to	

CONTRACTIONS

Have got to = 've got to

Has got to = 's got to

NEGATIVE STATEMENTS: HAVE TO

SUBJECT	DO NOT	HAVE TO	BASE FORM
I/We/You/They	don't	have to	stop.
He/She/It	doesn't		

CHART CHECK 2

Check the correct answer.

In questions with **have to**, what comes before the subject?

- a form of **do**
 a form of **have to**

YES/NO QUESTIONS: HAVE TO

Do	SUBJECT	HAVE TO	BASE FORM
Do	we	have to	stop?
Does	he		

SHORT ANSWERS

AFFIRMATIVE			NEGATIVE		
Yes,	you	do.	No,	you	don't.
	he	does.		he	doesn't.

STATEMENTS: MUST

SUBJECT	MUST* (NOT)	BASE FORM
I/He/She/It/We/You/They	must (not)	stop.

CONTRACTION

must not = **mustn't**

*Must is a modal. It does not have -s in the third person singular.

EXPRESS CHECK

Complete this conversation. Use one word for each blank.

A: Why _____ she _____ wear her seat belt?

B: It's the law. Everyone _____ wear a seat belt.

Grammar Explanations

Examples

1. Use **have to**, **have got to**, and **must** to express necessity.

a. **Have to** is the most common expression in everyday use.

b. **Have got to** often expresses strong feelings in speaking and informal writing.

c. **Must** is used in writing (forms, signs, notices).

Must is used in spoken English, when

- the speaker is in a position of power.
- there is urgent necessity.

► **BE CAREFUL!** **Don't have to** and **must not** have very different meanings. (See Unit 34.)

■ Everyone **has to pass** a road test before getting a driver's license.

■ He's **got to drive** more slowly. I'm afraid he's going to have an accident.

■ You **must stop** completely at a stop sign.

■ Ling-ling, you **must clean** your room.
(mother talking to her young child)

■ You really **must talk** to your boss about a raise.
(friend talking to a friend)

■ You **don't have to stop** here.
(It isn't necessary to stop here.)

■ You **must not stop** here.
(You can't stop here. It's not allowed.)

2. Use the correct form of **have to** for all tenses and forms.

Use **have got to** and **must** only for the present or the future.

■ After his accident, Sal **had to take** a driver's improvement class. (*past tense*)

■ Sheila **has had to drive** to work for two years.
(*present perfect*)

■ I'll **have to drive** tomorrow. (*future*)

■ I've **got to wear** glasses all the time.

■ Everyone **must take** an eye test tomorrow.

3. Use **have to** for most questions.
(We rarely use **have got to** or **must** for questions.)

■ **Does Paul have to drive?**

■ When **will he have to leave?**

PRONUNCIATION NOTE

In informal speech, **have to** is often pronounced "hafta" and **got to** is often pronounced "gotta." Do not write *hafta* or *gotta*.



IDENTIFY • Read Ben Leonard's telephone conversation with a clerk from the California Department of Motor Vehicles (DMV). Underline the words that talk about necessity.

DMV: Department of Motor Vehicles. May I help you?

BEN: I'm moving to California soon. Will I have to get a California license when I move?

DMV: Yes, you will. California residents must have a California driver's license.

BEN: When will I have to get my California license?

DMV: You have to replace your old license ten days after you become a resident.

So come in and apply for your California license right after you get here.

BEN: Do I have to take any tests to exchange my Illinois license for a California license?

DMV: Since you already have an Illinois license, you won't have to take the road test. But you will have to take the written test.

BEN: How about the eye test?

DMV: Oh, everyone has got to take the eye test.

BEN: OK. Thanks a lot. You've been very helpful.



COMPLETE • Read this conversation. Complete it with the correct form of **have to** or **have got to** and the verbs in parentheses. Use **have got to** and give short answers whenever possible.

BEN: When do you have to use the car?
1. (use)

ANN: I pick up Jim's school records pretty soon. Why?
2. (pick up)
do you still change the oil?
3. (change)

BEN: No, did I. I did it early this morning. Oh, and
4.
I bought some film.

ANN: Oh, you do not that. I bought three rolls yesterday.
5. (not do)

BEN: We take lots of pictures on the trip.
6. (take)
did Jim still pack?
7. (pack)

ANN: No, did he. He finished and went to Sara's to say
8.
goodbye. Why?

BEN: He helped me clean out the car. It's full of his stuff.
9. (help)

ANN: I'll call him again. It's hard for him to leave his friends.

I called him to come home twice already.
10. (call)

3

CHOOSE & COMPLETE • Look at these signs. Use the verbs from the box to complete the sentences about things you **must do** and **must not do**.



turn drive ride walk

1. You _____ *must not turn* _____ left.
2. You _____ right.
3. You _____ over 40 mph.
4. You _____ 60 mph.
5. Bicyclists _____ on the right.
6. Pedestrians _____ on the right.

4

EDIT • Read Jim's letter to Sara. Find and correct seven mistakes in expressing necessity. The first mistake is already corrected.

Dear Sara,

How are you doing? We've been here about six weeks. It's strange living in the suburbs.

There's no public transportation, so you've ^{got} ~~get~~ to drive everywhere. I had to signs up for driver's ed this semester so I can get my license by summertime. It's the law here that everyone musts wear a seat belt. I used to hate to buckle up, but with the traffic here, I have changed my mind. There are a lot of freeways, and you've gotta know how to change lanes with a lot of fast traffic. Even my Mom have had to get used to it. Dad works at home, so he hasn't has to do a lot of driving.

Have you beaten those computer games yet? I'm having a lot of trouble with "Doom." You got to write to me and tell me how to get past the fifth level!

Jim

UNIT 34

Choice: Don't have to No Choice: Must not and Can't



CHECK POINT

Check the correct answer.

The driver can choose to

- park in the crosswalk. stop to ask for directions.

CHART CHECK 1

Check the correct answer.

Which part of **do not have to** changes for different subjects?

- do have

DON'T HAVE TO				
SUBJECT	DO NOT	HAVE TO	BASE FORM OF VERB	
I/We/You/They	don't	have to	stop	here.
He/She/It	doesn't		park	

CHART CHECK 2

Circle T (True) or F (False).

T F The form of **must not** and **can't** changes for different subjects.

MUST NOT			
SUBJECT	MUST* NOT	BASE FORM	
I/He/She/It/We/You/They	must not	stop	here.

CAN'T			
SUBJECT	CAN'T*	BASE FORM	
I/He/She/It/We/You/They	can't	stop	here.

*These words are modals. They do not have -s in the third person singular.

EXPRESS CHECK

Unscramble these words to form two sentences.

stop • He • have • here • to • doesn't

must • fast • You • not • drive • too

Grammar Explanations

Examples

1. **Have to** and **must** have similar meanings. They both express the idea that something is necessary or required.

- You **have to stop** at the stop sign.
- You **must stop** at the stop sign.

Don't/Doesn't have to and **must not** have very different meanings.

a. **Don't/Doesn't have to** expresses that something is not necessary. It means that there is another possibility. There is a **choice**.

- You **don't have to drive**. I can do it.
- He **doesn't have to turn** here. He can turn at the next intersection.

b. **Must not** expresses **prohibition**. It means that something is not allowed or is against the law. There is **no choice**.

- You **must not use** the car without my permission.
- You **must not drive** without a license. It's against the law.

2. **Must not** is used to express prohibition in writing, including official forms, signs, and notices.

- You **must not use** your horn unnecessarily.

USAGE NOTE: In spoken English, we do not usually use *must not* when talking to or about another adult. We use **can't** instead.

- We **can't park** here. It's a tow-away zone.

Sometimes people use **must not** to tell a child that there is no choice in a situation.

- Jesse, you **mustn't take off** your seat belt while the car is moving.

3. You can use **not have to** for all tenses and forms.

- You **don't have to drive**. (*present*)
- She **won't have to renew** her license next year. (*future*)
- We **haven't had to pay** a lot of parking fines this year. (*present perfect*)
- They **didn't have to take** driver's education last year. Now it's required. (*simple past tense*)

Must not refers only to the present or the future.

- Drivers **must not pass** on the right.

1

IDENTIFY • Read this article. Underline the words that show that there is a choice about doing something. Circle the words that show that there is no choice.

A New Alternative to Car Ownership

New drivers are usually excited about their new freedom: "My mom doesn't have to drive me everywhere anymore! I don't have to ask my friends for rides to school!" When you don't have your own car yet, any price seems worth paying. But once you buy a car, you can't forget your car payments and insurance premiums, or you won't be a driver for very long. You can't leave gas and maintenance out of the budget either. Car sharing offers an alternative to these

problems, however. Members of car-sharing groups have a car when they need one for either short trips or vacations, but they don't have the high expenses of ownership. They pay very little to use a shared car, and they don't have to worry about maintaining the car or paying the insurance. Fees for short trips are only about \$3.00 an hour plus \$0.50 per mile. Groups do not have strict requirements either. Members must not have bad driving records or poor credit, and they must not return the cars in poor shape or they will pay extra.

2

COMPLETE • Read this conversation. Complete it with **can't** or the correct form of **not have to** and the verb in parentheses.

JIM: Austin doesn't have to sit in a safety seat, but I do. It's not fair.
1. (sit)

ANN: Jim, you really _____ like that in the car. Your father has to concentrate on driving. Ben, turn left for the restaurant.
2. (yell)

BEN: I _____ left. It's a one-way street. I'll go around the block.
3. (turn)

ANN: There's the restaurant. Uh-oh. You _____ here. It's a bus stop.
4. (park)

BEN: Maybe I'll park in that indoor garage. That way we _____ about our stuff while we're eating. Remind me to buy gas after lunch.
5. (worry)

ANN: We _____ gas, do we? The tank is still half full.
6. (get)

BEN: I know. But we _____ gas for a long time. I'm not sure the gauge is working.
7. (buy)

AUSTIN: You _____ that truck into the restaurant, Jim! It's too big.
8. (bring)

JIM: Mom said OK. Anyway, I _____ to you. Let's eat!
9. (listen)

3

READ & COMPLETE • Look at this sign at the Holiday Motel swimming pool. Complete each sentence with **must not** or **don't have to** and the correct form of the verb in parentheses.

	Holiday Motel Swimming Pool Rules and Regulations	<ul style="list-style-type: none"> • ball playing • radios
	Pool Hours 10:00 A.M.–10:00 P.M. Children under 12 years NOT ALLOWED in pool without an adult. Towels available at front desk.	NO <ul style="list-style-type: none"> • diving • glass bottles • alcoholic beverages

- Children under age 12 _____ must not swim _____ without an adult.
(swim)
- You _____ your own towel.
(bring)
- You _____ ball in or around the pool.
(play)
- You _____ into the pool.
(dive)
- Teenagers _____ with an adult.
(be)
- You _____ the pool at 8:00 P.M.
(leave)

4

EDIT • Read Austin's postcard to his friend. Find and correct five mistakes in expressing necessity. The first mistake is already corrected.



Holiday Motel, Rte. 55

Hi, Janet!

We got to the motel late this evening because we got lost. But we were lucky—they kept our room so we didn't have to ~~must not~~ find another motel. Jimmy is really happy because he don't have to go to bed until after 10:00, when the swimming pool closes. We ~~mustn't~~ leave until 11:00 tomorrow (checkout time), so we can stay up later. Yosemite is only four hours away, so we won't had to drive the whole day tomorrow. It's going to be exciting. My parents say we absolutely must not to go out by ourselves because there are bears there. I'd love to see a bear (from the inside of the car). I'll send a postcard of one.

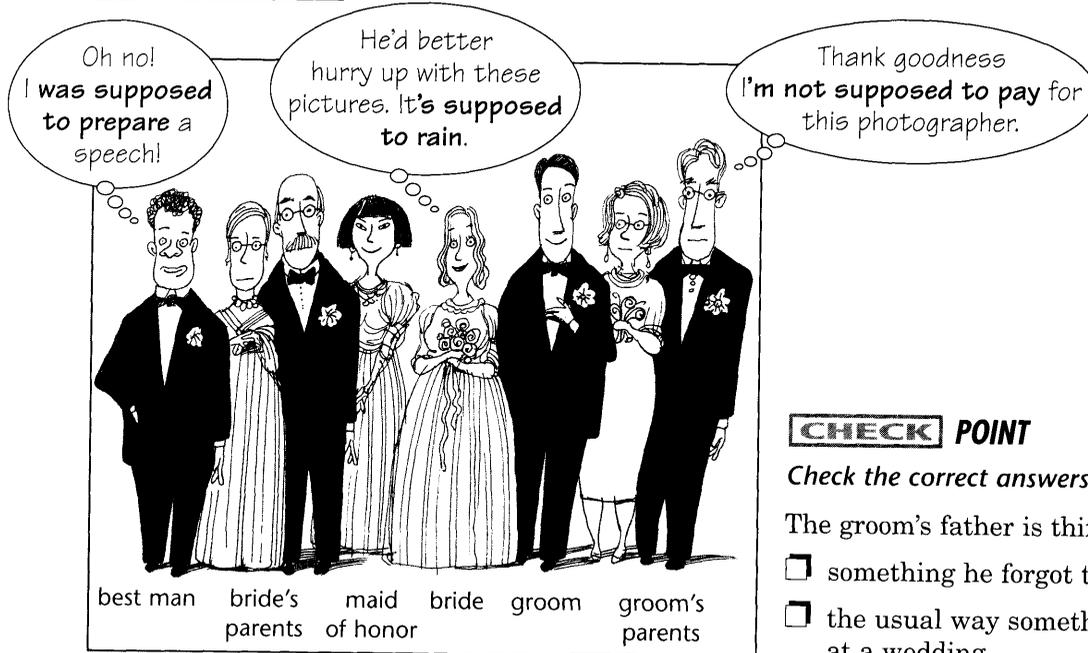
Austin



To: Janet Edwards
 5500 Amherst Lane
 Erie, PA 16506

UNIT 35

Expectations: *Be supposed to*



CHECK POINT

Check the correct answers.

The groom's father is thinking about

- something he forgot to do.
- the usual way something is done at a wedding.

CHART CHECK

Circle T (True) or F (False).

T F You can use **be supposed to** in the simple present and simple past tenses.

STATEMENTS				
SUBJECT	BE	(NOT) SUPPOSED TO	BASE FORM OF VERB	
I	am was	(not) supposed to	stand be	here.
He/She/It	is was			
We/You*/They	are were			

*You is both singular and plural.

YES/NO QUESTIONS

BE	SUBJECT	SUPPOSED TO	BASE FORM	
Am Was	I	supposed to	stand	here?
Is Was	he			
Are Were	you			

SHORT ANSWERS					
AFFIRMATIVE			NEGATIVE		
Yes,	you	are. were.	No,	you	aren't. weren't.
	he	is. was.		he	isn't. wasn't.
	I	am. was.		I	'm not. wasn't.

EXPRESS CHECK

Complete these sentences.

A: What _____ we supposed to wear yesterday?

B: Our suits. It _____ supposed to be a dress rehearsal.

A: Oops.

Grammar Explanations

Examples

1. Use **be supposed to** to talk about different kinds of expectations:

a. **rules** and **usual ways** of doing things

■ The groom **is supposed to arrive** at the ceremony early. It's a custom.

b. **predictions**

■ It's **not supposed to rain** tomorrow. I heard it on the radio.

c. **hearsay** (what everyone says)

■ The beach **is supposed to be** beautiful in August. Everyone says so.

d. **plans** or **arrangements**

■ The ceremony **isn't supposed to begin** yet.

2. Use **be supposed to** only in the **simple present** tense or in the **simple past** tense.

■ The bride **is supposed to wear** white.
 ■ The ceremony **was supposed to begin** at 7:00.
 ■ It **wasn't supposed to rain**.

Use the **simple present** tense to refer to both the present and the future.

■ I'm **supposed to be** at the wedding rehearsal **tomorrow**.
 NOT I will be supposed to be there tomorrow.

USAGE NOTE: The **simple past** tense often suggests that something did not happen.

■ Carl **was supposed to bring** flowers, **but** he forgot.

1

IDENTIFY • Read this article and underline the phrases that express expectations.

IT WASN'T SUPPOSED TO BE A BIG WEDDING

PROVIDENCE, JULY 19—The Stricklands wanted a quiet wedding—that's why they eloped to Block Island, off the Atlantic Coast of the United States. The island is quite small, so the Stricklands packed their bikes for the ferry trip. The weather was supposed to be lovely, and they had asked the mayor to marry them on a hill overlooking the ocean.

"When we got there, we found a crowd of cyclists admiring the view," laughed Beth.

When Bill kissed his bride, the audience burst into loud applause and rang their bicycle bells. "We weren't supposed to have fifty wedding guests, but we love cycling, and we're not sorry," Bill said.

While packing the next day, Beth left her wedding bouquet at the hotel. Minutes before the ferry was supposed to leave, Bill jumped on his bike, got the flowers, and made it back to the ferry on time. "Cyclists are supposed to stay fast and fit," he said.

TRUE OR FALSE • Read the article again. Write T (True) or F (False) for each sentence.

- F 1. The Stricklands planned a big wedding.
2. The weather forecaster predicted rain.
3. The Stricklands invited fifty wedding guests.
4. The ferry followed a schedule.
5. People think that cyclists are in good shape.

2

COMPLETE • Read these conversations. Complete them with a form of **be supposed to** and the verb in parentheses. Give short answers. Choose affirmative or negative.

1. A: Netta, Gary called while you were out.

B: Am I supposed to call him back?
a. (call)

A: No, you aren't . He'll call you this afternoon.
b.

2. A: The dress store called too. They delivered your wedding dress to your office.

 they that?
a. (do)

B: ! That's why I stayed home today. They
b.

 it here.
c. (deliver)

3. A: Let's get in line. The rehearsal in a few minutes.
a. (start)

B: We're bridesmaids. Where we ?
b. (stand)

4. **A:** Gary! You _____ here!
a. (be)
- B:** Why not?
- A:** You _____ Netta until the ceremony. It's bad luck.
b. (see)
5. **A:** Sophie, could I borrow your handkerchief, please? I _____
a. (wear)
 something old, something new, something borrowed, and something blue. I don't have anything borrowed.
- B:** It _____ today. Maybe I should lend you my
b. (rain)
 umbrella instead.
6. **A:** I hear Gary and Netta are going to Aruba on their honeymoon.
- B:** Oh, that _____ a really nice island.
a. (be)



EDIT • Read Sophie's letter to a friend. Find and correct six mistakes in the use of **be supposed to**. The first mistake is already corrected.

Dear Kasha,

I'm so sorry—I know I ^{was} ~~am~~ supposed to write to you last week about my plans to visit. I've been awfully busy. My friend Netta is getting married soon, and she's asked me to be her maid of honor. She and Gary want a big wedding. They're supposed to have about two hundred guests. I have a lot of responsibilities. I will be supposed to give Netta a shower before the wedding (that's a party where everyone brings presents for the bride). I am also suppose to help her choose the bridesmaids' dresses. The best man's name is Jim. He'll help Gary get ready. I haven't met him yet, but he's supposes to be very nice.

I'd better say goodbye now. I supposed to leave for rehearsal five minutes ago.

*Love,
 Sophie*

P.S. About my visit—I'm supposing to get some time off in July. Would that be convenient?

UNIT 36

Future Possibility: May, Might, Could

EUROPE'S WEATHER

Temperatures in London **may drop** as much as eleven degrees by tomorrow morning. We **might even see** some snow flurries later on in the day. Winds **could reach** 40 mph.

CHECK POINT

Circle T (True) or F (False).

T F It's definitely going to snow in London tomorrow.

CHART CHECK 1

Circle T (True) or F (False).

T F *May, might,* and *could* have only one form for all subjects.

STATEMENTS

SUBJECT	MAY/MIGHT/COULD*	BASE FORM OF VERB	
I/He/She/It/We/You/They	may (not) might (not) could (not)	get	cold.

*These words are modals. They do not have -s in the third person singular.

CHART CHECK 2

Check the correct answer.

When do you use **may, might,** or **could** for future possibility?

- in questions
 in answers

YES/NO QUESTIONS

Are you going to fly to Paris?
Are you taking the train?

SHORT ANSWERS

I/We
may (not).
might (not).
could(n't).

WH- QUESTIONS

When are you **going** to Paris?
How long will you **be** there?

ANSWERS

I/We	may	go	tomorrow.
	might	be	there a week.
	could		

EXPRESS CHECK

Complete this conversation with **might** or **might not**.

A: Are you going home after class?

B: I _____. It's very possible. Why?

A: I _____ call you about the homework assignment. I don't understand it.

B: Maybe you should call Jean instead. I _____ understand it either.

Grammar Explanations

Examples

1. Use **may**, **might**, and **could** to talk about future possibility.

- It **may be** windy later.
- It **might get** cold.
- It **could rain** tomorrow.

► **BE CAREFUL!** Notice the difference between **may be** and **maybe**. Both express possibility.

May be is a modal + verb. It is always two words.

■ He **may be** late today.

Maybe is not a modal. It is an adverb. It is always one word, and it comes at the beginning of the sentence.

■ **Maybe** he'll take the train.
NOT He'll ~~maybe~~ take the train.

2. Use **may not** and **might not** to express the possibility that something will not happen.

■ There are a lot of clouds, but it **might not rain**.

Use **couldn't** to say that something is impossible.

A: Why don't you ask John for a ride?
B: I **couldn't do** that. He's too busy.

► **BE CAREFUL!** We usually do not contract **might not**, and we never contract **may not**.

■ You **may not** need a coat.
NOT You ~~mayn't~~ need a coat.

3. **Questions about possibility** usually are not formed with **may**, **might**, or **could**. Instead, they are formed with the future (*will*, *be going to*, the present progressive) or phrases such as *Do you think . . . ?* or *Is it possible that . . . ?* It's the **answers to these questions** that often have **may**, **might**, or **could**.

A: When **will** it **start** snowing?
B: It **might start** around lunch time.

In short answers to **yes/no** questions, use **may**, **might**, or **could** alone.

A: **Are** you **going to drive** to work?
B: I **might take** the bus instead.

A: When **are** you **leaving**?
B: I **may leave** now.

USAGE NOTE: If a form of **be** is the main verb, it is common to include **be** in the short answer.

A: Will your office close early?
B: It **might**.

A: **Is** our train arriving late?
B: It **might be**.

1

IDENTIFY • Alice is a college student who works part time; Bill is her boyfriend. Read their conversation. Underline the words that express future possibility or impossibility.

ALICE: I just heard that it may snow today. Are you going to drive to work?

BILL: No. I'll take the 7:30 train instead.

ALICE: I'll take the train with you. I have some work to do in the library.

BILL: Great. Why don't you cut your afternoon class and have lunch with me too?

ALICE: Oh, I couldn't do that. But let's meet at the train station at 6:00, OK?

BILL: I might have to work until 8:00 tonight. I'll call you and let you know.

ANSWER • What will Alice and Bill do together? Check the appropriate box for each activity.

	Certain	Possible	Impossible
1. Take the train at 7:30 A.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have lunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Meet at the train station at 6:00 P.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

COMPLETE • Alice is graduating from college with a degree in Early Childhood Education. Complete this paragraph from her diary. Choose the appropriate words in parentheses.

I just got the notice from my school. I _____ 'm going to _____
1. (might not / 'm going to)
 graduate in June, but I still don't have any plans. Some day-care centers hire students
 before they graduate, so I _____ apply for a job
2. (could / couldn't)
 now. Or I _____ apply to a graduate school and
3. (might / might not)
 get my master's degree. I'm just not sure though—these past two years have been
 hard, and I _____ be ready to study for two more.
4. (may / may not)
 At least I am sure about my career: I _____
5. ('m going to / might)
 work with children. That's certain. I made an appointment to discuss my plans with my
 teacher, Mrs. Humphrey, tomorrow. I _____ talk
6. (maybe / may)
 this over with her. She _____ have an idea about
7. (won't / might)
 what to do.

3

DESCRIBE • Look at Alice's schedule for Monday. She put a question mark (?) next to each item she wasn't sure about. Write sentences about Alice's plans for Monday. Use **may** or **might** for things that are possible and **be going to** for things that are certain.

<u>MONDAY</u>	
call Bill at 9:00	go to work at 1:00
buy some notebooks before class ?	go shopping after work ?
go to meeting with Mrs. Humphrey at 11:00	take 7:00 train ?
have coffee with Sue after class ?	pick up pizza

1. Alice is going to call Bill at 9:00.
2. She may buy some notebooks before class.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4

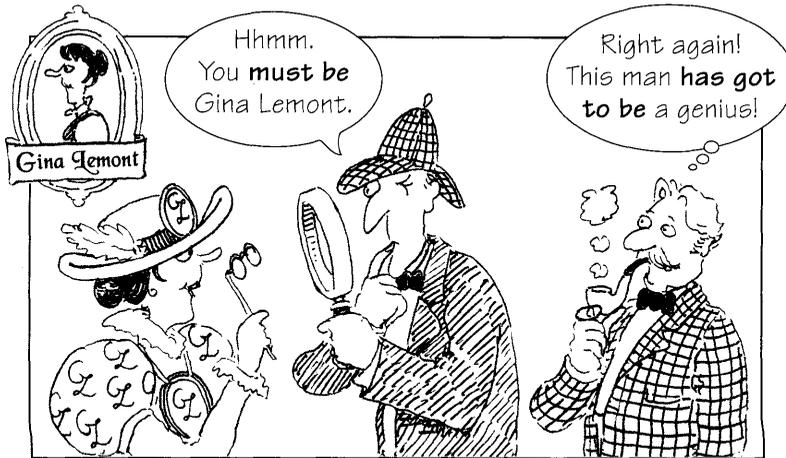
EDIT • Read this student's report about El Niño. Find and correct eight mistakes in expressing future possibility. The first mistake is already corrected.

Every few years, the ocean near Peru becomes warmer. Called El Niño, this variation in temperature ^{may}~~maybe~~ cause weather changes all over the world. The west coasts of North and South America might to have heavy rains. On the other side of the Pacific, New Guinea might becomes very dry. Northern areas could have warmer, wetter winters, and southern areas could become much colder. These weather changes affect plants and animals. Some fish mayn't survive in warmer waters. Droughts could causing crops to die, and food may get very expensive. El Niño may happen every two years, or it could not come for seven years. Will El Niños get worse in the future? They could be. Pollution holds heat in the air, and it will increase the effects of El Niño, but no one is sure yet.

UNIT 37

Assumptions:

May, Might, Could, Must, Have (got) to, Can't



CHECK POINT

Check the correct answer.

The famous detective Sherlock Holmes is

- making a guess.
- talking about an obligation.

CHART CHECK 1

Circle T (True) or F (False).

T F The third-person singular modal does not end in *-s*.

STATEMENTS			
SUBJECT	MODAL	BASE FORM OF VERB	
I/He/She/It/We/You/They	may (not) might (not) could (not) must (not) can't	be	right.
		work	there.

AFFIRMATIVE STATEMENTS: HAVE (GOT) TO

SUBJECT	HAVE (GOT) TO	BASE FORM	
I/We/You/They	have (got) to	be	right.
He/She/It	has (got) to	work	there.

CHART CHECK 2

Circle T (True) or F (False).

T F All modals of assumptions are used in questions.

YES/NO QUESTIONS			
COULD	SUBJECT	BASE FORM	
Could	he	work	there?

NOTE: For contractions with *could not* and *cannot*, see Appendix 24 on page 346.

SHORT ANSWERS	
SUBJECT	MODAL/ HAVE (GOT) TO
He	must (not). may (not). might (not). could(n't). can't. has (got) to.

EXPRESS CHECK

Circle the correct words to complete this conversation.

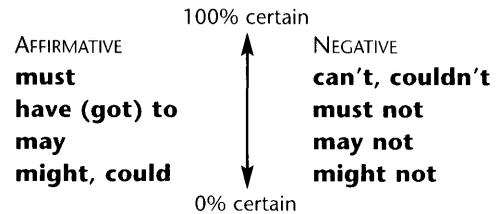
A: I heard a sound coming from the basement. What could / might it be?

B: I'm not sure. It can / might be the cat. It can / can't be the dog. The dog's upstairs.

Grammar Explanations

Examples

1. We often make **assumptions**, or "best guesses," based on information we have about a present situation. The modal that we choose depends on how certain we are about our assumption.



2. When you are almost 100 percent certain that something is **possible**, use **must, have to, or have got to**.

USAGE NOTE: We use **have got to** in informal speech and writing, and we usually contract it.

When you are less certain, use **may, might, or could**.

Holmes is a brilliant detective.

ASSUMPTION

■ He **must solve** a lot of crimes.

■ He's **got to be** a genius!

Watson knows a lot about medicine.

ASSUMPTION

■ He **might be** a doctor.

3. When you are almost 100 percent certain that something is **impossible**, use **can't or couldn't**.

When you are slightly less certain, use **must not**.

Use **may not** or **might not** when you are less certain.

► **BE CAREFUL!** *Have to* and *have got to* are not used to make negative assumptions.

■ He **can't be** dead! I think he's still breathing!

■ She **must not feel** well. She looks pale.

■ He **may not know** about the plan. His boss doesn't tell him everything.

■ It **can't be** true!
NOT ~~It doesn't have to be true!~~

4. Use **could** in **questions**.

USAGE NOTE: We rarely use **might** and we never use **may** in questions about possibility.

■ Someone's coming. Who **could** it be?

RARE: **Might** he be at home?

NOT ~~May he be at home?~~

5. In **short answers**, use **have (got) to** or a modal alone.

Use **be** in short answers to questions that include a form of **be**.

A: **Could** Ann know Marie?

B: She **has to**. They're neighbors.

A: **Is** Ron still with City Bank?

B: I'm not sure. He **might not be**.

1

MATCH • Each fact goes with an assumption. Match each fact with the correct assumption.

Fact	Assumption
<u> f </u> 1. Her last name is Lemont. She	a. must not be at home.
<u> </u> 2. He's only thirteen. He	b. must be married.
<u> </u> 3. Her eyes are red. She	c. has to be older than twenty.
<u> </u> 4. She's wearing a wedding ring. She	d. can't be married.
<u> </u> 5. His initials are M.B. He	e. might have allergies.
<u> </u> 6. The house is completely dark. They	f. may be French.
<u> </u> 7. She has some gray hair. She	g. could be Marc Brunner.

2

CHOOSE • Look at the picture and circle the correct words to complete this conversation.

WATSON: Look! What's going on over there?

HOLMES: I don't know. It could / couldn't be some kind of delivery. ^{1.}

WATSON: At this hour? It can't / must be almost midnight! Nothing's open now. ^{2.}

HOLMES: Hmm. 27 Carlisle Street. That can't / 's got to be the bank. ^{3.}

WATSON: It *is* the bank.

HOLMES: Can you see what that man is taking out of the carriage?

WATSON: It looks like a box. What do you suppose is in it?

HOLMES: I don't know, but it seems heavy. It could / must not contain gold. ^{4.}

WATSON: Look at that man in front of the bank. Could / Must he be the bank manager? ^{5.}

HOLMES: He might / might be. ^{6.}

WATSON: But why are they making this delivery at this time? This could / couldn't be normal. ^{7.}

HOLMES: The manager might not / must want people to know about it. He couldn't / may be worried about robbers. ^{8.}
^{9.}



3

COMPLETE • Read Sherlock Holmes's conversation with a murder suspect. Complete it with the words in parentheses and a modal that shows the degree of certainty. (There may be more than one correct answer.)

HOLMES: You must be Gina Lemont.
 1. **Almost certain** (You / be / Gina Lemont)

LEMONT: _____ . Who wants to know?
 2. **Possible** (I / be)

HOLMES: Sherlock Holmes. I hear something in the next room.

LEMONT: _____ . I'm alone.
 3. **Possible** (It / be / the cat)

HOLMES: Alone? _____ . There are two plates on the table. _____ that you are mistaken?
 4. **Almost certain** (You / eat a lot)
 5. **Possible** (it / be)

LEMONT: No, _____ . I was expecting someone, but he never came.
 6. **Impossible** (it / be)

HOLMES: Does your cat smoke? I smell pipe tobacco.

LEMONT: _____
 7. **Almost certain** (It / come / from your own pipe)
 8. **Impossible** (There / be / any other explanation)

HOLMES: Oh, _____ . May we have a look at this "cat"?
 9. **Possible** (there / be)

4

EDIT • Read this student's reading journal for a mystery novel. Find and correct six mistakes in expressing assumptions. The first mistake is already corrected.

The main character, Molly Smith, is a college ESL teacher. She is trying to find her dead grandparents' first home in the United States. It may ^{be} ~~being~~ in a nearby town. The townspeople there seem scared. They could be have a secret, or they must just hate strangers. Molly has some old letters that might lead her to the place. They are in Armenian, but one of her students might translate them for her. They hafta be important because the author mentions them right away. The letter must contain family secrets. Who is the bad guy? It couldn't be the student because he wants to help. It might to be the newspaper editor in the town.

UNIT 38

Advisability in the Past



CHECK POINT

Check the correct answer.

The man

- is planning his future.
 regrets things in his past.

CHART CHECK 1

Circle T (True) or F (False).

T F You can add **not** to all modals that express past advisability or obligation.

STATEMENTS			
SUBJECT	MODAL	HAVE	PAST PARTICIPLE
I/He/She/We/You/They	should (not) ought (not) to could might	have	applied.

CHART CHECK 2

Circle T (True) or F (False).

T F In questions and short answers, we usually only use **should have**.

YES/NO QUESTIONS			
SHOULD	SUBJECT	HAVE	PAST PARTICIPLE
Should	he	have	applied?

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, he should have.	No, he shouldn't have.

WH- QUESTIONS				
WH- WORD	SHOULD	SUBJECT	HAVE	PAST PARTICIPLE
When	should	he	have	applied?

CHART CHECK 3

Check the correct answer.

Which words are NOT usually contracted?

- should have*
- could have*
- ought to have*

CONTRACTIONS

- should have = **should've**
- could have = **could've**
- might have = **might've**
- should not have = **shouldn't have**

EXPRESS CHECK

Complete this conversation.

A: Should I _____ called you yesterday?

B: Yes, you _____. I waited all day for your call.

Grammar Explanations

Examples

1. Use **should have**, **ought to have**, **could have**, and **might have** to talk about things that were advisable in the past. These modals often express regret or blame.

- I **should've applied** to college.
(I didn't apply to college, and I'm sorry.)
- I **ought to have taken** that job.
(I didn't take the job. That was a mistake.)
- She **could've gone** to a better school.
(She didn't go to a good school. Now she regrets her choice.)
- You **might've told** me.
(You didn't tell me. That was wrong.)

2. **Should not have** and **ought not to have** are the only forms used in negative statements. **Should not have** is more common.

- He **shouldn't have missed** the exam.
 - He **ought not to have missed** the exam.
- **Should he have called** the teacher?

Should (not) have is the most common form used in questions.

PRONUNCIATION NOTE

In informal speech, **have** in modal phrases is often pronounced like the word *of* or *a*. For example, **could have** sounds like "could of" or "coulda." Do not write *could of* or *coulda*. **Ought to** is often pronounced like "oughta." Do not write *oughta*.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

- | | |
|--|--|
| 1. I shouldn't have called him.
___ T ___ I called him. | 4. Felicia could have been president.
_____ Felicia is president. |
| 2. I should have told them what I thought.
_____ I didn't tell them. Now I'm sorry. | 5. I ought to have practiced more.
_____ I didn't practice enough. |
| 3. He might have warned us about it.
_____ He knew, but he didn't tell us. | 6. They shouldn't have lent him their car.
_____ They lent him their car. |

2

COMPLETE • Read this excerpt from a magazine article. Complete it with the correct form of the words in parentheses and a short answer. Choose between affirmative and negative.

Regrets . . .

It's not unusual to feel regret about things in the past that you think you _____ **1.** (should / do) _____ and did not do—or the opposite, about things you did do and feel you _____ **2.** (should / do) _____. In fact, we learn by thinking about past mistakes. For example, a student who fails a test learns that he or she _____ **3.** (should / study) _____ more and can improve on the next test. Often, however, people spend too much time thinking about what they _____ **4.** (could / do) _____ differently. Many regrets are simply not based in fact. A mother regrets missing a football game in which her son's leg was injured. "I _____ **5.** (ought to / go) _____," she keeps telling herself. "I _____ **6.** (should / stay) _____ home. I _____ **7.** (could / prevent) _____ the injury. The officials _____ **8.** (might / call) _____ at least _____ me as soon as it happened." Did she *really* have the power to prevent her son's injury? _____ **9.** (Should / contact) _____ the officials _____ her *before* looking at the injury? No, of course, they _____ **10.** _____ There is an Italian proverb that says, "When the ship has sunk, everyone knows how they _____ **11.** (could / save) _____ it." It's easy to second guess about the past: The real challenge is to solve the problems you face right now.

3

REWRITE • Read Greta's regrets. Rewrite them using the modals in parentheses and choose between affirmative and negative.

1. I didn't go to college. Now I'm unhappy with my job.
(should) I should have gone to college.
2. I feel sick. I ate all the chocolate.
(should) _____
3. Christina didn't come over. She didn't even call.
(might) _____
4. I didn't have enough money to buy the shirt. Why didn't Ed offer to lend me some?
(could) _____
5. I jogged five miles yesterday, and now I'm exhausted.
(should) _____
6. The supermarket charged me for the plastic bags. They used to be free.
(should) _____
7. I didn't invite Cynthia to the party. Now she's angry at me.
(ought to) _____
8. Yesterday was my birthday, and my brother didn't send me a card. I'm hurt.
(might) _____

4

EDIT • Read this journal entry. Find and correct six mistakes in the use of modals. The first mistake is already corrected.



December 15

About a week ago, Jennifer was late for work again, and Doug, our boss, told me he wanted to get rid of her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often, but he might has talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would quit. I just pretended I didn't hear him. What a mistake! I oughta have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here, but now I'm worried about my own job. Should I of told Doug's boss? I wonder. Maybe I should handle things differently last week. The company should never has hired this guy.

UNIT 39

Speculations about the Past



EASTER ISLAND: **Could** visitors from another planet **have built** these giant statues?

CHECK POINT

Check the correct answer.

The question under the photograph asks

- if it was possible that something happened.
- if people had permission to do something.

CHART CHECK 1

Circle T (True) or F (False).

T F The form of the modal does not change for different subjects.

STATEMENTS				
SUBJECT	MODAL/ HAD TO	HAVE	PAST PARTICIPLE	
I/He/She/We/You/They	may (not) might (not) can't could (not) must (not) had to	have	seen	the statues.

CHART CHECK 2

Check the correct answer.

Which modal can be used in both questions and short answers for speculations about the past?

- can
- could
- might

YES/NO QUESTIONS: COULD			
COULD	SUBJECT	HAVE	PAST PARTICIPLE
Could	he	have	seen aliens?

SHORT ANSWERS		
SUBJECT	MODAL/ HAD TO	HAVE
He	may (not) might (not) can't could (not) must (not) had to	have.

EXPRESS CHECK

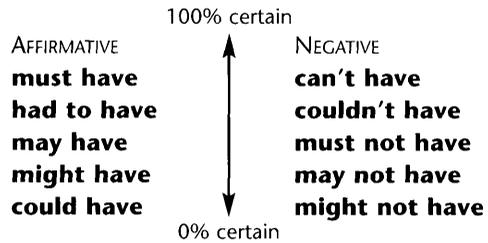
Circle the correct words to complete these sentences.

Could they carved / have carved the statues? They might / might have.

Grammar Explanations

Examples

1. We often **speculate**, or make “best guesses,” about past situations based on the facts that we have. The modal that we choose depends on how certain we are about our speculations.



2. When you are almost 100 percent certain that something was **possible**, use **must have** or **had to have**.

The statues are very big.

SPECULATION

■ They **must have been** hard to move.

When you are less certain, use **may have**, **might have**, or **could have**.

The islanders were able to carve the stone.

SPECULATION

■ The stone **may have been** quite soft.

3. When you are almost 100 percent certain that something was **impossible**, use **can't have** or **couldn't have**.

■ The islanders **couldn't have moved** the stone! It was too heavy.

When you are slightly less certain, use **must not**.

■ They **must not have moved** it without help.

Use **may not have** or **might not have** when you are less certain.

■ The islanders **might not have moved** the statues over land. They could have used boats.

► **BE CAREFUL!** We do not usually use **had to have** for negative speculations.

4. Use **could have** in **questions about possibility** or use questions without modals.

■ **Could** the islanders **have moved** the stone?

OR

■ Do you think they moved the stone?

5. Use **been** in **short answers** to questions that include a form of **be**.

A: **Could** von Däniken **have been** wrong?

OR

Was he wrong?

B: He certainly **could have been**.

Use only the **modal + have** in short answers to questions with other verbs.

A: Did the islanders **work** on their own?

B: They **could have**.

PRONUNCIATION NOTE

In informal speech, **have** in modal phrases is often pronounced like the word *of*. For example, **must have** sounds like “must of.” Do not write *must of*.

3

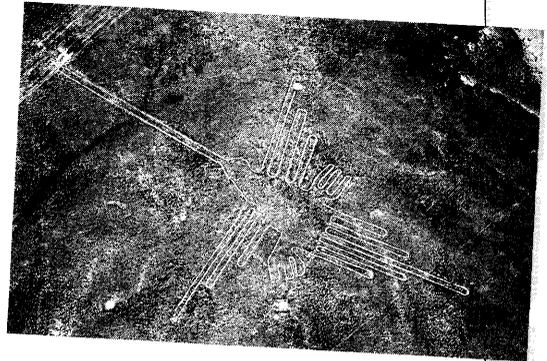
COMPLETE • Read part of a review of Erich von Däniken's book *Chariots of the Gods?* Complete it with the verbs in parentheses.

Who _____ **1.** (could / make) the Easter Island statues? According to Erich von Däniken, our ancestors _____ **2.** (could not / build) these structures on their own because their cultures were too primitive. His solution: They _____ **3.** (had to / get) help from space visitors. When he wrote his popular book, von Däniken _____ **4.** (must not / know) about the Easter Island experiments that proved that the ancient islanders _____ **5.** (could / carve) and _____ **6.** (transport) these statues without any help from alien visitors. Not only that, the island's population _____ **7.** (might / be) much larger than von Däniken believes. One scientist speculates that as many as 20,000 people _____ **8.** (may / live) on Easter Island—enough people to have done the job. Visitors from another planet? A more logical answer is to think that our ancestors _____ **9.** (must / have) great skill, intelligence, and strength to create these wonderful things.

4

EDIT • Read part of a student's essay. Find and correct six mistakes in the use of modals for speculations about the past. The first mistake is already corrected.

In 1927, Toribio Mexta Xesspe of Peru must ~~be~~ ^{have been} very surprised to see lines in the shapes of huge animals on the ground below his airplane. Created by the ancient Nazca culture, these forms are too big to recognize from the ground. However, at about 600 feet in the air the giant forms take shape. Without airplanes, how could an ancient culture had made them? What purpose could they have had? Author Erich von Däniken believes that the drawings might have mark a landing strip for the spacecraft of astronauts from another planet. Archaeologists, however, now believe that the ancient Nazcan civilization might develop flight. They could of built hot-air balloons and design the pictures from the air.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

- (A) drink (C) is drinking
(B) drinks (D) was drinking

A **B** C D

1. —Wasn't that Mehmet in class? A B C D
—It _____. Mehmet left school last week.
(A) couldn't (C) couldn't have been
(B) could have been (D) couldn't have
2. Frank watches all the Lakers games. He _____ to be one of A B C D
their biggest fans.
(A) must (C) couldn't
(B) has got (D) should have
3. Children under five years old _____ swim without an adult. A B C D
(A) don't have to (C) have to
(B) must not (D) are supposed to
4. Where _____ we supposed to go for the test tomorrow? A B C D
(A) do (C) will
(B) are (D) should
5. Bring your umbrella. It _____ later. A B C D
(A) might rain (C) couldn't rain
(B) rains (D) might have rained
6. —Will your plane be late this afternoon? A B C D
—It _____. The airport was closed this morning.
(A) couldn't be (C) maybe
(B) may be (D) will
7. You _____ told Mark. You knew it was a secret. A B C D
(A) should have (C) couldn't have
(B) might have (D) shouldn't have
8. They built this temple 3,000 years ago. This must _____ A B C D
a great civilization.
(A) has been (C) was
(B) have been (D) not have been
9. Jan _____ to call Myra yesterday but he forgot. A B C D
(A) supposed (C) supposes
(B) is supposed (D) was supposed

10. —Could Amy have been at home yesterday?
—She _____. I really don't know.
(A) could have been (C) had to have been
(B) might be (D) couldn't have
11. Chris _____ to clean up his room. It's a mess.
(A) have got (C) must
(B) has got (D) got
12. I failed the test. I _____ studied harder.
(A) should have (C) should
(B) must have (D) may
13. Lisa was in town recently. She might _____ me to say hello!
(A) call (C) have called
(B) has called (D) be calling

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

14. Tom didn't wave to me, so he must have known I was here. A B C D
15. We'd better hurry, or the train might leaves without us. A B C D
16. His English is is excellent, so he had to has studied hard. A B C D
17. We ought to have look at more cars before we bought ours. A B C D
18. You gotta get dressed because Sasha may be here soon. A B C D
19. You have to buckle your seat belt now or you couldn't drive. It's the law. A B C D
20. You don't have to drive faster than 65 mph or you might get a ticket. A B C D
21. Hardlie's must has gone out of business recently. A B C D
22. It must rain tonight, so I'd better stay home. A B C D
23. Jason will be supposed to be there tomorrow, but he can't attend. A B C D
24. It must be almost 11:00, so we really hafta leave now. A B C D
25. You should of seen that movie with us because it may not be here long. A B C D

UNIT 40

Adjectives and Adverbs



CHECK POINT

Check the correct answer.

The owner thinks the apartment is:

- perfect
 warm and cozy

CHART CHECK

Circle T (True) or F (False).

T F Adverbs often come before nouns.

T F Adjectives often come after action verbs.

T F Adverbs often end in *-ly*.

ADJECTIVES

They are **quiet** tenants.
 It's a **fast** elevator.
 The building seems **nice**.
 It's absolutely **perfect**.

ADVERBS

They work **quietly**.
 It moves **very fast**.
 She described it **nicely**.
 It's **absolutely** perfect.

EXPRESS CHECK

Complete these sentences with the correct form of the word **slow**.

A: It's a _____ elevator. It moves very _____.

B: It's not _____. It just seems _____.

Grammar Explanations

Examples

1. Use **adjectives** to describe nouns or pronouns (for people, places, and things).

Adjectives usually come immediately before the noun they describe.

Adjectives can also come after non-action verbs such as *be*, *look*, or *seem*.

- noun adjective pron. adjective
 ■ The **houses** are **beautiful**. **They** are **new**.

- adjective noun
 ■ This is a **small** **apartment**.

- verb adjective
 ■ This apartment **seems** **small**.

2. Use **adverbs** to describe verbs, adjectives, and other adverbs.

Adverbs that describe adjectives and other adverbs usually come immediately before the word they describe.

- verb adverb
 ■ They **furnished** it **nicely**.

- adverb adjective
 ■ It's an **extremely** **nice** house.

- adverb adverb
 ■ They found it **very** **quickly**.

3. Use **adverbs of manner** to describe action verbs. These adverbs often answer *How?* questions. They come after the verb they describe.

- ▶ **BE CAREFUL!** Do not put an adverb of manner between the verb and its direct object.

- It'll **rent** **quickly**.
 (Quickly describes how fast it will rent.)

- verb direct object
 ■ She'll **rent** this apartment **quickly**.
 NOT She'll ~~rent quickly~~ this apartment.

4. **Adverbs of manner** are often formed by adding -ly to adjectives.

- ▶ **BE CAREFUL!** Some adjectives also end in *-ly*—for example, *silly*, *friendly*, *lovely*, and *lonely*.

- adjective
 ■ We need a **quick** decision.

- adverb
 ■ You should decide **quickly**.

- adjective
 ■ It's a **lovely** apartment.

5. Some **common adverbs of manner** do not end in -ly.

a. The adverb form of *good* is **well**.

b. Some adverbs have the same form as their related adjectives, for example, **early**, **fast**, **wrong**, **late**, and **hard**.

- ▶ **BE CAREFUL!** **Lately** is not the adverb form of *late*. *Lately* means "recently." **Hardly** is not the adverb form of *hard*. *Hardly* means "almost not."

- adjective adverb
 ■ She's a **good** writer. She writes **well**.

- | | |
|-----------------------------|-------------------------|
| ADJECTIVE | ADVERB |
| Bob was late . | Bob came late . |
| She's a hard worker. | She works hard . |

- She hasn't met any new people **lately**.

- There's **hardly** enough time to prepare for her classes. Her part-time job takes up most of her time.

Check it out!

For a discussion of adverbs of frequency, see Unit 2, page 7.

1

IDENTIFY • Read this notice about an apartment for rent. Underline the adjectives and circle the adverbs. Then draw an arrow from the adjective or adverb to the word it is describing.

APT. FOR RENT

Students! Are you looking for a special place to live? Come to 140 Grant Street, Apt. 4B. This apartment is absolutely perfect for two serious students who are looking for a quiet neighborhood, just 15 minutes from campus. This lovely apartment is in a new building. It is a short walk to the bus stop. The express bus goes directly into town. At night the bus hardly makes any stops at all. You can walk safely through the wonderful parks on your way home. The rent is very affordable. Call for an appointment: 555-5050. Don't wait! This apartment will rent fast.

2

COMPLETE • Many people went to see the apartment described in the notice above. Complete their comments about the apartment with the correct form of the words in parentheses.

- I'm very interested. I think the apartment is extremely nice.
(extreme / nice)
- I was expecting much bigger rooms. I was _____.
(terrible / disappointed)
- I thought the apartment would be hard to find, but it was _____.
(surprising / easy)
- I was happy to hear that the park is _____.
(extreme / safe)
- It's a great place, and the price is reasonable. It will rent _____.
(incredible / fast)
- The owner seems nice, but she talks _____.
(awful / slow)
- The notice said it was quiet, but I heard the neighbors _____.
(very / clear)
- I heard them too. I thought their voices were _____.
(unusual / loud)
- All in all, it's an _____ place.
(exceptional / pleasant)

3

CHOOSE • Complete Maggie's letter with the correct word in parentheses.

Dear Mom and Dad,



Life in New York is very exciting. Luis and I weren't sure we'd like such a _____ city, but it's so interesting! Yesterday we saw a street musician near school. He played the violin so _____ we couldn't believe he wasn't in a big concert hall. You'd be surprised to see us. We walk _____ down the _____ streets, and the noise doesn't bother us at all! I'm sending a photo of our apartment building. It looks _____, doesn't it? It's so _____ we can _____ believe it's in New York. Our next-door neighbor is very _____. At first she seemed _____ but now we're _____ friends.

We hope you're both well. Please give our love to everyone and write soon.

Love,
Maggie



4

EDIT • Read this student's journal entry. Find and correct seven mistakes in the use of adjectives and adverbs. The first mistake is already corrected.

	funny
○	Some apartment ads are so family ! One ad described a place as "warmly and cozy." It was really hot and crowded, but the owner insisted that it suited me perfect. I was trying very hardly not to laugh while he was describing it, so I had to leave quickly. Another place I saw was supposed to be "nice and cutely." What a mess!! I left that place very fastly too. I'm not asking for the moon! I only want a small place in a clean building with friendly neighbors. I'm looking at another place tomorrow. The ad says, "Clean and bright. Small but convenient apartment on lovely, quietly block." I wonder what that really means!

UNIT 41

Participial Adjectives

NEW FRIENDS



- Send me e-mail!
- Send me an online greeting!
- Send this to a friend!

New to the Area

Screen Name: newgal@XYZ.com
 Age & Gender: 20 year old Female
 Location: Miami, FL
 Looking for: Friends

Tired of doing things alone? Me too! 20 year old college student, new to the area, is **interested** in meeting **interesting** people for friendship and fun.

▶ print/save

CHECK POINT

Circle T (True) or F (False).

T F The writer of the ad says that she is an interesting person.

CHART CHECK

Circle T (True) or F (False).

T F There are two types of participial adjectives.

PARTICIPIAL ADJECTIVES	
-ING ADJECTIVES	-ED ADJECTIVES
He is boring . They had a boring date.	She is bored . They had a bored look on their faces.
She is amusing . They had an amusing date.	He is amused . They had an amused look on their faces.
The movie was frightening . They saw a frightening movie.	They were frightened . They had a frightened look on their faces.
The job is tiring . She has a tiring job.	She's tired . She has a tired sound to her voice.
The weekend was relaxing . He had a relaxing weekend.	He felt relaxed . He had a relaxed manner.

EXPRESS CHECK

Complete the chart.

ING ADJECTIVES	ED ADJECTIVES
exciting	
	interested
frightening	
	amused
tiring	

Grammar Explanations

Examples

1. Participial adjectives are adjectives that end with **-ing** or **-ed**. They usually describe feelings or reactions. The two forms have different meanings.

A: The last *Star Wars* movie was **amazing**!
B: I know. I was **amazed** by the special effects.

2. Participial adjectives that end in **-ing** describe someone or something that causes a feeling or reaction.

- That actor is always **amusing**.
(*He causes amusement.*)
- These directions are **confusing**.
(*They cause confusion.*)

3. Participial adjectives that end in **-ed** describe someone who experiences a feeling or reaction.

- We were **amused** by that actor.
(*We felt amusement.*)
- I'm really **confused** by these directions.
(*I feel confusion.*)

4. To the right are some common participial adjective pairs.

- | | |
|---------------------|--------------------|
| annoying | annoyed |
| boring | bored |
| depressing | depressed |
| embarrassing | embarrassed |
| exciting | excited |
| frightening | frightened |
| relaxing | relaxed |
| shocking | shocked |
| surprising | surprised |

Check it out!

For a list of common participial adjectives, see Appendix 11 on page 339.

1

IDENTIFY • Read this article. Underline all the **-ed** participial adjectives. Circle all the **-ing** participial adjectives.

14 • SECTION 4 • LIFESTYLES

Not Personal Enough?

INTERNATIONAL WIRE SERVICES

In some countries, people who are interested in meeting others turn for help to personal ads in newspapers and magazines, and online. A (surprising) number of busy people view these ads as a practical way of increasing their social circle. "I've tried hard to meet people on my own," said one satisfied customer. "I was new in town and

wanted to make friends fast. The personals provided me with a quick way of meeting many interesting people in a short period of time." Others are not so impressed. "I think it's kind of depressing when people need to resort to placing ads to make friends," observed one man. "A friend of mine tried the ads several times and was really disappointed with the results. It's just not personal enough."

2

CHOOSE • Read this conversation between Marta and Luis about their friend Alice. Circle the correct words to complete the conversation.

MARTA: What's the matter with Alice?

LUIS: Who knows? She's always (annoyed) / annoying about something.
1.

MARTA: I know. I try to understand her, but this time I'm really puzzled / puzzling.
2.

LUIS: Really? What's so puzzled / puzzling this time?
3.

MARTA: I thought she was happy. She met an interested / interesting guy last week.
4.

LUIS: That's nice. Was she interested / interesting in him?
5.

MARTA: I thought she was. She said they saw a fascinated / fascinating movie together.
6.

LUIS: Well, maybe she was fascinated / fascinating by the movie but disappointed / disappointing with the guy.
7.
8.

MARTA: I don't know. It's hard to tell with Alice. Her moods are always very surprised / surprising.
9.

LUIS: I'm not surprised / surprising at all. That's just the way she is.
10.

3 COMPLETE • Read this conversation between Alice and her date, Jake. Complete it with the correct form of the words in parentheses. Choose between **-ed** and **-ing** participial adjectives.

ALICE: That was a very interesting movie. What did you think?
1. (interest)

JAKE: To be honest, I found it kind of _____ . I'm not that _____ in science fiction.
2. (bore)
3. (interest)

ALICE: Really? I find it _____. What kind of movies *do* you enjoy?
4. (fascinate)

JAKE: Mostly comedies. Have you seen *Home Again*?

ALICE: Yes, but I wasn't _____ at all. In fact, I thought it was _____ . The story line was _____ , and I couldn't find any humor in the characters' problems. When I left the theater, I felt kind of _____ .
5. (amuse)
6. (horrify)
7. (confuse)
8. (depress)

JAKE: I'm _____ that you felt that way! I thought it was very _____ .
9. (amaze)
10. (amuse)

ALICE: Well, I guess it's a matter of taste.

JAKE: Speaking of taste, would you like to get a bite to eat?

ALICE: Thanks, but it's late and I'm _____ .
11. (exhaust)

4 EDIT • Read Alice's journal entry. Find and correct six mistakes in the use of participial adjectives. The first mistake is already corrected.

disappointed

Just got home. I'm ~~disappointing~~ with the evening. At first I thought Jake was an interested guy, but tonight I felt somewhat bored with his company. We saw a very entertained movie, but Jake didn't like it. In fact, it seems like we have completely different tastes in things. After the movie, I tried to make conversation, but all I really wanted was to go home. So, I told him I was exhausting and didn't want to get home late. If he asks me out again—I'm not interesting. Trying to meet people can be very frustrated.

UNIT 42

Adjectives and Adverbs: Equatives

She rides **as fast as** he does. She controls her bike just **as well**.
But her shoulders aren't **as wide** and her arms aren't **as long as** his.

Why should she ride a bike
designed for him?



TRAX—sized to fit you.

CHECK POINT

Check the things the boy
and girl have in common.

- riding speed
- width of shoulders
- control of bike
- length of arms

CHART CHECK

Check the correct
answers.

Which words are
always used in
equatives?

- not**
- as**
- an adjective or
an adverb

ADJECTIVES: EQUATIVES

	VERB* (NOT)	As	ADJECTIVE	As	
The girl	is isn't	as	fast	as	the boy.
She			good		he is.
Her bike			big		his.
The girl's bike			heavy		the boy's.

*Non-action verbs like *be, look, seem*.

ADVERBS: EQUATIVES

	VERB* (NOT)	As	ADVERB	As	
The girl	rides doesn't ride	as	fast	as	the boy.
She			well		he does.
Her bike			smoothly		his.
The girl's bike			consistently		the boy's.

*Action verbs

EXPRESS 

Complete these sentences with the equative form of the words in parentheses.

A: My old bike wasn't _____ my new one. Of course, it
 didn't perform _____ the new one.
 (expensive) (well)

B: And it didn't look _____ the new one either.
 (good)

Grammar Explanations

Examples

1. You can use **equatives (as + adjective + as)** to compare people, places, and things.

■ The Trax bike is **as expensive as** the Gordo.
(The Trax costs a lot of money. The Gordo costs the same amount of money.)

■ It's **not as light as** the Gordo, though.
(The two bikes are not the same weight.)

Use **as + adjective + as** to compare people, places, and things that are equal in some way. Use **just** to emphasize the equality.

■ This helmet is **as good as** yours.
 ■ It's **just as expensive as** yours too.

Use **not as + adjective + as** to talk about people, places, and things that are different in some way.

■ The new ad is **not as effective as** the old one.
 ■ It **isn't as funny as** the old one either.

2. You can also use **equatives (as + adverb + as)** to compare actions.

■ He rides **as fast as** she does.
(They ride equally fast.)

■ He **doesn't ride as safely as** she does, though.
(They don't ride the same way. He rides safely, but she rides more safely.)

Use **as + adverb + as** to talk about actions that are the same or equal. Use **just** to emphasize the equality.

■ Kleen brightens **as thoroughly as** Brite.
 ■ It removes stains **just as effectively as** Brite.

Use **not as + adverb + as** to talk about actions that are not the same or equal.

■ Kleen **doesn't clean as well as** Brite.

3. You do not always have to mention both parts of a comparison. Sometimes the meaning is clear from the context.

■ Trax and Gordo are both great bikes, but Trax **isn't as light** (as Gordo).

■ Jake and Christopher both ride fast, but Christopher **doesn't ride as skillfully** (as Jake).

1

IDENTIFY • Read this article on laundry detergents. Underline all the equatives with adjectives. Circle the equatives with adverbs.

PRODUCT REVIEWS ♦ LAUNDRY DETERGENTS

So you were riding the trails this weekend, and you hit the dirt. Now your clothes look as bad as your bike. Never mind. They'll look as good as new next weekend. We checked out three major brands of detergent, and we can tell you which ones clean best and which ones don't remove trail stains as effectively as others.

Overall, Brite and Kleen aren't as expensive as Trend, but they didn't perform as well either. However, they were almost as good in particular categories. Trend removed both mud and grass stains effectively. Brite removed mud just as effectively as Trend, but it didn't remove grass stains as well. Kleen was effective on grass stains, but not on mud. Brite cleaned clothes as thoroughly as Kleen, but again, Brite and Kleen weren't as good as Trend in this category. On the other hand, Brite came out on top in brightening. Colors washed in Kleen and Trend just didn't look as bright as the ones washed in Brite.

2

COMPLETE • Read these conversations. Complete them with equatives using the correct form of the words in parentheses.

- TOMÁS:** _____ *Does* your new bike ride as comfortably as the old one?
a. (ride / comfortable)

DINA: It's great. The handlebars _____ and the handbrakes _____
b. (not be / wide)
_____ to reach. This bike was made for a small
c. (not be / hard)
person like me.
- HANS:** We need a name for this product. It should show that this detergent _____ the others but _____
a. (clean / effective) b. (not be / unfriendly)
to the environment.

EVA: I like "GreenKleen." It _____ other product names, and
c. (sound / exciting)
it _____ the message _____ theirs too.
d. (express / clear)
- IN-SU:** The last group I rode with _____ a herd of
a. (be / noisy)
elephants. I prefer to ride alone, but I know it's dangerous.

SUN-HI: Ride with me next weekend. I _____ a mouse.
b. (pedal / quiet)
I promise.

3 COMPARE & COMPLETE • Read the chart comparing several models of bicycles. Complete the sentences with equatives using the correct form of the words in parentheses. Choose between affirmative and negative.

PRODUCT RATINGS + BICYCLES			KEY: BETTER ● → ◐ → ○ WORSE				
MODEL	PRICE	COMFORT	BRAKING SPEED, DRY GROUND	BRAKING SPEED, WET GROUND	SHIFTING EASE	ON-ROAD HANDLING	OFF-ROAD HANDLING
Trax	\$999	◐	●	◐	●	◐	●
Huff	\$550	●	◐	●	◐	●	◐
Gordo	\$225	◐	○	○	◐	◐	○

- The Gordo doesn't stop as quickly as the Trax and the Huff.
(stop / quick)
- On wet ground, the Huff _____ the Trax.
(stop / slow)
- The Gordo _____ the Trax and the Huff.
(be / expensive)
- The Trax _____ the Huff.
(feel / comfortable)
- The Trax _____ either.
(be / cheap)
- Even the Gordo _____ the Trax.
(ride / comfortable)
- On the road, the Gordo _____ the Trax.
(handle / good)
- Off the road, the Gordo and the Huff _____ the Trax.
(handle / good)
- The Gordo _____ the Huff.
(shift / easy)

4 EDIT • Read these bulletin board postings. Find and correct six mistakes in the use of equatives. The first mistake is already corrected.

Mountain Bike Forum

RE: Not as many bruises!

Inexperienced riders should try the South Trail at Bearpaw Park. The scenery is just as beautiful ~~beautifully~~, but its riding track isn't as unfriendly than the North Trail's. The slopes aren't as steep, and you won't fall as frequent because there aren't as many rocks. It isn't as short like the North, so you'll still get a good ride, and you won't feel as discouraged at the end of the day.

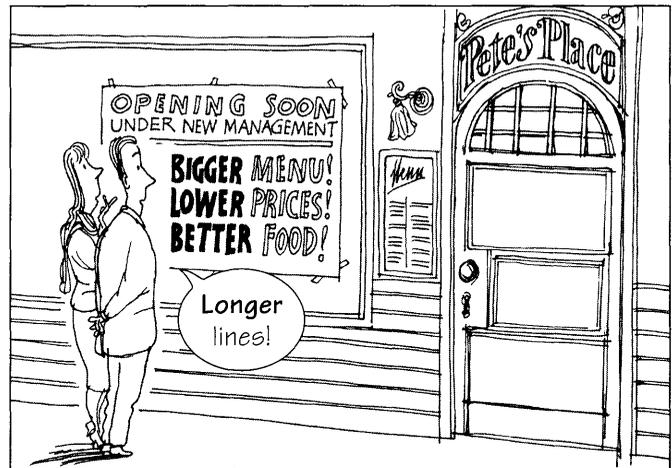
RE: The (expensive) new Trax

Does anyone have any experience with this bike? I test-drove it around the store parking lot, and I'm not impressed. My old Trax shifts as just easily, and it handles as smoothly too.

Of course it's not as lightly, but then it doesn't cost \$999 either.

UNIT 43

Adjectives: Comparatives



CHECK POINT

Check the correct answer.

The new restaurant will be

- different from the old restaurant.
- the same as the old restaurant.

CHART CHECK

Circle T (True) or F (False).

T F The comparative adjective form always ends in *-er*.

T F You can use the same comparative adjective twice in a statement to show a change in a situation.

COMPARATIVES			
	COMPARATIVE		THAN
The new restaurant is	brighter better		than the old one.
	more less	comfortable beautiful	

REPEATED COMPARATIVES			
	COMPARATIVE	AND	COMPARATIVE
The food is getting	better	and	better.
	worse		worse.
	more		more delicious.
	less		less interesting.

DOUBLE COMPARATIVES					
THE	COMPARATIVE		THE	COMPARATIVE	
The	more crowded	the restaurant,	the	slower	the service.

EXPRESS CHECK

Complete this sentence.

Mo's is bigger and _____ popular _____ Val's.

Grammar Explanations

Examples

1. Use the **comparative** form of adjectives to focus on a difference between people, places, and things.

- The new menu is **bigger than** the old menu.
- The new waiters are **more experienced than** the old waiters.

2. There is more than one way to **form the comparative of adjectives**.

a. For one-syllable adjectives and two-syllable adjectives ending in *-y*, use **adjective + -er**.

ADJECTIVE	COMPARATIVE
bright	brighter
friendly	friendlier

▶ **BE CAREFUL!** There are often spelling changes when you add *-er*.

nice	nicer
big	bigger
pretty	prettier

▶ **BE CAREFUL!** Some adjectives have irregular comparative forms.

good	better
bad	worse

b. For most other adjectives of two or more syllables, use **more/less + adjective**.

comfortable	more comfortable
	less comfortable

c. For some adjectives, use either *-er* or **more/less**.

- The Inn is **quieter** than Joe's.
- The Inn is **more quiet** than Joe's.

3. Use the comparative **with than** when you mention the things you are comparing.

- The apple pie is **better than** the cake.

Use the comparative **without than** when it is clear which things you are comparing.

- The new desserts are **better**.
(*The new desserts are better than the old desserts.*)

4. Repeat the same comparative to talk about change—an increase or a decrease:

comparative adjective + and + comparative adjective

OR

more/less + and + more/less + adjective

- It's getting **harder and harder** to find an inexpensive restaurant.

- It's getting **more and more difficult**.
(*The difficulty is increasing.*)

5. Use a double comparative to show cause and effect:

the + comparative adjective + the + comparative adjective

- **The shorter** the line, **the faster** the service.
(*When the line is shorter, the service is faster.*)

Check it out!

For spelling rules for the comparative form of adjectives, see Appendix 22 on page 344.

For a list of irregular comparative adjectives, see Appendix 10 on page 339.

For a list of some adjectives that form the comparative in two ways, see Appendix 12 on page 339.

3

COMPLETE • Read these comments about a restaurant. Complete them with the comparative form of the words in parentheses to show cause and effect or a change.

1. **A:** I can't believe the size of this menu. It's going to take me forever to choose.
B: The longer the menu, the more difficult the choice.
(long) (difficult)
2. **A:** They say the food here is getting _____ and _____.
(good)
B: And _____ the food, _____ it is.
(good) (expensive)
3. **A:** The service seems a little slow tonight.
B: Yes, _____ the restaurant, _____ the service.
(popular) (slow)
4. **A:** The cigarette smoke here is getting _____ and _____.
(bad)
B: _____ the room, _____ my cough gets.
(smoky) (bad)
5. **A:** It's pretty loud in here.
B: _____ the restaurant, _____ it is.
(crowded) (noisy)
6. **A:** They certainly give you a lot of food. I can't eat another bite.
B: _____ the portions, _____ it is to finish.
(big) (hard)
7. **A:** Their desserts keep getting _____ and _____.
(delicious)
B: And I keep getting _____ and _____!
(heavy)

4

EDIT • Read this restaurant review. Find and correct eight mistakes in the use of the comparative of adjectives. The first mistake is already corrected.



Dining Out

BY BRUCE NEWHART

Pete's Place has just reopened under new management. The dining room looks bigger, ~~more bright~~ ^{brighter}, and prettier as the old one. Although the food isn't better, it is just as good. The menu is more varied and less expensiver. Try one of their pasta dishes. You won't find a more fresher

tomato sauce in town. And leave room for dessert. They just keep getting good and better.

The wait staff is friendly but not able to handle large numbers of people—the crowded the restaurant, the slower the service. At dinnertime the lines outside this popular eatery are getting longer and more long. Try lunchtime for a quieter and relaxeder meal.

UNIT 44

Adjectives: Superlatives



CHECK POINT

Check the correct answer.

The sender of this card thinks his wife is very:

- typical
- special

NOTE: Valentine's Day (February 14) is a holiday in the United States and Canada. Many people send cards to special people in their lives to tell them their feelings.

CHART CHECK

Check the correct answers.

Which word always goes before the superlative form of the adjective?

- a* or *an*
- the* *most*

Which letters do you add to the end of a short adjective to form the superlative?

- er* *-est*

Which words do you add before a long adjective to form the superlative?

- more* or *less*
- most* or *least*

SUPERLATIVES

	SUPERLATIVE ADJECTIVE FORM	
You are	the sweetest the funniest the best the most wonderful the least selfish	person in the world.
That's	the nicest the loveliest the worst the most amusing the least original	card I've ever received.

EXPRESS 

Complete the chart.

ADJECTIVE	SUPERLATIVE
nice	
beautiful	
warm	
happy	

Grammar Explanations

Examples

1. Use the **superlative** form of adjectives to single out people, places, and things from other people, places, and things.

- You are **the best** parents in the world.
- You are **the most wonderful** friend I've ever had.

2. There is more than one way to **form the superlative of adjectives**.

- a. For one-syllable or two-syllable adjectives ending in -y, use **the + adjective + -est**.
 - ▶ **BE CAREFUL!** There are often spelling changes when you add **-est**.
 - ▶ **BE CAREFUL!** Some adjectives have irregular superlative forms.
- b. For most other adjectives of two or more syllables, use **the most/the least + adjective**.
- c. For some adjectives use either **the . . . -est** or **the most/the least**.

ADJECTIVE	SUPERLATIVE
bright	the brightest
friendly	the friendliest
nice	the nicest
big	the biggest
pretty	the prettiest
good	the best
bad	the worst
comfortable	the most comfortable the least comfortable
	■ My third hotel was the quietest .
	■ My third hotel was the most quiet .

3. The superlative is often used **with expressions beginning with in or of**, such as *in the world* and *of all*.

- You're **the best** mother *in the world*.
- He's **the smartest** one *of us all*.

4. The superlative is sometimes **followed by a clause**. Often the clause uses the present perfect with **ever**.

- That's **the nicest** card *I've ever received*.
- You have **the loveliest** smile *I've ever seen*.

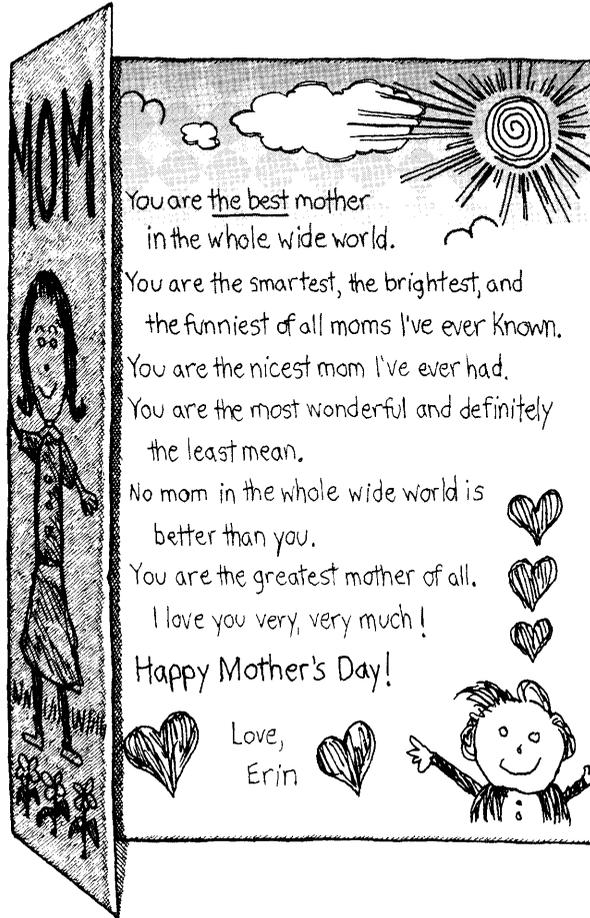
Check it out!

For spelling rules for the superlative form of adjectives, see Appendix 22 on page 344.

For a list of irregular superlative adjectives, see Appendix 10 on page 339.

For a list of some adjectives that form the superlative in two ways, see Appendix 12 on page 339.

1 IDENTIFY • Read this Mother's Day card written by a young child. Underline all the superlative adjectives.

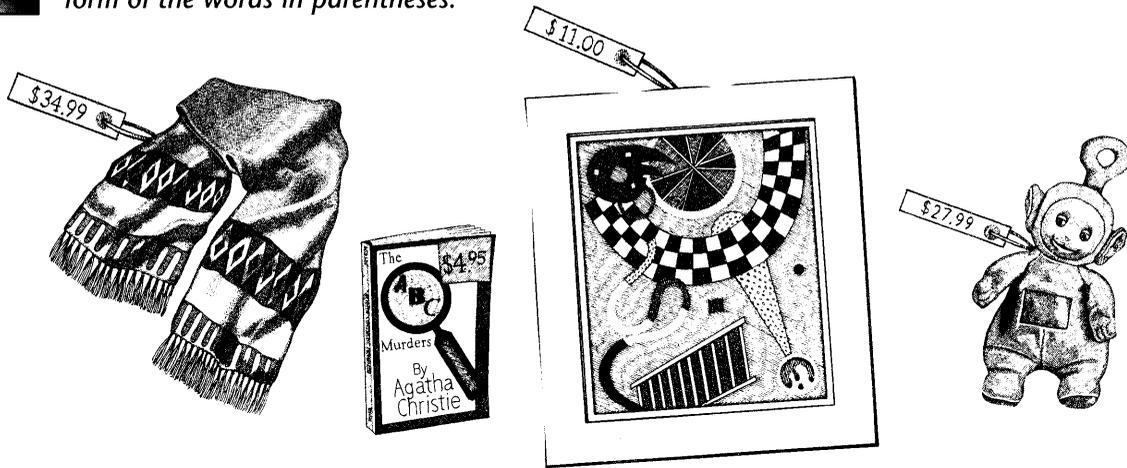


2 COMPLETE & CHOOSE • Read these sentences from Valentine's Day cards. Complete them with the superlative form of the adjectives in parentheses and the expressions in the box.

of all in the school of my life in our family ~~in the world~~ of the year

1. You are so good to me. I am the luckiest person in the world.
(lucky)
2. The day we were married was _____ day _____.
(happy)
3. You are a terrific teacher. You are _____ teacher _____.
(good)
4. You make me feel warm even in _____ months _____.
(cold)
5. You are _____ cousin _____.
(nice)
6. Grandma, you are _____ person _____. Maybe that's why I love you the most.
(wise)

3 **DESCRIBE** • Look at these gift items. Write sentences about them. Use the superlative form of the words in parentheses.



1. The book is the least expensive gift.
(expensive)
2. The painting _____
(unusual)
3. The painting _____
(practical)
4. The book _____
(small)
5. The painting _____
(big)
6. The scarf _____
(expensive)
7. The toy _____
(funny)

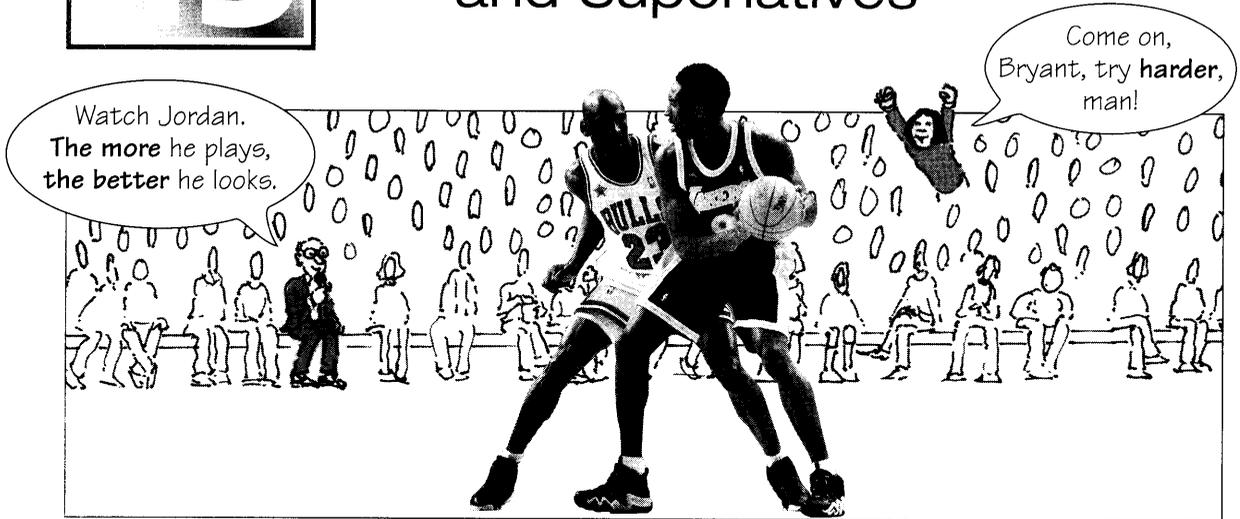
4 **EDIT** • Read this paragraph from a student's essay. Find and correct five mistakes in the use of superlative adjectives. The first mistake is already corrected.

most serious

Ramadan is the ~~serious~~ ^{most serious} time in Muslim culture. During Ramadan, we do not eat from sunup to sunset. This is difficult for everyone, but teenagers have the hardest time. Right after Ramadan is the Eid al-Fitr. This holiday lasts three days, and it's the most happiest time of the year. The morning of Eid, my family gets up early and goes to the mosque. After we greet our neighbors by saying "Eid Mubarek" (Happy Eid), we go home. We eat the big breakfast you have ever seen. Our parents give us gifts, usually new clothes and money. One year, Eid came around the time I graduated from high school. That year, I got the most beautiful clothes and the fatter envelope of money of all the children in my family. Eid Mela is part of Eid al-Fitr. On that day, we all go to a big park. Last year at Eid Mela, I had the better time of my life. I met my old high school friends, and we all ate junk food and showed off our new clothes.

UNIT 45

Adverbs: Comparatives and Superlatives



CHECK POINT

Circle T (True) or F (False).

T F Jordan improves every time he plays.

CHART CHECK

Check the correct answer.

What do you add to long adverbs to form the comparative?

more or *less*

-er or *-est*

Which word do you always add to form the superlative?

most

the

COMPARATIVES			
	COMPARATIVE ADVERB FORM		THAN
Jordan played	harder better		than Bryant.
	more less	aggressively consistently	

SUPERLATIVES		
	SUPERLATIVE ADVERB FORM	
He threw	the fastest the best	
	the most the least	accurately frequently

of anyone in the game.

EXPRESS CHECK

Circle the correct words to complete these sentences.

Sims threw faster than / of Jones. He played better / the best of all.

Grammar Explanations

Examples

1. Use the **comparative form of adverbs** to focus on differences between actions.

Use the comparative **without *than*** when it is clear which things you are comparing.

- The Bulls played **better than** the Lakers.
- Jordan played **more skillfully than** O’Neal.
- He played **less aggressively**, though.

2. Use the **superlative form of adverbs** to single out something about an action.

We often use the superlative **with expressions beginning with *of***, such as *of any player*.

- Bryant worked **the hardest**.
- He scored **the most frequently of any player** on the team.

3. There is more than one way to **form the comparative and superlative of adverbs**.

- a. For one-syllable adverbs, use **adverb + *-er*** or ***the* + adverb + *-est***.

ADVERB	COMPARATIVE	SUPERLATIVE
fast	faster	the fastest
hard	harder	the hardest

- **BE CAREFUL!** Some adverbs have irregular comparative and superlative forms.

ADVERB	COMPARATIVE	SUPERLATIVE
well	better	the best
badly	worse	the worst

- b. For most adverbs of two or more syllables, use ***more/less* + adverb** or ***the most/the least* + adverb**.

ADVERB	COMPARATIVE	SUPERLATIVE
skillfully	more/less skillfully	the most/the least skillfully

- c. Some adverbs use either ***more/less* or *-er*** and ***the most/the least* or *the . . . -est***.

ADVERB	COMPARATIVE	SUPERLATIVE
quickly	more quickly quicker	the most quickly the quickest

4. Repeat the same comparative to talk about change—an increase or a decrease:

comparative adverb + ***and*** + **comparative adverb**

OR

***more/less* + *and* + *more/less* + adverb**

- Bryant is playing **better and better** as the season continues.
(His performance keeps improving.)
- He is shooting **more and more accurately**.
(His shooting keeps getting more accurate.)

5. Use a double comparative to show cause and effect:

***the* + comparative adverb** + ***the* + comparative adverb**

- **The harder** he played, **the better** he performed.
(When he played harder, his performance improved.)

Check it out!

For a list of irregular comparisons of adverbs, see Appendix 10 on page 339.

1

IDENTIFY • Read this feature story from the sports section of the newspaper. Underline all the comparative forms once. Underline all the superlative forms twice.

Section 3 **Sports****Golds Beat Silvers!**

In the first soccer game of the season, the Golds beat the Silvers, 6 to 3. The Silver team played a truly fantastic game, but its defense is still weak. The Golds defended the ball much more aggressively than the Silver team did. Of course, Ace Jackson certainly helped win the game for the Golds. The Golds' star player was back on the field today to the delight of his many fans. He was hurt badly at the end of last season, but he has recovered quickly. Although he didn't play as well as people expected, he

still handled the ball like the old Ace. He certainly handled it the most skillfully of anyone on the team. He controlled the ball the best, kicked the ball the farthest, and ran the fastest of any of the players on either team. He played hard and helped the Golds look good. In fact, the harder he played, the better the Golds performed. Watch Ace this season.

And watch the Silvers. They have a new coach, and they're training more seriously this year. I think we'll see them play better and better as the season progresses.

2

COMPLETE • Read this conversation between friends. Complete it with the comparative or superlative forms of the words in parentheses. Add **the** and **than** where necessary.

BILLY: Did you hear about that new speed-reading course? It helps you read

_____ faster _____ and _____ 1. (fast) _____ 2. (well) _____.

MIGUEL: I don't believe it! The _____ 3. (fast) _____ you read, the _____ 4. (little) _____ you understand.

BILLY: The ad says that after the course you'll read ten times _____ 5. (rapidly) _____ and understand five times more. And the best thing is that you won't have to work any _____ 6. (hard) _____.

MIGUEL: I'd like to see that. All through high school, I read _____ 7. (slowly) _____ of any student in my class, but I also remembered details _____ 8. (clearly) _____ and _____ 9. (long) _____ of any of my classmates.

BILLY: Maybe you could read even _____ 10. (quickly) _____ that and still remember details. That way, you'd have more time to go to the gym.

MIGUEL: Did you read the course description completely?

BILLY: I read it _____ 11. (completely) _____ I read most things.

3

CHOOSE & COMPLETE • Look at the chart. Then complete the sentences with the comparative or superlative form of the words in the box. You will use some words more than once.

far good fast bad slow high

ATHLETE	BROAD JUMP	POLE VAULTING	5-MILE RUN
Cruz	14.3 feet	7 feet 3 inches	24 minutes
Smith	14.1 feet	7 feet 2 inches	28 minutes
Lin	15.2 feet	7 feet 8 inches	30 minutes
Storm	15.4 feet	8 feet 2 inches	22 minutes



- Cruz jumped farther than Smith.
- Storm vaulted the highest of all.
- Lin ran _____.
- Smith ran _____ Storm.
- Storm jumped _____.
- Cruz ran _____ Smith.
- Storm vaulted _____ Smith.
- All in all, Storm did _____.
- All in all, Smith did _____.

4

EDIT • Read this student's report about a basketball game. Find and correct seven mistakes in the use of adverbs. The first mistake is already corrected.

Last night I watched the Lakers and the Bulls. Both teams played more aggressively ^{than} I've ever seen them. In fact, they played the better of any game I've watched this season. In the first half, Michael Jordan sprained his left ankle, and Shaquille O'Neal was out of the game because of fouls. But they still didn't start the second half any slower that the first. With Jordan out, Kukoc scored the most frequenter of any player. He's been playing more and more better as the season goes on. In fact, more he plays, the better he looks. The Bulls won 97 to 88. The Lakers seemed to get tired at the end. They played little and less consistently as the game went on.

SelfTest



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. I have _____ job in the world. A B C D
(A) a good (C) the best
(B) best (D) the better
2. The apple pie smells _____. A B C D
(A) wonderful (C) more wonderfully
(B) wonderfully (D) the most wonderfully
3. Our team didn't play _____ I expected. I was disappointed. A B C D
(A) as well as (C) as badly as
(B) well (D) better
4. I passed my driver's test. It seemed much _____ this time. A B C D
(A) easy (C) easiest
(B) easier (D) easily
5. The faster Tranh walks, _____. A B C D
(A) more tired (C) the more tired he gets
(B) he gets tired (D) he gets more tired
6. Could you talk _____? I'm trying to work. A B C D
(A) more quietly (C) more quiet
(B) quieter than (D) quiet
7. Lisa is staying home. Her cold is a lot _____ today. A B C D
(A) bad (C) worst
(B) worse (D) the worst
8. Sorry we're late. Your house is much _____ than we thought. A B C D
(A) far (C) farther
(B) the farthest (D) the farther
9. The movie was so _____ that we couldn't sleep last night. A B C D
(A) excitingly (C) excite
(B) excited (D) exciting
10. Chris is working very _____ these days. A B C D
(A) hardly (C) harder
(B) hard (D) hardest

11. Write the report first. It's more important _____ your other work. **A B C D**
 (A) than (C) from
 (B) as (D) then
12. The lunch menu is very short. It's _____ than the dinner menu. **A B C D**
 (A) varied (C) less varied
 (B) more varied (D) the least varied
13. Thank you! That's _____ I've ever received. **A B C D**
 (A) the nicer gift (C) nicest gift
 (B) a nice gift (D) the nicest gift
14. It's getting more _____ to find a cheap apartment. **A B C D**
 (A) hardly (C) the most difficult
 (B) and more difficult (D) and very difficult

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C (D)

15. The harder Sylvia tries, less she succeeds. **A B C D**
16. This has been the best day than my whole life! **A B C D**
17. We're always amazing by John's incredible travel stories. **A B C D**
18. We took a lot of photos because she was such a cutely little baby. **A B C D**
19. Our new car is hard to drive than our old one. **A B C D**
20. Patrick doesn't run quickly as Lee, but he can run farther. **A B C D**
21. You did much more better in the last test than in this one. **A B C D**
22. What's the more popular of all the new TV shows? **A B C D**
23. The more I practice the piano, the most skilled I get. **A B C D**
24. The garbage in the street is more disgusted than the potholes. **A B C D**
25. Today seems as hotter as yesterday, but the humidity is lower. **A B C D**

UNIT 46

Gerunds: Subject and Object



CHECK POINT

Check the correct answer.

What does the woman want to give up?

- cigarettes
- exercise

CHART CHECK

Check the correct answer.

What does the gerund end with?

- ed
- ing

What goes before the gerund to make it negative?

- not
- don't or doesn't

GERUND AS SUBJECT

GERUND (SUBJECT)	VERB	OBJECT
Smoking	harms	your health.
Not smoking	makes	you healthier.

GERUND AS OBJECT

SUBJECT	VERB	GERUND (OBJECT)
You	should quit	smoking.
My doctor	suggests	not smoking.

EXPRESS CHECK

Complete this conversation with the correct form of the verb **drink**. Use the affirmative or negative.

A: _____ too much coffee isn't good for you.

B: I know. I quit _____ coffee last year.

A: My doctor suggested _____ soda either.

Grammar Explanations

Examples

1. A **gerund** (base form of verb + **-ing**) is a verb that functions like a noun.

■ **Drinking** too much coffee is bad for your health.

A gerund can be the **subject** of a sentence.

■ **Smoking** is also unhealthy.

► **BE CAREFUL!** There are often spelling changes when you add **-ing** to the base form of the verb.

smoke	smoking
jog	jogging

Notice that a gerund is always singular and is followed by the third-person-singular form of the verb.

■ **Eating** junk food **makes** me sick.
 ■ **Inhaling** smoke **gives** me bronchitis.

► **BE CAREFUL!** Don't confuse a gerund with the progressive form of the verb.

gerund	■ Drinking coffee isn't healthy.
progressive form	■ He is drinking coffee right now.

2. A **gerund** can also be the **object** of certain verbs.

■ I **enjoy exercising**.
 ■ I've **considered joining** a gym.

To the right is a short list of verbs that can be followed by a gerund.

admit	miss
avoid	practice
consider	quit
deny	resent
enjoy	suggest
finish	understand

3. There are many common expressions with **go + gerund**. These expressions usually describe activities, such as *shopping, fishing, skiing, swimming, and camping*.

■ We often **go swimming** in the lake.
 ■ Yesterday I **went shopping** for a new pair of running shoes.

Check it out!

For more complete lists of common verbs that can be followed by the gerund, see Appendix 3 on page 337 and Appendix 6 on page 338.

1

IDENTIFY • Read part of an article from a health newsletter. Underline the words ending in **-ing** that are gerunds.

YOUR HEALTH

SWIMMING is great exercise. It's healthy, fun, and relaxing. Because swimming is a "low-impact" sport, most people enjoy participating in this activity without fear of injury to their bones or muscles. Jogging, which is a "high-impact" activity, can at times be harmful. I know

this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging anymore. After a painful month of recovery, I stopped running and switched to water sports. I'm now considering joining a swimming team and competing in races.

2

CHOOSE & COMPLETE • Read these statements about health issues. Complete them with the gerund form of the verbs in the box. Choose between affirmative and negative.

increase eat do walk drink ~~smoke~~ swim run go

1. Smoking is bad for your heart and lungs.
2. _____ too much fat and sugar is also unhealthy.
3. _____ enough water is bad for your general health.
4. Doctors suggest _____ the amount of fruits and vegetables in your diet.
5. Avoid _____ too many high-impact sports such as jogging and jumping rope.
6. Instead, consider _____ in a pool every day. It's an excellent low-impact activity.
7. Many health experts think that _____ is better than _____ because there is less stress on your body when your feet come into contact with the ground.
8. Some people are afraid of the doctor, but _____ for regular checkups is a mistake.

UNIT 47

Gerunds after Prepositions

GET INVOLVED!

Interested **in improving** life on campus?

Tired **of hearing** complaints and not **finding** solutions?

Join the Student Council!

Next Meeting: Mon., March 25, 8:00 P.M., Main Auditorium

We look forward **to seeing** you there.

You **CAN** make a difference!



CHECK POINT

Circle T (True) or F (False).

The Student Council is looking for students who

T F want to make new friends.

T F want to improve life on campus.

T F like to complain.

CHART CHECK

Check the correct answers.

What part of speech is the word **to** in **look forward to**?

- part of the infinitive
- a preposition

What form of the verb follows a preposition?

- the base form
- the gerund
- the infinitive

GERUNDS AFTER PREPOSITIONS

	PREPOSITION	(Not)	GERUND	
Do you have ideas	for		improving	life on campus?
We're good	at		planning	ahead.
You can help	by		taking	notes.
She believes	in	(not)	compromising.	
Are you tired	of		hearing	complaints?
Let's work	instead of		complaining.	
They insist	on	(not)	coming	to the meeting.
I look forward	to	(not)	having to	study next summer.

EXPRESS CHECK

Complete this conversation with the correct form of the verb **join**.

A: Are you happy about _____ the Student Council?

B: Sure. I'd been looking forward to _____ a group for a while.

Grammar Explanations

Examples

1. A **preposition** is a word such as **about, against, at, by, for, in, instead of, of, on, to, with,** and **without**. A preposition can be followed by a noun or a pronoun.

noun
 ■ The council insists **on elections**.

pronoun
 ■ The council insists **on them**.

Because a **gerund** (base form of verb + **-ing**) acts as a noun, it can follow a preposition too.

gerund
 ■ The council insists **on voting**.

2. Many **common expressions** are made up of a verb or an adjective followed by a preposition.

VERB + PREPOSITION
 advise **against**
 believe **in**
 count **on**

ADJECTIVE + PREPOSITION
 afraid **of**
 bored **with**
 excited **about**

These expressions can be followed by a gerund.

■ She **counts on going** to college.
 ■ He **is bored with working** in a store.

3. BE CAREFUL!

a. In the **expressions** to the right, **to** is a preposition, not part of an infinitive form. For this reason it can be followed by the gerund.

VERB + PREPOSITION
 look forward **to**
 object **to**
 resort **to**

ADJECTIVE + PREPOSITION
 accustomed **to**
 opposed **to**
 used **to**

■ I'm looking forward **to seeing** you.
 NOT I'm looking forward ~~to see~~ you.

b. Do not confuse **used to + base form** of verb (for habits in the past) with **be/get used to + gerund** (meaning "be/get accustomed to").

■ I **used to take** the train.
 (*It was my habit to take the train, but I no longer take the train.*)

■ I'm **used to taking** the train.
 (*I'm accustomed to taking the train.*)

■ I'm **getting used to taking** the train.
 (*I'm getting accustomed to taking the train.*)

Check it out!

For a list of common verb plus preposition combinations, see Appendix 7 on page 338.

For a list of common adjective plus preposition combinations, see Appendix 8 on page 338.

1

IDENTIFY • The Student Council wrote a letter to the college president. Read it and underline all the preposition + gerund combinations.

We, the members of the Student Council, would like to share with you the thoughts and concerns of the general student body. As you probably know, many students are complaining about life on campus. We are interested in meeting with you to discuss our ideas for dealing with these complaints.

We know that you are tired of hearing students complain and that you are not used to working with the Student Council. However, if you really believe in giving new ideas a try, we hope you will think about speaking with our representatives soon. We look forward to hearing from you soon.

2

CHOOSE & COMPLETE • Read these comments from the school newspaper. Complete the students' statements with the appropriate preposition from the box (you will use one of them several times) and the gerund form of the verb in parentheses.

at on in to about for

- I don't have any plans for spring break, but I'm not concerned about getting bored. I can always take a walk or something.—*Jim Hsu*
(get)
- What are my plans for spring break? I'm very interested _____ to jazz. I'm going to attend the Spring Jazz Festival.—*Lisa Suarez*
(listen)
- My friends and I are driving to New Orleans. I'm excited _____, but I'm nervous _____ at night.—*Emilia Leale*
(drive) (go)
- I'm really looking forward _____ at home and just _____.—*Don Pitt*
(stay) (relax)
- I'm driving to Quebec. It's famous _____ great food.—*Eun Ko*
(have)
- I love languages, but I'm not good _____ them, so I'm studying for my Japanese class over the break.—*Claire Kaplan*
(learn)
- My friends and I are going camping, but my little brother insists _____ with us. A lot of fun that'll be!—*Omar Sisane*
(come)
- My girlfriend plans _____ and _____ to the movies, so I guess I'll read a lot and see a lot of movies.—*Tim Riley*
(read) (go)

3

COMBINE • Read these pairs of sentences about school life. Combine them with the prepositions in parentheses.

1. You can't walk on campus late at night. You have to worry about your safety.

You can't walk on campus late at night without worrying about your safety.

(without)

2. We can make changes. We can tell the administration about our concerns.

(by)

3. The administration can help. It can listen to our concerns.

(by)

4. In some cases, students just complain. They don't make suggestions for improvements.

(instead of)

5. Students get annoyed with some teachers. Some teachers come late to class.

(for)

6. You can improve your grades. Study regularly.

(by)

4

EDIT • Read this student's letter. Find and correct seven mistakes in the use of gerunds after prepositions. The first mistake is already corrected.



Dear Brian,

I have been attending Longtree College for a year. I'm very happy about ^{studying} ~~study~~ here. At first, it was a little hard getting used to speak English all the time, but now I feel very comfortable about communicate in my second language.

I just joined an international student group, and I'm excited with meeting new people. Summer break is coming, and a few of us are planning on do some traveling together. Before to join this group, I used to spend holidays alone.

Please write. I look forward to hear from you!

K.

UNIT 48

Infinitives after Certain Verbs

Lifestyles Section 4

ASK ANNIE



Dear Annie,

A month ago I met this great woman, Megan, and I **asked her to marry** me right away. She says things are “moving too fast,” and she **wants me to think** about my proposal some more. I told her I **can't afford to wait** forever. Am I right? —*Impatient*

CHECK POINT

Check the correct answer.

- Megan wants more time to consider the marriage proposal.
- Megan thinks “Impatient” should consider his proposal more.

CHART CHECK

Circle T (True) or F (False).

- T F** The infinitive = base form + **to**.
- T F** The negative infinitive = **not** + infinitive.
- T F** All verbs need an object before the infinitive.

STATEMENTS: WITHOUT AN OBJECT

SUBJECT	VERB	(Not)	INFINITIVE	
They	decided agreed	(not)	to call to ask	Annie.

STATEMENTS: WITH AN OBJECT

SUBJECT	VERB	OBJECT	(Not)	INFINITIVE	
They	urged advised	John him	(not)	to call to ask	her.

STATEMENTS: WITH AN OPTIONAL OBJECT

SUBJECT	VERB	(OBJECT)	INFINITIVE	
They	wanted needed	(John) (him)	to call to ask	her.

EXPRESS CHECK

Unscramble these words to form a sentence.

to • want • Annie • write • to • I _____

Grammar Explanations

Examples

1. Certain **verbs** can be followed by an **infinitive** (**to** + base form of the verb).

- I **want to get** married.
- I **asked** Annie **to help** me.

2. Some of these verbs are followed **directly by an infinitive**.

The verbs to the right can be followed directly by an infinitive.

- He **decided to write** to Annie.
- He **hoped to get** a quick reply.

agree	plan
begin	refuse
fail	seem

3. Some verbs need an **object** (noun or pronoun) **before the infinitive**.

The verbs to the right need an object before the infinitive.

- I **invited** object **Mary to celebrate** with us.

- I **reminded** object **her to come**.

advise	tell
encourage	urge
order	warn

4. Some verbs can be followed by either:

- **an infinitive**

OR

- **an object + infinitive**

The verbs to the right can be followed either directly by an infinitive or by an object + infinitive.

- He **wants to leave**. He's tired.

OR

- He **wants you to leave**. You're tired.

ask	need
expect	want
help	would like

5. Form a **negative infinitive** by placing **not** before the infinitive.

- **BE CAREFUL!** A sentence with a negative infinitive can have a very different meaning from a sentence with a negative main verb.

- Lee remembered **not to call** after 5:00.
(Lee didn't call after 5:00.)

- Ana told me **not to go** to class.
(Ana: "Don't go. The teacher is sick.")

- Van told me **not to give up**.
(Van: "Don't give up.")

- Van **didn't tell** me to give up.
(Van didn't say anything.)

Check it out!

For a list of common verbs followed directly by the infinitive, see Appendix 4 on page 338.

For a list of verbs followed by objects and the infinitive, see Appendix 5 on page 338.

For a list of verbs that can be followed either directly by an infinitive or by an object + infinitive, see Appendix 5 on page 338.

1

IDENTIFY • Read Annie's response to "Impatient." Underline all the verb + infinitive and verb + object + infinitive combinations.

Lifestyles 17

Dear Impatient,

Slow down! You appear to be in too much of a hurry. You've only known this person for a month and yet you asked her to marry you! What's the big rush? *Why* can't you afford to wait? Are you afraid that if she gets to know you better, she may decide not to tie the knot? I agree with your girlfriend. You need to consider things more carefully. You can't expect her (or yourself) to make such an important decision so quickly. If you don't want to regret a hasty decision, I advise you both to get to know each other better before you hurry to the altar. —Annie

2

COMPLETE • Read this article. Complete it with the correct form of the verbs in parentheses. Use the simple present or the imperative form of the first verb.

Planning for Love

Most people make careful plans when they decide to take a vacation.
1. (decide / take)

Yet when they _____ a mate, they depend on luck.
2. (attempt / find)

Edward A. Dreyfus, Ph.D., _____ love to chance.
3. (warn / single people / not / leave)

He _____ his four-step plan when they search for a life partner.
4. (urge / them / use)

Remember: When you _____ you _____
5. (fail / plan) 6. (plan / fail)

STEP ONE: Make a list. What kind of person do you _____?
7. (wish / meet)

Someone intelligent? Someone who loves sports? List everything.

STEP TWO: Make another list. What kind of person are you? _____
8. (Ask / two friends / read)

your list and comment on it. The two lists should match.

STEP THREE: Increase your chances. _____ in activities you like.
9. (Choose / participate)

STEP FOUR: Ask for introductions. Dr. Dreyfus _____
10. (advise / people / not / feel)

embarrassed to ask. Everyone _____ a matchmaker!
11. (want / be)

3

SUMMARIZE • Read each numbered statement. Complete the summary using the appropriate verb from the box followed by an infinitive or an object + infinitive.

agree remind would like ~~urge~~ invite need forget encourage

1. **ANNIE:** I really think you should take things more slowly, Chet.

SUMMARY: Annie urged Chet to take things more slowly.

2. **CARYN:** Tom, could you call me at 10:00?

SUMMARY: Caryn _____

3. **KURT:** Emily, please remember to buy gas today.

SUMMARY: Kurt _____

4. **JOHN:** We're going out for coffee, Marta. Would you like to join us?

SUMMARY: John _____

5. **JASON:** OK, OK, Dad. I'll be home by 10:30 if that's what you want.

SUMMARY: Jason _____

6. **JEFF:** Oh, no! It's 4:15. I didn't go to the 2:00 staff meeting!

SUMMARY: Jeff _____

7. **MOM:** Come on, Lisa, don't be scared. Just try again.

SUMMARY: Lisa's mother _____

8. **TERRY:** I'm using the car tonight. I'm taking Sue to the mall.

SUMMARY: Terry _____

4

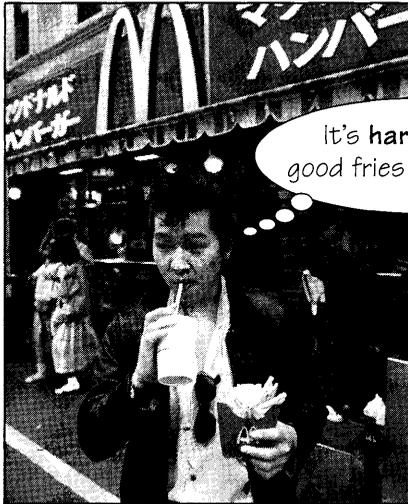
EDIT • Read this entry in a personal diary. Find and correct seven mistakes in the use of infinitives after certain verbs. The first mistake is already corrected.

 Annie advised me ^{to join} ~~joining~~ a club or take a class, and I finally did it! I decided become _____ a member of the school's Outdoor Adventure Club, and I went to my first meeting last night. I'm really excited about this. The club is planning a hiking trip next weekend. I definitely want to go rafting in the spring. At first I didn't want signing up, but the leader was so nice. He urged me to not miss this trip, so I put my name on the list. After the meeting, a group of people asked me to go out with them. We went to a coffee shop and talked for hours. Well, I hoped make some friends when I joined this club, but I didn't expect everyone being so friendly. I'm glad Annie persuaded me no to give up.

UNIT 49

Infinitives

after Certain Adjectives
and Certain Nouns



It's hard to find
good fries these days.

CHECK POINT

Check the correct answer.

- Finding good fries is difficult.
- The man hardly eats anything but fries.

CHART CHECK

Check the correct answers.

The infinitive is formed with:

- to** + base form of verb
- to** + base form of verb + **-ing**

The infinitive follows:

- certain nouns and adjectives
- certain prepositions

INFINITIVES AFTER CERTAIN ADJECTIVES

	ADJECTIVE	INFINITIVE	
It's	hard	to find	nutritious fast food.
We're	eager	to hear	about the new restaurant.
He seemed	surprised	to learn	the amount of fat in a burger.

INFINITIVES AFTER CERTAIN NOUNS

	NOUN	INFINITIVE	
It's	time	to go.	
That's a high	price	to pay.	
Does he have	permission	to stay	out late?

EXPRESS CHECK

Unscramble these words to form two sentences.

convenient • It's • eat • fast • food • to _____.

pay • a • price • low • That's • to _____.

Grammar Explanations

Examples

1. Certain **adjectives** can be followed by an **infinitive** (**to** + base form of the verb).

Many of these adjectives describe a feeling about the action in the infinitive.

Adjectives that express praise or blame are often followed by an infinitive.

Adjectives that show the order of actions are often followed by an infinitive.

adjective infinitive

- They were **eager to try** the new taco.
- She was **glad to hear** that it was low in calories.
- I was **wrong to leave**.
- They were **brave to tell** him.
- We were **last to order**.
- When the check came, she was **first to leave** the restaurant.

2. We often use **It's + adjective + infinitive**.

When the action in the infinitive is done by a person, we often use **of** or **for + noun/pronoun**.

It's + adjective + infinitive is often used to make general observations.

adjective infinitive

- **It's great to see** you again.
- It was **silly of Tom to leave**.
- It's **hard for us to get** here on time.
- **It's convenient to eat** fast food.
- **It's difficult** for students **to work** full time.

3. Certain **nouns** can be followed by an **infinitive**.

The **noun + infinitive** combination often expresses advisability or necessity.

noun infinitive

- It's **time to take** a break.
- I have the **right to eat** what I want.
- They made a **decision to lose** weight.
- It's a high **price to pay**.
- He has **permission to stay** out late.
- Robin is the **person to ask** about that. (*You should ask Robin about that.*)
- I have a **test to study** for right now. (*I must study for my test.*)

Check it out!

For a list of common adjectives that can be followed by the infinitive, see Appendix 9 on page 338.

3

CHOOSE & COMPLETE • Read these conversations between co-workers. Complete them with the words in parentheses and the infinitive form of a verb from the box.

get cry hear keep work find decide wake up show ~~take~~

CHRIS: Hey, Dana. I've got to talk to you. Do you have _____ **time to take** _____
a break? **1. (time)**

DANA: Sure, Chris. What's wrong? You look like you're _____
2. (ready)

CHRIS: Mr. Kay just asked me if I'd be _____ from 4:00 P.M.
to midnight. **3. (willing)**

DANA: You have an early class. It's _____ early after
working late. **4. (hard)**

CHRIS: Right. When I told him that he said, "I'm _____ that,
Chris. I thought you were _____ a promotion to
shift manager." **5. (surprised)**
6. (eager)

DANA: It's _____ your grades up too. Did he give you
_____?
7. (important)
8. (time)

CHRIS: He just said, "OK. I'll ask Steve. We'll give *him* the _____
his loyalty to the company." **9. (chance)**

DANA: Fast-food jobs are _____. Just concentrate on school.
10. (easy)

4

EDIT • Read Mr. Kay's journal. Find and correct seven mistakes in the use of infinitives. The first mistake is already corrected.

 Tonight I made the decision ^{to ask} ~~asked~~ Chris to take the night shift. I really thought she was going to be glad for getting the offer. She has her own rent pay, and I know it's hard for she to meet all her expenses. Looks like she was the wrong person I asked! The problem was, she wasn't willing to said Yes or No, and I'm afraid I got a little impatient. It was wrong of me to threaten to ask Steve. I could tell that she was pretty upset to hear that. I'll think about giving her the promotion anyway. She deserves getting a break.

UNIT 50

Infinitives with *Too* and *Enough*



CHECK POINT

Circle T (True) or F (False).

- T F** The man’s parents want the man to get them a drink of water.
- T F** The man wants his parents to get him a drink of water.

CHART CHECK

Check the correct answer.

Which word comes before the adjective or adverb?

too

enough

INFINITIVES WITH *TOO*

	<i>TOO</i>	ADJECTIVE/ ADVERB	(FOR + NOUN/ OBJECT PRONOUN)	INFINITIVE	
We’re (not)		young	(for people)	to trust.	
The teacher talked	too	quickly	(for me)	to take	notes.
It’s (not)		hard	(for us)	to decide.	

INFINITIVES WITH *ENOUGH*

	ADJECTIVE/ ADVERB	<i>ENOUGH</i>	(FOR + NOUN/ OBJECT PRONOUN)	INFINITIVE	
They’re (not)	old		(for people)	to trust.	
She hasn’t come	often	enough	(for me)	to recognize	her.
It’s (not)	easy		(for us)	to decide.	

EXPRESS CHECK

Unscramble these words to form two sentences.

vote • She's • to • young • too _____

to • enough • old • We're • work _____

Grammar Explanations

Examples

1. Use **too + adjective/adverb + infinitive** to give a reason.

- I'm **too young to drive**.
(I'm not sixteen yet, so I can't drive.)
- She **isn't too young to drive**.
(She's over sixteen, so she can drive.)
- She arrived **too late to take** the test.
(She arrived twenty minutes after the test started, so she couldn't take the test.)
- She **didn't** arrive **too late to take** the test.
(She arrived only two minutes after the test started, so she could take the test.)

2. You can also use **adjective/adverb + enough + infinitive** to give a reason.

- I'm **old enough to go** into the army.
(I'm over eighteen, so I can go into the army.)
- He **isn't old enough to go** into the army.
(He isn't eighteen yet, so he can't go into the army.)
- I ran **fast enough to pass** the physical.
(I ran very fast, so I passed the physical.)
- She **didn't** run **fast enough to pass** the physical.
(She didn't run very fast, so she didn't pass the physical.)

3. Notice that you don't need to use the infinitive when the meaning is clear from the context.

- I'm seventeen years old, and I can't vote yet. I'm **too young**. I'm not **old enough**.

► **BE CAREFUL!** Note the placement of **too** and **enough**.

Too comes before the adjective or adverb.

- She's **too old**.

Enough comes after the adjective or adverb.

- I'm not **old enough**. NOT I'm not ~~enough~~ old.

4. Sometimes we use **for + noun** or **for + object pronoun** before the infinitive.

- We are too young **for people to trust** us.
(People don't trust us.)
- We are too young **for them to trust** us.
(They don't trust us.)



CHOOSE • People have different opinions about public issues. Read each numbered statement of opinion. Then circle the letter of the sentence (a) or (b) that best summarizes that opinion.

1. Teenagers are responsible enough to stay out past 10:00 P.M.
 - a. Teenagers should have permission to stay out past 10:00 P.M.
 - b. Teenagers shouldn't have permission to stay out past 10:00 P.M.
2. Teenagers are too immature to vote.
 - a. Teenagers should be able to vote.
 - b. Teenagers shouldn't be able to vote.
3. Teenagers are responsible enough to use the Internet without censorship.
 - a. Teenagers can use the Internet without censorship.
 - b. Teenagers can't use the Internet without censorship.
4. Adults are too afraid of change to listen to children's ideas.
 - a. Adults listen to children's ideas.
 - b. Adults don't listen to children's ideas.
5. At age seventy, people are not too old to work.
 - a. At age seventy, people can work.
 - b. At age seventy, people can't work.
6. Sixteen-year-olds are not experienced enough to drive at night.
 - a. Sixteen-year-olds can drive at night.
 - b. Sixteen-year-olds can't drive at night.



UNSCRAMBLE • Gina wants to drive to another city for a concert, but her mother thinks she's too young. Make sentences with the words in parentheses. Then write **G (Gina)** or **M (Mother)** to show whose opinion each sentence represents.

1. You're too young to be out so late. M

 (too / You're / young / to / out / be / so / late)
2. _____
 (get / It's / to / by ten / us / too / home / far / for)
3. _____
 (take care of / mature / myself / I'm / to / enough)
4. _____
 (dangerous / too / night / It's / to / drive / at)
5. _____
 (too / give / worry / I / much / to / permission / you)
6. _____
 (that / experienced / drive / aren't / far / enough / to / You)



COMPLETE • Some teenagers are leaving a concert. Complete the sentences. Use the words in parentheses with the infinitive and **too** or **enough**.

1. I couldn't hear that last song. The guitar was too loud for me to hear the words.
(loud / me / hear)
2. Let's get tickets for the concert in Hampton. They're _____.
(cheap / us / afford)
3. I hope the concert hall is _____ all the fans!
(large / hold)
4. I hope my mother lets me go. This concert is going to be _____.
(good / me / miss)
5. Let's get a pizza at Sal's. The large ones are _____.
(big / share)
6. It's 9:30 already. It's _____ for pizza.
(late / stop)
7. I hate this curfew! I think we're _____ out past 10:00!
(old / stay)
8. Kyle didn't get out of work _____ tonight.
(early / come)
9. Van, I'm playing basketball tomorrow. Are you still _____ me?
(slow / beat)
10. Let's find out. But I want to walk. Your car isn't _____.
(safe / drive)

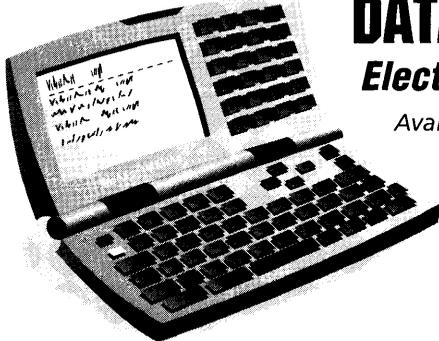


EDIT • Read this student's journal entry. Find and correct eight mistakes in the use of infinitives with **too** or **enough**. The first mistake is already corrected.

 The Phish concert was awesome! Now I'm ^{to sleep} too excited ~~for sleeping~~. That Mike Gordon can really sing. My voice isn't enough good to sing in the shower! After the concert we were really hungry, but it was to late to go for pizza. I HATE this stupid curfew! It's too weird understand. My friend Todd works and has to pay taxes, but the law says he's too young for staying out past 10:00! That's crazy enough to make me want to scream. That reminds me. I sure hope my mother changes her mind soon enough for I to buy a ticket to the Hampton concert. They sell out very quickly. Why doesn't she think I'm mature to drive fifty miles? I'll have to do it sometime! Well, I'd better try to get some sleep or I'll be too tired too get up in the morning.

UNIT 51

Infinitives of Purpose



DATALATOR 534 F
Electronic Organizer \$89.95

Available at all Lacy's Department Stores.

Use me

- ✓ to look up words
- ✓ to store names and phone numbers
- ✓ to add and subtract
- ✓ to write down ideas
- ✓ to look cool!

CHECK POINT

Check all the correct answers.

What can you use the Datalator as?

- an address book a telephone a dictionary a note pad a radio

CHART CHECK

Circle T (True) or F (False).

T F There are two ways to form the affirmative infinitive of purpose.

T F There are two ways to form the negative infinitive of purpose.

AFFIRMATIVE

- I put his number in my organizer **(in order) to save** it.
- I made a note **(in order) to remember** our date.
- I left at 9:00 **(in order) to arrive** early.
- I ran **(in order) to catch** the bus.

NEGATIVE

- I put his number in my organizer **in order not to lose** it.
- I made a note **in order not to forget** our date.
- I left at 9:00 **in order not to arrive** late.
- I ran **in order not to miss** the bus.

EXPRESS CHECK

Unscramble these words to form two sentences.

store • addresses • use • I • an • organizer • to

in order • I • not • set • oversleep • my • alarm clock • to

Grammar Explanations

Examples

1. Use an **infinitive (to + base form)** of the verb to explain the purpose of an action. It often answers the question **Why?**

A: *Why* did you go to Lacy's?
B: I went there **to buy** one of those Datalators I saw in an ad.

USAGE NOTE: In spoken English, you can answer the question **Why?** with an incomplete sentence beginning with **To**.

A: *Why* did you go to Lacy's?
B: **To buy** an electronic organizer.

2. You can also use the longer form **in order to + base form** of the verb to explain a purpose.

■ I bought an organizer **in order to store** names and phone numbers.

USAGE NOTE: **To + base form** of the verb is more common in informal speech and writing.

■ I bought an organizer **to store** names and phone numbers.

3. Use **in order not to + base form** of the verb to express a negative purpose.

■ I use my Datalator **in order not to make** mistakes in pronunciation.
(I don't want to make mistakes.)

4. You can also use **noun/pronoun + infinitive** to express the purpose of an object.

■ I need an **organizer to help** me remember my schedule.
 ■ I need **it to help** me remember my schedule.



IDENTIFY • Read this conversation. Underline all the infinitives that express a purpose.

YOKO: It's 5:00. Aren't you going home?

LEE: No. I'm staying late to finish this report. What about you? Are you going straight home?

YOKO: No. I'm going to stop at the bank to get some cash. Then I'm going to Lacy's Department Store to take advantage of the sale they're having.

LEE: Oh, what are you going to get?

YOKO: One of those new electronic organizers they're advertising. I've been looking for something to help me with my work.

LEE: What's wrong with just a regular calculator?

YOKO: Nothing. But sometimes I have to convert other currencies to dollars.

LEE: What else are you going to use it for?

YOKO: Oh, to store important names and phone numbers and to balance my checkbook.

LEE: What did we do before they invented all these electronic gadgets?

YOKO: We made a lot of mistakes!



ANSWER • Look at Yoko's list of things to do. Then write a phrase to answer each question.

To Do

- Get gas
- Make dental appointment
- Buy batteries
- Withdraw \$100
- Invite Rika and Taro to dinner
- Buy milk and eggs

1. Why did she call Dr. Towbin's office? To make a dental appointment.
2. Why did she go to the bank? _____
3. Why did she call Mrs. Watanabe? _____
4. Why did she go to the supermarket? _____
5. Why did she go to the electronics store? _____
6. Why did she go to the service station? _____

3

MATCH • For each action, find the correct purpose.

Action	Purpose
<u>g</u> 1. He enrolled in Chinese 101 because he	a. didn't want to get any phone calls.
<u>b</u> 2. She took a bus because she	b. didn't want to be late.
_____ 3. She went to the store because she	c. wanted to store information.
_____ 4. We disconnected our phone because we	d. wanted to listen to the news.
_____ 5. He turned on the radio because he	e. didn't want to worry me.
_____ 6. He didn't tell me he was sick because he	f. needed to buy some dishes.
_____ 7. She bought a Datalator because she	g. wanted to learn the language.

REWRITE • Combine the sentence parts above. Use the infinitive of purpose.

1. He enrolled in Chinese 101 to learn the language. _____
2. She took a bus in order not to be late. _____
3. _____
4. _____
5. _____
6. _____
7. _____

4

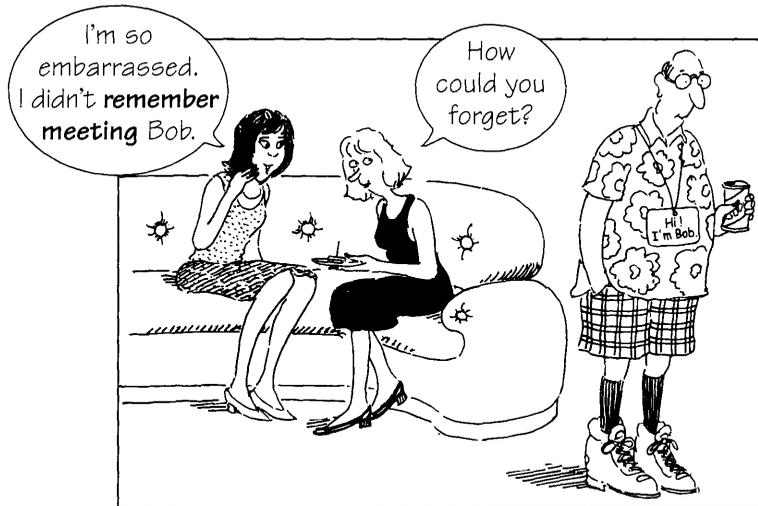
EDIT • Read Yoko's journal entry. Find and correct six mistakes in the use of the infinitive of purpose. The first mistake is already corrected.

to get

I went to Dr. Towbin for getting my teeth cleaned today. While I was waiting, I used my Datalator to study for the TOEFL. Then I used it to helps me pronounce "novocaine" and "dental floss" for my appointment. After the dentist, I checked my schedule and saw "Rika and Taro, dinner, 7:30." I should use it in order to not forget appointments! Luckily, my recipes are already on the Datalator, so I used them for making a quick shopping list. When I got home, there was a note on my door—"Call bldg. super." I checked the Datalator dictionary to find "bldg. super." The "building superintendent" wanted to come up in order fix the doorbell! Rika, Taro, and I played with the Datalator all evening. You can program it for to play computer games too. I don't know how I lived without it!

UNIT 52

Gerunds and Infinitives



CHECK POINT

Circle T (True) or F (False).

- T F** The woman had an appointment with Bob, but she forgot to go.
- T F** The woman forgot that she had met Bob once before.

CHART CHECK

Circle T (True) or F (False).

- T F** Some verbs can be followed by either the gerund or the infinitive.
- T F** The infinitive sometimes follows a preposition.
- T F** A gerund can be the subject of a sentence.

GERUNDS

- Marta **enjoys going** to parties.
- She **loves meeting** new people.
- She **stopped buying** ice cream.
- She's worried **about forgetting** people's names.
- Meeting** new people is fun.

INFINITIVES

- Marta **wants to go** to parties.
- She **loves to meet** new people.
- She **stopped to buy** ice cream.
- It's fun to meet** new people.

EXPRESS CHECK

Complete these sentences with the correct form of the verbs **go** or **talk**.

- Phil wants _____ to the party.
- _____ to parties is exciting.
- Phil enjoys _____ about a lot of different things.
- It's fun _____ to new people.

Grammar Explanations

Examples

1. Some **verbs** are **followed by a gerund**.

- Marta **enjoys meeting** people.
- She **misses going** to parties.

2. Some **verbs** are **followed by an infinitive**.

- Marta **wants to meet** people.
- She'd **like to go** to parties.

3. Some **verbs** can be followed by either a **gerund or an infinitive**.

- Marta **loves meeting** new people.
- OR
- Marta **loves to meet** new people.

4. **BE CAREFUL!** A few verbs can be followed by either a gerund or an infinitive, but the **meanings are very different**.

- Marta **stopped eating** ice cream.
(She doesn't eat ice cream anymore.)
- Marta **stopped to eat** ice cream.
(She stopped another activity in order to eat some ice cream.)
- Richard **remembered mailing** the invitation.
(First he mailed the invitation. Then he remembered that he did it.)
- Richard **remembered to mail** the invitation.
(First he remembered. Then he mailed the invitation. He didn't forget.)
- Marta **forgot meeting** Richard.
(Marta met Richard, but afterwards she didn't remember the event.)
- Marta **forgot to meet** Richard.
(Marta had plans to meet Richard, but she didn't meet him because she forgot about the plans.)

5. A **gerund** is the only verb form that **can follow a preposition**.

- Marta's worried ^{preposition} **about forgetting** names.

6. To make **general statements**, you can use:

• **gerund as subject**

OR

• **It's + adjective/noun + infinitive**

- **Meeting** new people is fun.

OR

- **It's fun to meet** new people

Check it out!

For a list of common verbs followed by the gerund, see Appendix 3 on page 337.

For a list of common verbs followed by the infinitive, see Appendix 4 on page 338.

For a list of verbs that can be followed by the gerund or the infinitive, see Appendix 6 on page 338.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Marta remembered meeting Mr. Jackson.
 T Marta has already met Mr. Jackson.
2. Richard stopped smoking.
 Richard doesn't smoke anymore.
3. She didn't remember to buy a cake for the party.
 She bought a cake.
4. She stopped eating desserts.
 She used to eat desserts.
5. Richard forgot to invite his boss to the party.
 Richard invited his boss.
6. Richard forgot inviting his neighbor to the party.
 Richard invited his neighbor.
7. Richard thinks giving a party is fun.
 Richard thinks it's fun to give a party.
8. Marta likes going to parties.
 Marta likes to go to parties.

2

CHOOSE • Circle the correct words to complete these ideas from a book called *Super Memory*.*

1. Get into the habit of (repeating) / to repeat things aloud.
2. Never rely on someone else's memory. Learn trusting / to trust your own.
3. It's easy forgetting / to forget what you don't want remembering / to remember.
4. Study immediately before going / to go to sleep. You'll remember a lot more.
5. Our memories are filled with things we never meant remembering / to remember.
6. Make it a habit to pass in front of your car every time you get out, and you'll never forget turning off / to turn off your headlights.
7. Playing / To play games is a fun way of improving / to improve your memory skills.

*SOURCE: Douglas J. Hermann, *Super Memory: A Quick Action Program for Memory Improvement* (Avenel, NJ: Wings Books, 1991).

3

SUMMARIZE • Read each numbered statement or conversation. Complete the summary statement using a gerund or an infinitive.

1. **ROGER:** Hi, Richard. I brought the soda. Where do you want me to put it?

SUMMARY: Roger remembered to bring the soda.

2. **MARTA:** You're Natalya! We met last year at Richard's party! How have you been?

SUMMARY: Marta remembers _____

3. **ROGER:** Don't look at *me*! I didn't spill grape juice on the couch!

SUMMARY: Roger denied _____

4. **NATALYA:** I'm so glad Richard plays jazz at his parties. I listen to it a lot at home too.

SUMMARY: Natalya enjoys _____

5. **LEV:** Would you like to go dancing some time?

MARTA: Sure. I'd like that very much.

SUMMARY: Lev suggested _____

Marta agreed _____

6. **NATALYA:** Marta, can we give you a ride home?

MARTA: Thanks, but I think I'll stay a little longer.

SUMMARY: Natalya offered _____

Marta decided _____

4

EDIT • Read Marta's journal entry about Richard's party. Find and correct seven mistakes in the use of the gerund and infinitive. The first mistake is already corrected.

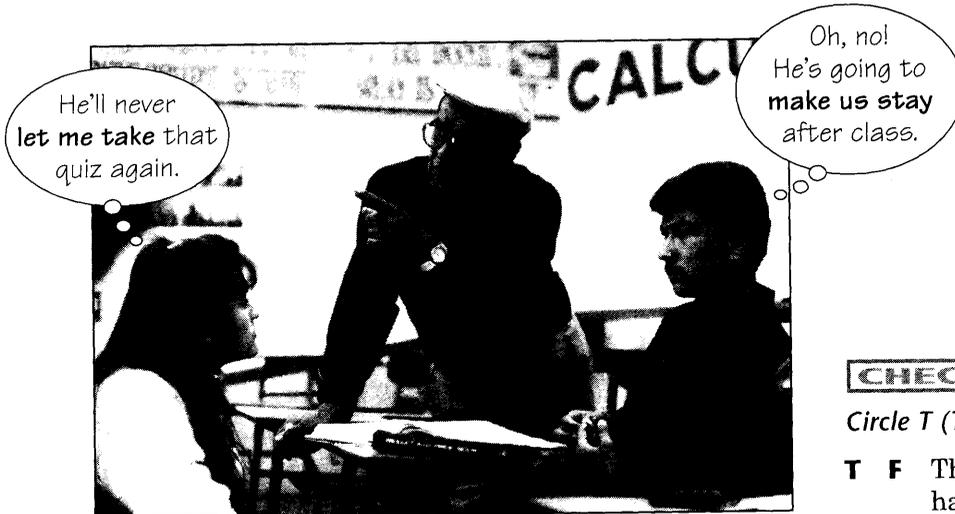
○

What a great party! I usually avoid ^{going} ~~to go~~ to parties because it's such a problem for me to remember people's names. I'm so glad I read that book about improve your memory. The author suggested to do exercises, and they really helped. I stopped to worry about what people would think of me, and I tried to pay attention to what people were saying. As a result, I had a great time! I'm even planning going dancing with this guy Lev.

I have an English test tomorrow, so I should stop writing now and start studying. The book even had some good tips about study for an exam. I hope I remember using some of them tonight!

UNIT 53

Make, Have, Let, Help, and Get



Jaime Escalante with two of his students.

CHECK POINT

Circle T (True) or F (False).

T F The teacher in the picture has very strict rules.

CHART CHECK

Circle T (True) or F (False).

T F **Make, have,** and **let** are always followed by the base form of the verb.

T F **Get** can be followed by either the base form of the verb or the infinitive.

T F **Help** can be followed by either the base form of the verb or the infinitive.

MAKE, HAVE, LET, HELP

SUBJECT	MAKE/HAVE/ LET/HELP	OBJECT	BASE FORM OF VERB
The teachers	(don't) make have let help	us students	do homework.

GET, HELP

SUBJECT	GET/HELP	OBJECT	INFINITIVE
The teachers	(don't) get help	us students	to do homework.

EXPRESS CHECK

Complete these sentences with the correct form of the verbs **correct** or **stay**.

A: Did the teacher get the students _____ their essays?

B: Yes. He had them _____ their essays in groups.

A: Do you think he'll make them _____ late again today?

B: I don't think so. But he'll let them _____ late if they need help.

Grammar Explanations

Examples

1. Use **make**, **have**, and **let** followed by **object** + **base form** of the verb to talk about things that someone can require, cause, or permit another person to do.

- The teacher **makes his students do** homework every night.
(He requires them to do homework.)
- He **has them take** responsibility for their own learning.
(He causes them to take responsibility.)
- He **lets them choose** their own essay topics.
(He permits them to choose their own essay topics.)

You can also use **make** to mean "cause to."

- This will **make you become** a better student.
(This will cause you to become a better student.)

2. **Help** can be followed by either:

- **object + base form** of the verb
- OR
- **object + infinitive**.

- She **helped me understand** the homework.
- OR
- She **helped me to understand** the homework.

The meaning is the same.

USAGE NOTE: **Help** + base form of the verb is more common.

3. **Get** has a similar meaning to *make* and *have*, but it is followed by **object** + **infinitive**, not the base form of the verb.

- The teacher **got us to stay** a little later.
~~NOT The teacher got us stay a little later.~~
(The teacher persuaded us to stay a little later.)
- She always **gets me to do** my best.
(She always persuades me to do my best.)

1**TRUE OR FALSE** • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. My teacher made me rewrite the report.
 T I wrote the report again.
2. Ms. Trager let us use our dictionaries during the test.
 We had to use our dictionaries.
3. Mr. Goldberg had us translate a short story.
 We translated a short story.
4. Paulo helped Meng do her homework.
 Paulo did Meng's homework for her.
5. Ms. Bates got the director to arrange a class trip.
 The director arranged a class trip.
6. Professor Washington let us choose our own topic for our term paper.
 We didn't choose our own topic.

2**CHOOSE** • Circle the correct words to complete this article about Jaime Escalante.

Miracle Teacher

When Jaime Escalante first arrived at Garfield High, the administration of this East L.A.* high school let / made gangs of students roam the halls and spray the walls with graffiti. However, this math teacher from Bolivia believed in his U.S. students too much to help / let them run wild. He made / let them do massive amounts of homework, had / got them take daily quizzes, and even got / let them to fill out daily time cards. To develop team spirit, he got / made his students do football-like cheers before class. He knew

they could succeed and would never let / get them drop out of class. Then he did the impossible. He had / let his students take the Advanced Placement Exam, a very difficult national test. When his students passed, the testing company suspected them of cheating. To prove their innocence, Escalante had / got them take the test again. Again, everyone passed. How did Escalante work these miracles? In the words of a student, Escalante "let / made us feel powerful, that we could do anything."

*L.A. = Los Angeles

3

SUMMARIZE • Read each numbered statement. Complete the summary with the correct form of the verbs in parentheses. Choose between affirmative and negative forms.

1. **MS. ALLEN:** Pablo, you can rewrite this composition, but only if you want to.

SUMMARY: She _____ didn't make Pablo rewrite _____ his composition.
(make / rewrite)

2. **MS. ALLEN:** I know you prefer working alone, Ana, but you really need to work in a group today.

SUMMARY: She _____ in a group.
(make / work)

3. **MS. ALLEN:** Listen, everyone! No dictionaries during the test, please. You should be able to guess the meaning from context.

SUMMARY: She _____ dictionaries.
(let / use)

4. **MS. ALLEN:** Fernando, could you do me a favor and clean the board before you leave?

SUMMARY: She _____ the board.
(have / clean)

5. **MS. ALLEN:** Jean-Paul, put the tip of your tongue between your teeth and say "th-, thorn." Yes! That's it!

SUMMARY: She _____ an English *th*.
(get / pronounce)

6. **MS. ALLEN:** Greta, please use English in class!

SUMMARY: She _____ in German.
(let / speak)

7. **MS. ALLEN:** Olga, you can take the test in the classroom. Just move your desk to a corner.

SUMMARY: She _____ the room.
(make / leave)

4

EDIT • Read this student's journal entry. Find and correct seven mistakes in the use of **make, have, let, help, and get**. The first mistake is already corrected.

When I was a teenager, my parents never let me ^{play} ~~to play~~ until I had finished all my homework. They even made me helping my brothers with their homework before I could have any fun. On the one hand, they certainly got me learn a lot. On the other hand, they made me became too serious. I wish they had let me to have a little more fun. When I become a parent, I want to have my child learns responsibility, but also I would want to let he or she have fun. As Ben Franklin said, "All work and no play makes Jack become a dull boy." I want to avoid that mistake.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Maria's going to stop _____ dinner, so she may be late. A B C D
 (A) eating (C) to eat
 (B) for eating (D) eat
2. My glasses are in my book bag, but I don't remember _____ them there. A B C D
 (A) putting (C) I put
 (B) to put (D) put
3. I asked him _____, but he went anyway. A B C D
 (A) not to go (C) not going
 (B) to not go (D) he doesn't go
4. _____ in a foreign country is sometimes difficult. A B C D
 (A) I live (C) Live
 (B) Living (D) Lives
5. He's not used to _____ up so early. A B C D
 (A) wake (C) wakes
 (B) waken (D) waking
6. We're eighteen, so we're _____ vote. A B C D
 (A) too old to (C) old enough to
 (B) young enough to (D) old enough for
7. I don't think Tom enjoyed _____ me study for the test. A B C D
 (A) helping (C) helped
 (B) to help (D) helps
8. I bought this new software _____ Chinese. A B C D
 (A) for learning (C) to learn
 (B) learning (D) learned
9. We got a new card holder _____ lose our credit cards. A B C D
 (A) in order not to (C) not to
 (B) not (D) for not
10. It isn't difficult _____ this textbook. A B C D
 (A) understand (C) for understanding
 (B) in order to understand (D) to understand

11. Are you ready? It's time _____. **A B C D**
 (A) for going (C) going
 (B) to go (D) go
12. I resented _____ that. He could have been more polite. **A B C D**
 (A) he said (C) his saying
 (B) he saying (D) him to say
13. I talked to the students about working harder, but I couldn't _____ them to study. **A B C D**
 (A) make (C) got
 (B) get (D) let
14. My mother _____ do my homework or I can't go out. **A B C D**
 (A) makes me (C) gets me
 (B) helps me (D) lets me

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C (D)

15. I decided changing jobs because my boss makes me work overtime. **A B C D**
16. Most students appreciate their principal's try to improve school conditions. **A B C D**
17. I succeeded in to find a job, so my parents didn't make me go to college. **A B C D**
18. Get more exercise appears to be the best way to lose weight. **A B C D**
19. In order to not forget things, I put a string around my finger. **A B C D**
20. Hans is only fourteen, but he seems enough old to stay out until ten. **A B C D**
21. I know you're too busy to stay, but I look forward to see you again. **A B C D**
22. I forgot buying gas, but I got to a gas station before I ran out. **A B C D**
23. Getting enough sleep is important in order not fall asleep in class. **A B C D**
24. Let's stop to watch so much TV so that we can read or go out instead. **A B C D**
25. I'm trying to persuade my sister to drive, but I can't get her do it. **A B C D**

UNIT 54

Phrasal Verbs: Inseparable



CHECK POINT

Check the correct answer.

Where does the woman suggest eating?

- at home
- in a restaurant
- in a park

CHART CHECK

Check the correct answer.

Where does the particle go?

- before the direct object
- after the direct object

INSEPARABLE PHRASAL VERBS

SUBJECT	VERB	PARTICLE	DIRECT OBJECT
They	came	back.	
	gave	up.	
	ate	out.	
	ran	into	his teacher.
	stuck	to	their decision.

EXPRESS CHECK

Unscramble these words to form two sentences.

into • We • Bob • ran

out • was • He • eating

Grammar Explanations

Examples

1. A **phrasal verb** (also called a two-part or two-word verb) consists of a **verb + particle**.

verb + particle
 ■ We often **eat out**.

2. **Particles** and prepositions look the same. However, particles are part of the verb phrase, and they often change the meaning of the verb.

verb + preposition
 ■ She **ran into** another runner because she wasn't paying attention.
(She collided with another runner.)

verb + particle
 ■ I **ran into** John at the supermarket.
(I met John by accident.)

3. The verb and particle are usually common words, but their separate meanings may not help you guess the **meaning of the phrasal verb**.

USAGE NOTE: Phrasal verbs are very common in everyday speech.

■ Please **go on**. I didn't mean to interrupt.
(Please continue.)

■ We **got back** after dark.
(We returned after dark.)

■ They **called off** the meeting.
(They canceled the meeting.)

4. Most phrasal verbs are **transitive**. (They take direct objects).

Some transitive phrasal verbs are **inseparable**. This means that both noun and pronoun objects always go after the particle. You cannot separate the verb from its particle.

direct object
 ■ You should **go after your goals**.

direct object
 ■ She **ran into her friend** at the library.
 NOT She ~~ran her friend into~~ at the library.

direct object
 ■ She **ran into her**.
 NOT She ~~ran her into~~.

5. Some phrasal verbs are used in combination with certain prepositions. These combinations are usually **inseparable**.

■ She **came up with** a brilliant idea.
 ■ I **dropped out of** school and got a job.

Check it out!

For a list of some common inseparable phrasal verbs, see Appendix 17 on pages 341–342. To learn about separable phrasal verbs, see Unit 55, pages 236–237.

1

IDENTIFY • Read this article. Circle all the phrasal verbs.

The Art of Feng Shui



Ho Da-ming's new restaurant was failing. His customers rarely came back. Why? Mr. Ho contacted a feng shui consultant to find out.

Feng shui (meaning "wind and water") is the ancient Chinese art of placing things in the environment. According to this art, the arrangement of furniture, doors, and windows affects our health, wealth, and happiness. Mr. Ho was concerned about his business, but he didn't give up. Following the consultant's advice, he remodeled and redecorated his restaurant. His actions paid off. Soon business picked up and Mr. Ho became rich.

"It was the best decision I ever made," he glows. And he isn't alone in his enthusiasm.

Feng shui has caught on with modern architects and homeowners everywhere.

MATCH • Write each phrasal verb from the article next to its meaning.

Phrasal Verb	Meaning	Phrasal Verb	Meaning
1. _____	has become popular	4. _____	learn information
2. <u>came back</u>	returned	5. _____	quit
3. _____	were worthwhile	6. _____	improved

2

CHOOSE • Complete this student's journal entry by circling the correct particles.



I just finished an article about feng shui. At the end, the author suggests sitting down_{1.} / up in your home and thinking about how your environment makes you feel.

So today when I got up / back_{2.} from school, I tried it. I noticed that my apartment is really quite dark and it makes me feel down. I think with the addition of some lights,

I'd cheer away / up_{3.} considerably. I've come out / up_{4.} with a few other ideas too.

My apartment is small, but I think it will look more spacious if I just straighten out / up_{5.} more frequently. Hanging some more shelves for my books might work in / out_{6.} well too.

With just a few small changes, I could end out / up_{7.} feeling happier in my own home.

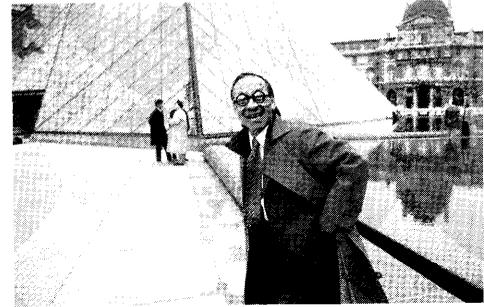
It's certainly worth trying on / out_{8.}!

3

CHOOSE & COMPLETE • Read this article about the architect I. M. Pei. Complete it using the correct form of the phrasal verbs in the box.

come up with give up go back go up ~~grow up~~ keep on pay off turn out

Born in 1917, Ieoh Ming Pei (better known as I. M. Pei) _____ ^{1.} *grew up* _____ in Canton, China. When he was seventeen, he went to the United States to learn about building. As it _____ ^{2.} _____, Pei became one of the most famous architects of the twentieth century.



Pei is famous for his strong geometric forms. One of his most controversial projects was his glass pyramid at the Louvre in Paris. The old museum had a lot of problems, but no one wanted to destroy it. Pei had to _____ ^{3.} _____ a solution. Many Parisians were shocked with his proposal for a 71-foot-high glass pyramid. It _____ ^{4.} _____ anyway, blending with the environment. Today many people say that it is a good example of the principles of feng shui.

Pei _____ ^{5.} _____ despite criticism. He strongly believed that “you have to identify the important things and press for them, and not _____ ^{6.} _____.” His determination _____ ^{7.} _____. He continued to build structures that reflected the environment. Pei received many prizes for his work. He used some of the prize money to start a scholarship fund for Chinese students to study architecture in the United States and then to _____ ^{8.} _____ to China to work as architects.

4

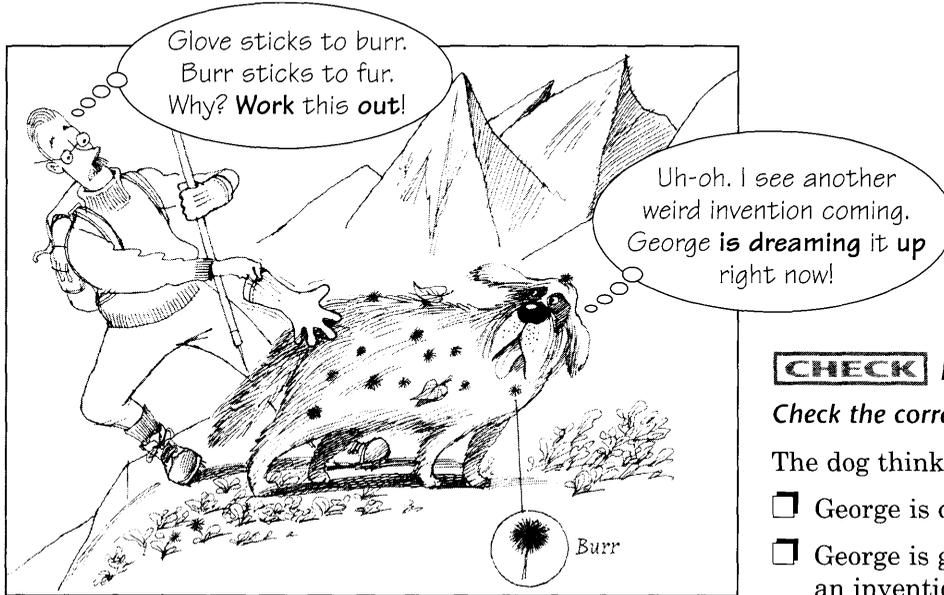
EDIT • Read Bob’s note to his roommate. Find and correct eight mistakes in the use of inseparable phrasal verbs. The first mistake is already corrected.

Sorry the apartment is such a mess. I got ^{up} ~~down~~ late this morning and didn’t have time to straighten out. I’m going to the gym now to work off for an hour. I should get across before you, and I’ll clean up then. How about eating tonight out? Afterward, we can get together with some of the guys and maybe see a movie. Or maybe we’ll come over with a better idea. —Bob

Oh, —I ran Tom into at school. He’ll drop off to see you later.

UNIT 55

Phrasal Verbs: Separable



CHECK POINT

Check the correct answer.

The dog thinks that

- George is dreaming.
- George is getting an idea for an invention.

SEPARABLE PHRASAL VERBS

CHART CHECK

Check the correct answer.

- Direct objects that are nouns can go before or after the particle.
- Direct objects that are pronouns always go after the particle.

NOT SEPARATED

SUBJECT	VERB	PARTICLE	DIRECT OBJECT
He	dreamed	up	the idea.
	worked	out	the details.

SEPARATED

SUBJECT	VERB	DIRECT OBJECT	PARTICLE
He	dreamed	the idea it	up.
	worked	the details them	out.

EXPRESS CHECK

Complete these sentences with the correct form of the words in parentheses.

Who _____? Did you _____?
(dream up / that idea) (dream up / it)

Grammar Explanations

1. A phrasal verb consists of a **verb + particle**.

Particles look the same as prepositions, but they are part of the verb phrase. They often change the meaning of the verb.

The separate meanings of the verb and particle may be very different from the **meaning of the phrasal verb**.

2. Most phrasal verbs are transitive (they take direct objects). Most transitive phrasal verbs are **separable**.

This means the **direct object** can go:

a. after the particle
(verb and particle are not separated)

OR

b. between the verb and the particle
(verb and particle are separated)

Notice that when the direct object is **in a long phrase**, it comes after the particle.

► **BE CAREFUL!** When the direct object is a **pronoun**, it **must** go between the verb and the particle.

3. With a small group of phrasal verbs, the verb and particle **must be separated**.

keep something on

talk someone into

Examples

verb + particle

■ She **set up** an experiment.

verb + preposition

■ He **looked up** at the sky.
(He looked in the direction of the sky.)

verb + particle

■ He **looked up** the information on the Internet.
(He found the information on the Internet.)

■ They **turned down** my application.
(They rejected my application.)

verb + particle + direct object

■ I just **dreamed up a new idea**.

OR

verb + direct object + particle

■ I just **dreamed a new idea up**.

direct object

■ She **dreamed up an unusually complicated new device**.

NOT She ~~dreamed an unusually complicated new device up~~.

■ She **dreamed it up**.

NOT She ~~dreamed up it~~.

Check it out!

For a list of common separable phrasal verbs, see Appendix 17 on pages 341–342.

For a list of common phrasal verbs that must be separated, see Appendix 17 on pages 341–342.

For information about inseparable phrasal verbs, see Unit 54, pages 232–233.

1

IDENTIFY • Read this article. Underline the phrasal verbs. Circle the direct objects.

Eureka!

Did you know that two college dropouts thought up the idea of the first personal computer? What's more, they put it together in a garage.

Inventions don't have to come out of fancy laboratories. Average people in classrooms, kitchens, and home workshops often dream up new and useful ideas.

The ability to think of something new seems like magic to many people, but in fact anyone can develop the qualities of an inventor. First, inventors follow their curiosity. The Swiss inventor George de Mestral wanted to find out the reason it was so hard to remove burrs from his dog's coat. His answer led to the idea for Velcro®, now used to fasten everything from sneakers to space suits. Second, inventors use imagination to put things together in new ways. Walter Morrison watched two men tossing a pie pan to each other and thought up the Frisbee®, one of the most popular toys in the world. Perhaps most important, successful inventors don't quit. They continuously look up information about their ideas and try new designs out until they succeed.

2

CHOOSE & COMPLETE • Read about one of history's greatest inventors. Complete the information with the correct form of the appropriate phrasal verbs from the box.

fill up keep away bring about ~~try out~~ set up carry out pay back pick up



As a child, Thomas Alva Edison (1847–1931) tried out ^{1.} almost anything he heard about—he even tried to hatch goose eggs by sitting on them! Before he was twelve, he set up ^{2.} his first laboratory using money he had earned himself. He had hundreds of bottles, and he filled up ^{3.} them with chemicals for his experiments. He labeled ^{4.} the bottles “poison” to warn ^{5.} his family about ^{6.} . When he was fifteen, Edison learned ^{7.} a new skill. He had saved a child's life, and the grateful father, a telegraph operator, paid back Edison by teaching him telegraphy. After that, Edison was able to work nights and carried out his experiments during the day.

In 1869, Edison fixed a piece of equipment for a company that supplied prices to gold brokers. This _____ his first useful invention—the stock ticker—for which he received \$40,000. He was then able to spend all his time working on his new inventions. During his lifetime, Edison was issued 1,093 patents!

3

COMPLETE • Read these conversations that take place in a school laboratory. Complete them with phrasal verbs and pronouns.

1. **A:** Please **put on** your lab coats.

B: Do we really have to _____ **put them on** _____? It's hot in here.

2. **A:** I can't **figure out** this problem.

B: I know what you mean. I can't _____ either.

3. **A:** Remember to **fill out** these forms.

B: Can we _____ at home, or do we have to do it now?

4. **A:** Are you going to **hand out** the next assignment today?

B: I _____ a few minutes ago. Weren't you here?

5. **A:** I can't get this to work. We'd better **do** the whole procedure **over**.

B: We don't have time to _____. Class is over in ten minutes.

6. **A:** Are we supposed to **turn in** our lab reports today?

B: No. Please _____ next week.

4

EDIT • Read an inventor's notes. Find and correct seven mistakes in the use of phrasal verbs. The first mistake is already corrected.

May 3 I dreamed ^{up} ~~over~~ a really good idea—a jar of paint with an applicator like the kind used for shoe polish. It can be used to touch on spots on a wall, when people don't want to paint a whole room. I know a manufacturer. I'll call up him and order several types so I can try them in.

July 3 I filled down an application for a patent and mailed it yesterday. I'll be able to set a strong and convincing demonstration of the product up soon.

August 30 I demonstrated the product at an exhibition for decorators. I wanted to point out that it's very neat to use, so I put white gloves for the demonstration. It went over very well.



SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. Come in. Please sit _____. A B C D
(A) down (C) it down
(B) down it (D) up
2. Your mother called. She wants you to call her _____ tonight. A B C D
(A) in (C) back
(B) off (D) over
3. Could you turn _____ the music so we can sleep? A B C D
(A) down (C) over
(B) away (D) up
4. Please put _____ your lab coats before you leave the laboratory. A B C D
(A) off (C) up
(B) away (D) in
5. Mark works so hard that he's sure to _____. A B C D
(A) give up (C) turn over
(B) work off (D) get ahead
6. Kevin is going to _____ from vacation tomorrow. A B C D
(A) call back (C) get back
(B) give back (D) get along
7. A lamp will _____ this corner nicely. A B C D
(A) turn on (C) put up
(B) blow up (D) light up
8. Instead of arguing about the problem, let's _____. A B C D
(A) look it over (C) take it away
(B) charge it up (D) talk it over
9. That's very original. How did you dream _____ that idea? A B C D
(A) about (C) of
(B) down (D) up
10. That pot is hot. Don't pick _____. A B C D
(A) it up (C) up
(B) up it (D) it

11. —It's cold outside. You need your jacket. A B C D
 —OK. I'll put _____.
 (A) it on (C) on it
 (B) it over (D) over it
12. She ran _____ on the way home. A B C D
 (A) him into (C) into Jason
 (B) into (D) Jason into
13. Slow down. I can't keep up _____ you! A B C D
 (A) of (C) after
 (B) with (D) to

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

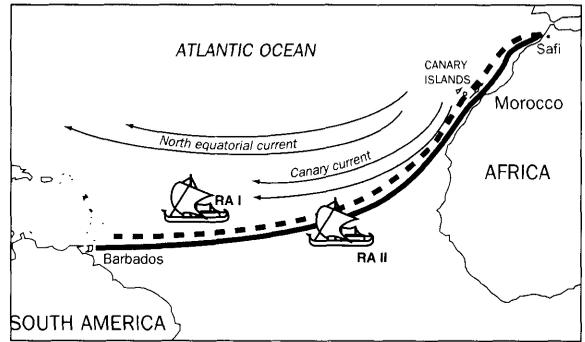
14. Could we talk over it before you turn the whole idea down? A B C D
 A B C D
15. I know I let Andy down when I forgot to pick his suit out from A B C D
 the dry cleaner's.
 A B C D
16. I ran into him while I was getting the bus off. A B C D
 A B C D
17. As soon as I hand in my report, I'm going to take all these books A B C D
on to the library.
 A B C D
18. We'd better get the bus on now, or we're going to miss it. A B C D
 A B C D
19. Instead of calling off the meeting, maybe we can just put it over A B C D
 until next week.
 A B C D
20. If you don't use out the milk by Monday, please throw it away. A B C D
 A B C D
21. Chet had to cheer up her after the company turned down her application. A B C D
 A B C D
22. Do you want to get up by yourself, or would you like me to wake up you? A B C D
 A B C D
23. Tom asked me to pick some stamps for him at the post office up. A B C D
 A B C D
24. Did you find out how Jane talked into Meg working on Saturday? A B C D
 A B C D
25. We got over well after we found out we were both from Chicago. A B C D
 A B C D

UNIT 56

Nouns

ACROSS THE ATLANTIC ON A REED BOAT

BARBADOS—May 17, 1970. Norwegian explorer **Thor Heyerdahl**, along with an international **crew**, has crossed the **Atlantic Ocean** on **Ra II**. The reed boat, modeled after those of the ancient **Egyptians**, made the **journey** in 57 days.



CHECK POINT

Check the correct answer.

The name of Heyerdahl's boat was: Ra II Reed Boat

CHART CHECK 1

Circle T (True) or F (False).

T F Common nouns are written with capital letters.

PROPER NOUNS

Heyerdahl sailed **Ra II** across the **Atlantic**.

COMMON NOUNS

The **explorer** sailed his **boat** across the **ocean**.

CHART CHECK 2

Circle T (True) or F (False).

T F Count nouns can be plural.

T F Non-count nouns can be plural.

COUNT NOUNS

ARTICLE/ NUMBER	NOUN	VERB	
A One	sailor	is	brave.
(The) Two	sailors	are	

NON-COUNT NOUNS

NOUN	VERB	
Fire	is	dangerous.
Sailing		

EXPRESS CHECK

Circle the correct words to complete these sentences.

The boats was / were made of reed. Crossing the ocean was / were hard.

Grammar Explanations

Examples

1. Proper nouns are the names of particular people, places, and things. To the right are some categories and examples of proper nouns.

Capitalize the first letter of most proper nouns. We do not usually use an article (a/an or the) with proper nouns.

Note that **the** is used with some nouns of places.

People	Heyerdahl, Egyptians
Places	Africa, Morocco, the Atlantic Ocean
Months	September, October
Days	Monday, Tuesday
Holidays	Easter, Passover, Ramadan
Languages	Arabic, Spanish

■ Heyerdal sailed across **the Atlantic Ocean**.

2. Common nouns refer to people, places, and things, but not by their individual names. For example, *explorer* is a common noun, but *Heyerdahl* is a proper noun.

People	explorer, sailor, builder
Places	continent, country, city
Things	pots, eggs, fish, honey

3. Common nouns are either count or non-count. **Count nouns** are things that you can count separately. They can be singular or plural. For example, you can say *a ship* or *three ships*. You can use a/an or the before count nouns.

■ **a** sailor, **the** sailor, **two** sailors
 ■ **an** island, **the** island, **three** islands
 ■ **a** ship, **the** ship, **four** ships

Form the **plural** of most nouns by adding **-s** or **-es** to the noun. There are sometimes spelling changes when you form the plural.

ship	ships	potato	potatoes
watch	watches	country	countries

► **BE CAREFUL!** Some nouns are irregular. They do not form the plural by adding **-s** or **-es**.

foot	feet	man	men
child	children	mouse	mice

4. Non-count nouns are things that you cannot count separately. For example, in English you can say *gold*, but you cannot say *a gold* or *two golds*. Non-count nouns usually have no plural forms. We usually do not use a/an with non-count nouns. To the right are some categories and examples of non-count nouns.

Abstract words	courage, education, time
Activities	exploring, sailing, farming
Fields of study	geography, history
Food	corn, chocolate, fish
Gases	air, oxygen, steam
Liquids	water, milk, coffee, gasoline
Materials	cotton, plastic, silk
Natural forces	cold, electricity, weather
Particles	dust, sand, sugar, salt, rice

Some common non-count nouns do not fit into these categories. You must memorize nouns such as the ones to the right.

advice	furniture	jewelry	money
clothing	garbage	luggage	news
equipment	homework	mail	work
food	information		

► **BE CAREFUL!** Non-count nouns take singular verbs and pronouns.

■ **Reed is** a good material for boats.
 ■ **It floats** in the heaviest storm.

Check it out!

For a list of some common irregular plural nouns, see Appendix 18 on page 343.

JASON: _____ the _____ ready? We should go over the checklist.
 14. (Be) 15. (equipment)

MEGAN: I did that. We need _____ for the radio.
 16. (battery)

JASON: Why do we need a radio? I thought we were running away from civilization.

MEGAN: But the _____ never _____. I still want to know what's happening.
 17. (news) 18. (stop)

JASON: That's OK with me. By the way, do we have enough warm _____?
 It gets chilly in the mountains.
 19. (clothing)

MEGAN: That's true. And the _____ really _____ me at night.
 20. (cold) 21. (bother)

JASON: But we have warm sleeping _____.
 22. (bag)

MEGAN: And we have each other!



EDIT • Tina Arbeit sailed around the world alone on a small boat. Read her diary entries. There are fifteen mistakes in the use of nouns and subject-verb agreement. Find and correct them. The first two mistakes are already corrected.

Canary

October 27. I've been on the ~~canary~~ islands for three days now. I'll start home when the ^{weather is} ~~weathers are~~ better. I was so surprised when I picked up my mails today. My family sent me some birthday presents. My Birthday is the 31st. I won't open the gifts until then.

october 29. I think the weather is getting worse. I heard thunders today, but there wasn't any rain. I stayed in bed with my cat, Typhoon. Every time it thundered, typhoon and I snuggled up closer under the covers. I started reading a Novel, Brave New World.

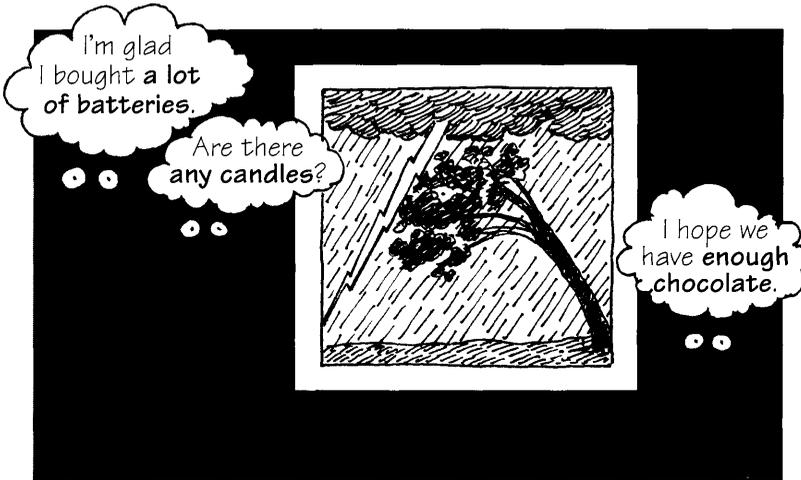
October 30. I left the Canary Islands today—just like columbus. There's a strong wind and plenty of sunshine now. I went 250 Miles.

October 31. I'm 21 today! To celebrate, I drank some coffees for breakfast and I opened my presents. I got some perfume and pretty silver jewelries.

November 1. The electricities are very low. I'd better not use much until I get near new York. I'll need the radio then. It rained today, so I collected waters for cooking.

UNIT 57

Quantifiers



CHECK POINT

Check the correct answer.

The child wants to know if they have

chocolate.

a good supply of chocolate.

CHART CHECK

Circle T (True) or F (False).

T F **A lot of** is used with both count and non-count nouns.

T F **Several** is used with non-count nouns.

T F **A few** is used with count nouns.

T F **Any** is used in negative sentences.

QUANTIFIERS AND COUNT NOUNS

	QUANTIFIER	NOUN
I have	<i>some</i> <i>enough</i> <i>a lot of</i>	batteries. cookies.
	<i>a few</i> <i>several</i> <i>many</i>	
I don't have	<i>any</i> <i>enough</i> <i>a lot of</i> <i>many</i>	

QUANTIFIERS AND NON-COUNT NOUNS

	QUANTIFIER	NOUN
I have	<i>some</i> <i>enough</i> <i>a lot of</i>	candy. water.
	<i>a little</i> <i>a great deal of</i> <i>much</i>	
I don't have	<i>any</i> <i>enough</i> <i>a lot of</i> <i>much</i>	

EXPRESS CHECK

Complete this conversation with **much** or **many**.

A: We didn't buy _____ batteries.

B: Well, we didn't have _____ time before the storm.

A: That's true. We had _____ things to do.

Grammar Explanations

Examples

1. **Quantifiers** are expressions of quantity such as *a lot of* and *many*. They are used before a noun.

Quantifiers can also be used alone, when it is clear what they refer to. Note that in *a lot of*, *of* is dropped.

- We used **a lot of water** last summer.
- There were **many storms**.

A: How many **eggs** do we have?

B: Not **a lot**, just **a few**.

2. Use **some**, **enough**, **a lot of**, and **any** with both count and non-count nouns.

Use **any** in questions and in negative sentences.

Use **some** when you make an offer.

- We have ^{count} **some batteries** and ^{non-count} **some gasoline**.

- We have ^{non-count} **enough water** and ^{count} **eggs** for a week.

- We have ^{count} **a lot of beans** and ^{non-count} **rice** left.

A: Do we have ^{non-count} **any milk** or ^{count} **teabags**?

B: No, and we don't have **any coffee** or **paper plates** either.

- Would you like **some coffee**?

3. Use **a few**, **several**, and **many** with plural count nouns in affirmative sentences.

Use **a little**, **a great deal of**, and **much** with non-count nouns in affirmative sentences.

USAGE NOTE: In affirmative sentences, **many** is more formal than *a lot of*; **much** is very formal.

- **BE CAREFUL!** Don't confuse **a few** and **a little** with *few* and *little*. **Few** and **little** usually mean "not enough."

- **A few people** got sick.
- **Several children** went to the hospital.
- **Many rescue workers** arrived.
- They had **a little trouble** with the radio.
- They threw away **a great deal of food**.
- **Much planning** went into the rescue.

MORE FORMAL: **Many people** agreed.

LESS FORMAL: **A lot of people** agreed.

VERY FORMAL: He showed **much courage**.

LESS FORMAL: He showed **a lot of courage**.

- They received **a little news** last night.
(*not a lot, but probably enough*)
- They received **little news** last night.
(*probably not enough news*)

4. Use **many** with count nouns and **much** with non-count nouns in questions and negative sentences.

USAGE NOTE: In questions and negative sentences, **many** and **much** are used in both formal and informal English.

A: How **many people** did you see?

B: We **didn't** see **many**.

A: How **much food** did they carry?

B: Not **much**.

1

IDENTIFY • Read this article about preparing for natural disasters. Underline the quantifiers + count nouns. Circle the quantifiers + non-count nouns.

BE PREPARED

Are you ready? Many people don't realize that some natural disasters such as earthquakes can strike with little warning. It may take several days for assistance to reach you. Prepare your disaster kit in advance! Here are a few tips.

-  Water may be unsafe to drink. Store enough water for several days. Each person needs a gallon per day for cooking and washing.
-  You will also need food for several days. It's a good idea to store a lot of of canned meat, fruit, vegetables, and milk. However, also include several kinds of high-energy food, such as peanut butter and jelly. And don't forget some "comfort food" like cookies and chocolate!
-  If you don't have any electricity, you might not have any heat either. Keep some blankets, sleeping bags, and extra clothes for everyone.
-  Prepare a first aid kit with some pain relievers, several sizes of bandages, and an antiseptic.
-  The ATMs might not be working. Do you have any cash? You shouldn't keep much money in the house, but you should have a lot of small bills, and a few larger bills too.

2

CHOOSE • Circle the correct words to complete this radio interview between This Morning (TM) and food psychologist Angie Welnitz (AW).

TM: Dr. Welnitz, in a crisis, a lot of / much people crave chocolate. Does comfort food have any / many real benefit?

AW: Yes. Several / A little types of food help give emotional balance. Chocolate gives an emotional lift because it contains a great deal of / many sugar, for example.

TM: What about mashed potatoes? When I'm sad, I cook a lot of / much potatoes.

AW: They remind you of childhood, when you felt safe. Much / Many traditional foods comfort us like this.

TM: I have a few / a little friends who eat comfort food to celebrate. Why?

AW: We have much / many change in our lives today and a few / few ways to calm down. Comfort food tells us, "Don't worry. Some / A little things are still the same."

TM: We only have a few / a little time left. Tell us—what is *your* favorite comfort food?

AW: Pistachio ice cream. I always feel better after I eat a few / few spoonfuls.

3**COMPLETE** • Read these conversations. Complete them with the correct words.**1. much, many, a few, a little**

A: Hi, Barb. Did you and Jim lose _____ ^{many} _____ trees in the storm?

B: Just one. And the house is OK. We only lost _____ ^{a.} _____ windows.
How about you? ^{b.}

A: We didn't have _____ ^{c.} _____ problems either. We didn't have
_____ ^{d.} _____ time to shop before the storm, but thanks to the disaster kit,
we had _____ ^{e.} _____ candles and _____ ^{f.} _____ food on hand.

2. little, a little, a few, few

A: It's interesting to see what we used up from the disaster kit. I noticed we have
only _____ ^{a.} _____ hot chocolate left.

B: That's because _____ ^{b.} _____ things taste better in a crisis. I bet there are
more than _____ ^{c.} _____ cans of spinach, though.

A: Six cans. I guess there's _____ ^{d.} _____ reason to buy more of that.

B: We learned _____ ^{e.} _____ things about comfort foods during the storm,
didn't we?

4**EDIT** • Read this child's diary entry. Find and correct seven mistakes in the use of quantifiers. The first mistake is already corrected.

○	<p>We had a big storm last week, and we lost the electricity for ^a few days. Once I got over being scared, it was a lot of fun—a little like camping out. We have an electric furnace, so we didn't have some heat. We slept in our sleeping bags around the fireplace. We sure used up many wood! Mom baked some bread in an iron pan in the fireplace. She had to try several times, but it was really good when it worked. We ate it with little peanut butter. The first night we had much problems figuring out what to do. It got dark early, and we only had a little candles—and no TV! Cindy is five, and she was really freaked out until we made hot chocolate over the fire. Finally, everybody took turns telling stories. I found out that Dad knows a lot good stories.</p>
---	---

UNIT 58

Articles: Indefinite and Definite



An evil magician from a universe beyond ours is trying to conquer **the** Earth.

The magician is Zado. He has four helpers—and only YOU can destroy him!

SPACE DEFENDER
A NEW GAME FROM CEREBRO

CHECK POINT

Check the correct answer.

According to the ad for the video game:

- There is only one universe beyond ours. There is only one Earth.

INDEFINITE

DEFINITE

CHART CHECK

Circle T (True) or F (False).

- T F** A/An can be used with non-count nouns.
- T F** The can be used with singular and plural nouns.
- T F** Use **the** when you mention a noun for the second time.

SINGULAR COUNT NOUNS

	A/AN	NOUN
Let's rent	a	video game.
It's	an	adventure.

PLURAL COUNT NOUNS/ NON-COUNT NOUNS

	(SOME)	NOUN
Let's play		video games.
I won	(some)	gold.

SINGULAR COUNT NOUNS

	THE	NOUN	
Let's rent		game	by Cerebro.
It's	the	adventure	of Zado.

PLURAL COUNT NOUNS/ NON-COUNT NOUNS

	THE	NOUN	
Let's play		games	we rented.
It's	the	gold	Zado lost.

EXPRESS CHECK

Circle the correct articles to complete these sentences.

Cerebro has a / the new video game. A / The game is called *Space Defender*.

Grammar Explanations

Examples

1. We can use **nouns** in two ways:

- a. A noun is **indefinite** (not specific) when either you or your listener do not have a particular person, place, or thing in mind.
- b. A noun is **definite** (specific) when you and your listener both know which person, place, or thing you mean.

- A:** Let's buy **a video game**.
B: Good idea. Which one should we buy?
(A and B are not talking about a specific game.)
- A:** I bought **the new game** from Cerebro!
B: Great! Is it fun?
(A and B are both talking about a specific game.)

2. The **article** you use before a noun depends on the kind of noun (count or non-count) it is and on how you are using the noun (indefinite or definite).

- a. Use the **indefinite article a/an** with singular count nouns that are **indefinite**.

Also use **a/an** for singular count nouns when you classify (say what something is).

Use **a** before consonant sounds.

Use **an** before vowel sounds.

- **BE CAREFUL!** It is the sound, not the letter, that determines whether you use *a* or *an*.

- b. Use **no article** or **some** with plural count nouns and with non-count nouns that are **indefinite**.

- A:** I'm reading about **a magician**.
B: Oh, really? Which one?
- A:** What do you do for a living?
B: I'm **a pilot**. And you?
- **a** magician, **a** great adventure
 - **an** evil magician, **an** adventure
 - **a** universe (pronounced "yuniverse")
 - **a** hostile army (pronounced "hostile")
 - **an** honest warrior (pronounced—"ahnest")
 - There are **(some) games** on the shelf.
 - I had to buy **(some) medicine**.

3. Use the **definite article the** with most nouns (count and non-count, singular and plural) that are **definite**.

Use **the** when:

- a. a person, place, or thing is unique—there is only one.
- b. the context makes it clear which person, place, or thing you mean.
- c. the noun is mentioned for the second time (it has already been identified).
- d. a phrase or an adjective such as *first, best, right, wrong, or only* identifies which one.

- A:** **The magician** I told you about is on TV tonight.
B: Let's watch him!
- **The moon** is 250,000 miles away.
(The Earth has only one moon.)
- A:** **The music** was great.
B: I enjoyed it too.
(A and B are coming out of a concert.)
- **A magician** is trying to conquer the Earth.
The magician is very powerful.
- Donkey Kong was **the first video game** with a story.



CHOOSE & DESCRIBE • Read these conversations. Circle the letter of the statement that best describes each conversation.

1. **CORA:** I'm bored. Let's rent a video game.
FRED: OK.
 - a. Fred knows which game Cora is going to rent.
 - (b.)** Fred and Cora aren't talking about a particular game.
2. **CORA:** Mom, where's the new video game?
MOM: Sorry, I haven't seen it.
 - a. Mom knows that Cora rented a new game.
 - b.** Mom doesn't know that Cora rented a new game.
3. **FRED:** I'll bet it's in the hall. You always drop your things there.
CORA: I'll go look.
 - a. There are several halls in Fred and Cora's house.
 - b.** There is only one hall in Fred and Cora's house.
4. **FRED:** Was I right?
CORA: You weren't even close. It was on a chair in the kitchen.
 - a. There is only one chair in the kitchen.
 - b.** There are several chairs in the kitchen.
5. **FRED:** Wow! Look at that! The graphics are awesome.
CORA: So is the music.
 - a. All video games have good graphics and music.
 - b.** The game Cora rented has good graphics and music.
6. **CORA:** This was fun. But why don't we rent a sports game next time?
FRED: Good idea. I love sports games.
 - a. Fred is talking about sports games in general.
 - b.** Fred is talking about a particular sports game.



CHOOSE & COMPLETE • Circle the correct articles to complete this paragraph.

Board games are popular all over a / (the) world. Mah Jong is an / the example of a / an very old one. I had an / a uncle who had an / the old set from Singapore. He kept a / the set in the / a beautiful box in a / the living room. He used to open the / a box and tell me about the / a pieces. They were made of bamboo, and each one had a / the Chinese character on it. To me, they were the / a most fascinating things in a / the world.

3

COMPLETE • Read each conversation. Complete it with the appropriate article (a, an, or the).

1. **A:** _____ A _____ car just pulled up. Are you expecting someone?
B: No, I'm not. I wonder who it is.
2. **A:** Can we use _____ car?
B: OK, but bring it back by 11:00 o'clock.
3. **A:** Let's turn off _____ game system before we leave.
B: We don't have to. We can just leave it on *Pause*.
4. **A:** Do you have _____ game system?
B: Yes, I do. I just bought a Sega Genesis.
5. **A:** Do you see the video store? I was sure it was on Main Street.
B: I think it's on _____ side street, but I'm not sure which one.
6. **A:** There it is.
B: Good. You can park right across _____ street from the store.
7. **A:** Excuse me, do you have any new games?
B: _____ newest games are in the front of the store.
8. **A:** We'd better go. We've been here for _____ hour.
B: That was _____ fastest hour I've ever spent.
9. **A:** Excuse me. I'd like to rent this game.
B: Just take it to _____ cashier. She's right over there.

4

EDIT • Read this magazine article about video games. Find and correct nine mistakes in the use of articles. The first mistake is already corrected.

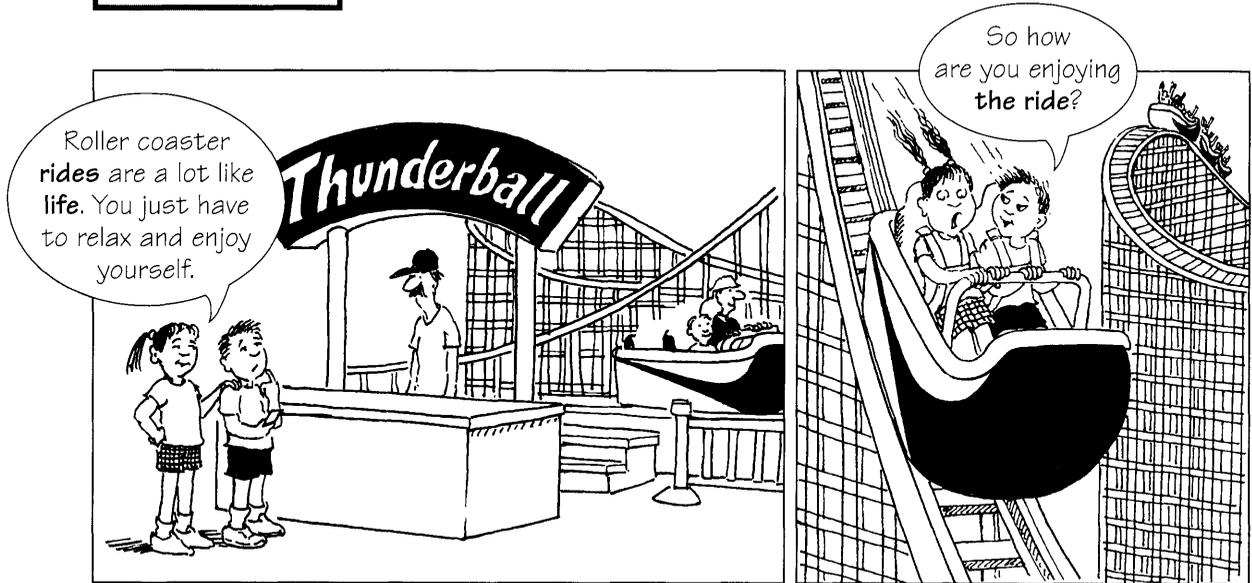
The plumber

Once there was a plumber named Mario. ~~Plumber~~ had beautiful girlfriend. One day, a ape fell in love with the girlfriend and kidnapped her. The plumber chased ape to rescue his girlfriend.

This simple tale became *Donkey Kong*, a first video game with a story. It was invented by Sigeru Matsimoto, a artist with Nintendo, Inc. Matsimoto loved the video games, but he wanted to make them more interesting. He liked fairy tales, so he invented story similar to a famous fairy tale. Story was an immediate success, and Nintendo followed it with *The Mario Brothers*. The rest is video game history.

UNIT 59

Ø (No Article) and *The*



CHECK POINT

Check the correct answer.

Who is talking about roller coaster rides in general?

- the little girl the little boy

CHART CHECK

Check the correct answer.

You can use Ø (no article) for a noun that is:

- indefinite
 definite

You can use *The* for a count noun that is:

- singular
 plural

NO ARTICLE (INDEFINITE)

Ø + NON-COUNT NOUN

Do you like **cotton candy**?

Ø + PLURAL COUNT NOUN

Rides can be very exciting.

THE (DEFINITE)

THE + NON-COUNT NOUN

The cotton candy in this park is great.

THE + PLURAL COUNT NOUN

The rides in this park are exciting.

THE + SINGULAR COUNT NOUN

The ride near the entrance is exciting.

EXPRESS CHECK

Circle **the** or **Ø** (no article) to complete these sentences.

A: Did you enjoy Ø / the roller coaster ride?

B: Yes, I love Ø / the roller coaster rides.

A: And did you try Ø / the cotton candy?

B: No. I don't like Ø / the cotton candy. It's always too sweet.

Grammar Explanations

Examples

1. We often use **Ø (no article)** before non-count nouns and plural count nouns that are **indefinite** (not specific).

Use **Ø** when you:

- a. have **no specific** person, place, or thing in mind.
- b. **classify** (say what something or someone is).
- c. make **general statements**.

- A: What do you want to do tonight?
- B: Let's stay home. We can listen to **music** or watch **videos**.
- A: What's that?
- B: It's **cotton candy**.
- A: And what are those?
- B: They're **tickets** for the roller coaster. I bought them while you were on the phone.
- **Cotton candy** is very sweet.
(*cotton candy in general*)
- **Roller coasters** are popular.
(*roller coasters in general*)

2. Use **the** with non-count nouns and count nouns (singular and plural) that are **definite**—when you are talking about a **specific or unique** person, place, or thing that you and your listener know about.

- A: Can I taste **the cotton candy**?
- B: Sure. Have as much as you'd like.
- A: Where are **the tickets** for **the roller coaster**?
- B: I put them in my pocket.
- A: This is **the best roller coaster** in **the world**.

3. **BE CAREFUL!** Singular count nouns cannot stand alone. You must always use either an article, a pronoun, *one*, or a word such as *this*, *that*, *each*, or *every* before a singular count noun.

- This is **a** delicious **candy bar**.
NOT This is ~~delicious candy bar~~.
- It's hard to eat just **one candy bar**, isn't it?
- Give me **that candy bar!** You've had enough.
- It's **my candy bar**.

1

IDENTIFY • Read this announcement for a new amusement park. Underline all the common nouns that have no articles. Circle all the nouns with **the**.

Grand Opening!

Do you enjoy amusement parks? Tomorrow, Blare Gardens will open to the public for the first time. The park features a wide variety of rides and games that will appeal to both adults and children. And of course an amusement park would not be complete without cotton candy and hot dogs. The food at Blare Gardens promises to be very good. Come early, bring the whole family, and be sure to stay for the fireworks display that takes place right after the sun sets. So check it out! You won't be disappointed.

2

CHOOSE • Circle the correct words to complete this magazine article.

Thrills and Chills

Why do people around the / Ø world flock to the / Ø amusement parks? The / Ø places like Disney World and Coney Island offer the / Ø fun, relaxation, and escape from the / Ø problems and boredom of everyday life. They offer the / Ø adults and children alike a chance to take the / Ø risks without the / Ø consequences. Thanks to advances in the / Ø technology, the / Ø accidents in the / Ø amusement parks are now rare. You can go on the / Ø rides that look scary but are actually safe. You can scream and laugh as the / Ø roller coaster races down toward the / Ø ground and loops up to the / Ø sky again, leaving your cares and troubles behind.

Even though the / Ø roller coasters are the / Ø most popular of all the / Ø rides, they are not for everyone. But don't worry. Today's amusement parks offer a lot more than the / Ø thrills and chills. There are train rides through a replica of the / Ø rain forest. And there are the / Ø games with the / Ø prizes too. The / Ø hot dogs, ice cream, and cotton candy complete the / Ø picture of this perfect getaway for the / Ø whole family.



3

COMPLETE • Read this conversation about an amusement park. Complete the sentences with **the** where necessary. Use **Ø** if you don't need an article.

- A: I'm going to Blare Gardens next weekend. You work there. What's it like?
- B: That depends. Do you like _____^{1.} scary rides? If you do, then you're going to love _____^{2.} rides at Blare Gardens.
- A: What's _____^{3.} most exciting ride there?
- B: The Python. I've seen people actually shaking with fear before they got on it.
- A: Sounds like _____^{4.} fun. By the way, how's _____^{5.} food there? I hate _____^{6.} hot dogs.
- B: Then you might have a little problem. They sell _____^{7.} hot dogs and _____^{8.} pizza, and that's about it. But do you like _____^{9.} music?
- A: I love it. I listen to _____^{10.} country music all the time. Why?
- B: _____^{11.} music at Blare Gardens is great. They have _____^{12.} best country music groups in _____^{13.} entire state.
- A: What exactly do you do there? Maybe we'll see you.
- B: I dress like a cartoon character and guide people around _____^{14.} park.

4

EDIT • Read this postcard from Blare Gardens. Find and correct eight mistakes in the use of **the** and **Ø** (no article). The first mistake is already corrected.

<p>Blare Gardens Amusement Park</p>	
	<p><i>Hi! Blare Gardens is awesome! This the is best vacation we've ever gone on!</i></p>
<p><i>I love the rides here. I mean, I've been on the roller coasters before, but nothing is like the one they've got here! And food is great too. I usually don't eat the hot dogs, but hot dogs here are great. So is pizza. Do you like the amusement parks? If so, you've got to get your family to come. The only problem is crowds here. People have to wait to get into <u>everything</u>—even the restrooms! See you soon.</i></p> <p style="text-align: right;"><i>Nicky</i></p>	
<p>To: <i>Ryan Turner</i> <i>31 Barcelona Dr.</i> <i>Boulder, CO 80303</i></p>	

UNIT 60

Reflexive Pronouns and Reciprocal Pronouns



CHECK POINT

Circle T (True) or F (False).

T F The man is talking to another person.

CHART CHECK

Circle T (True) or F (False).

T F Singular reflexive pronouns end in *-selves*.

T F Reciprocal pronouns always refer to more than one person.

REFLEXIVE PRONOUNS

SUBJECT PRONOUN		REFLEXIVE PRONOUN
I	looked at	myself.
You		yourself.
He		himself.
She		herself.
It		itself.
We		ourselves.
You		yourselves.
They		themselves.

RECIPROCAL PRONOUNS

SUBJECT PRONOUN		RECIPROCAL PRONOUN
We You They	looked at	each other. one another.

EXPRESS CHECK

Circle the correct words to complete this conversation.

A: Is someone in there with you, or are you talking to yourself / themselves?

B: No one's here. I'm just talking to one another / myself.

Grammar Explanations

Examples

1. Use a **reflexive pronoun** when the subject and object of a sentence refer to the same people or things.

In **imperative sentences** use:

—**yourself** when the subject is singular

—**yourselves** when the subject is plural

subject = object

- Sara looked at **herself** in the mirror.
(Sara looked at her own face.)

- “Don’t push **yourself** so hard, **Tom**,” Sara said.

- “Don’t push **yourselves** so hard, **guys**,” Sara said.

2. Use a **reflexive pronoun** to emphasize a noun. In this case, the reflexive pronoun usually follows the noun directly.

- Tom was upset when he lost his job. The **job itself** wasn’t important to him, but he needed the money.

3. **By + a reflexive pronoun** means *alone* or *without any help*.

- Sara lives **by herself**.

(Sara lives alone.)

- We painted the house **by ourselves**.

(No one helped us.)

Be + a reflexive pronoun means *act in the usual way*.

- Just **be yourself** at your interview.

(Act like you usually act.)

- He **wasn’t himself** after he lost his job.

(He seemed different.)

4. Use a **reciprocal pronoun** when the subject and the object of a sentence refer to the same people and these people have a two-way relationship. Use **each other** when the subject is two people. Use either **one another** or **each other** when the subject is more than two people.

subject = object

- **Tom and Sara** met **each other** at work.

(Tom met Sara, and Sara met Tom.)

subject = object

- **We all** told **one another** about our jobs.

OR

subject = object

- **We all** told **each other** about our jobs.

(Each person exchanged information with every other person.)

- **BE CAREFUL!** Reciprocal pronouns and plural reflexive pronouns have different meanings.

- Fred and Jane talked to **each other**.

(Fred talked to Jane, and Jane talked to Fred.)

- Fred and Jane talked to **themselves**.

(Fred talked to himself, and Jane talked to herself.)

5. **Reciprocal pronouns** have possessive forms: **each other’s**, **one another’s**.

- Tom and Sara took **each other’s** numbers.

(Tom took Sara’s number. Sara took Tom’s number.)

Check it out!

For a list of verbs and expressions commonly used reflexively, see Appendix 16 on page 340.

1

IDENTIFY • Read this article about self-talk. Underline the reflexive pronouns once and the reciprocal pronouns twice. Draw an arrow to the word that each pronoun refers to.

SELF-TALK

Self-talk is the way we explain a problem to ourselves. It can affect the way we feel and how we act. Tom and Sara, for example, both lost their jobs when their company laid off a lot of people. Sara kept herself fit and spent time with friends. Tom gained ten pounds and spent all his time by himself. They were both unemployed, so the situation itself can't explain why they acted so differently from each other. The main difference was the way Tom and Sara explained the problem to themselves. Sara believed that she herself could change her situation. Tom saw himself as helpless. Later, everyone got their jobs back. When they all talked to one another back at the office, Tom grumbled, "They must have been desperate." Sara replied, "They finally realized they need us!"

2

CHOOSE • Tom and Sara's company held an office party. Choose the correct reflexive or reciprocal pronouns to complete the conversations.

1. **A:** Do you mind if we pour ourselves something to drink?
(myself / ourselves)
- B:** Of course not. And there's food too. Please help yourself.
(yourselves / themselves)
2. **A:** That's the new head of Marketing. She's standing by herself.
(herself / himself)
- B:** Let's go and introduce ourselves.
(himself / ourselves)
3. **A:** I'm nervous about my date with Niki. I cut myself twice shaving.
(myself / herself)
- B:** You'll be fine. Just relax and be yourself.
(yourselves / yourself)
4. **A:** My boss and I always give each other the same holiday gifts. Every year I give him a book and he gives me a scarf.
- B:** Funny. I always thought you bought yourself a lot of scarves.
(yourself / himself)
5. **A:** The new software is so easy, it just seems to run by itself.
(itself / myself)
- B:** Really? In our department, we're still teaching ourselves how to use it.
(themselves / ourselves)
6. **A:** Did you and Armina go to Japan by yourself or with a tour group?
(yourself / yourselves)
- B:** With a group. We've all kept in touch with one another since the trip.
(one another / ourselves)

SECTION ONE

Circle the letter of the correct answer to complete each sentence. Choose Ø when no article is needed.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. I introduced _____ to Bill as soon as I saw him. A B C D
 (A) himself (C) myself
 (B) me (D) each other
2. The job _____ isn't a problem. It's my boss. A B C D
 (A) myself (C) himself
 (B) itself (D) it
3. The students exchange cards with _____ during the holidays. A B C D
 (A) themselves (C) each other's
 (B) ourselves (D) one another
4. What a beautiful bracelet! Is it made of _____ gold? A B C D
 (A) the (C) Ø
 (B) some (D) a
5. I bought _____ bottled water before the hurricane. A B C D
 (A) a lot of (C) twelve
 (B) a few (D) many
6. How _____ eggs do you need for the cake? A B C D
 (A) many (C) Ø
 (B) much (D) more
7. She was lonely because she had _____ friends at first. A B C D
 (A) little (C) few
 (B) a little (D) a few
8. That's _____ best movie I've ever seen. A B C D
 (A) a (C) the
 (B) an (D) Ø
9. Di's in _____ Europe on vacation. A B C D
 (A) a (C) Ø
 (B) an (D) the
10. Freda's _____ astronaut. There are six of them on this mission. A B C D
 (A) Ø (C) an
 (B) a (D) the

11. —I just rented _____ video. A B C D
 —Great! Which one?
 (A) the (C) a
 (B) some (D) any
12. We don't have _____ fruit left. Could you buy some apples? A B C D
 (A) much (C) little
 (B) some (D) many

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

13. There are a lot of food in the fridge, so help yourself. A B C D
14. Do your families come for thanksgiving or do you celebrate by yourselves? A B C D
15. The news are starting, so let's watch TV in the living room. A B C D
16. Lee wants to open his business in may and start working for himself. A B C D
17. I myself don't eat chili, but it's the most popular spice in a world. A B C D
18. A money isn't everything—the job itself has to be interesting. A B C D
19. Mathematics isn't Todd's best subject, but he succeeds with the hard work. A B C D
20. How many times do we have before the movie starts? A B C D
21. Smith was an unpopular mayor, so he had a few friends in politics. A B C D
22. We have only a few milk left, so could you pick some up for us? A B C D
23. We didn't know one another names before Maria introduced us. A B C D
24. Ben has to save a few money so that he can go to school in the fall. A B C D
25. I met an accountant and a lawyer at your party, and an accountant said he'd help me. A B C D

UNIT 61

The Passive: Overview

CHECK POINT

Check the information you can get from the ad.

- the name of the founder
- the number of years the magazine has existed
- the price of the magazine



The World Keeps Informed With Reader's Digest

Reader's Digest was founded in 1922.
Today it **is read** by people in every country in the world.
Shouldn't you be one of them? Subscribe today.



CHART CHECK

Circle T (True) or F (False).

T F The object of an active sentence becomes the subject of the passive sentence.

T F Passive statements always have a form of the verb **be**.

T F Passive statements always have an object.

ACTIVE	PASSIVE
Millions of people buy it .	It is bought by millions of people.
Someone published it in 1922.	It was published in 1922.

PASSIVE STATEMENTS			
SUBJECT	BE (NOT)	PAST PARTICIPLE	(BY + OBJECT)
It	is (not)	bought	by millions of people.
It	was (not)	published	in 1922.

YES/NO QUESTIONS			
BE	SUBJECT	PAST PARTICIPLE	
Is	it	sold	in China?
Was			

SHORT ANSWERS			
AFFIRMATIVE		NEGATIVE	
Yes, it	is.	No, it	isn't.
	was.		wasn't.

WH- QUESTIONS			
WH- WORD	BE	SUBJECT	PAST PARTICIPLE
Where	is	it	sold?

EXPRESS CHECK

Complete this sentence with the passive form of the verb **print**.

How many copies of *Reader's Digest* _____ last year?

Grammar Notes**Examples**

- 1. Active and passive sentences** often have similar meanings but different focuses.

ACTIVE

- Millions of people **read** the magazine.
(The focus is on the people.)

PASSIVE

- The magazine **is read** by millions of people.
(The focus is on the magazine.)

- 2. Form the passive** with a form of **be** + **past participle**.

- It **is written** in nineteen languages.
- It **was published** in 1922.
- It **has just been printed**.

- 3. Use the passive** when:

- the agent (the person or thing doing the action) is unknown or not important.
- the identity of the agent is clear from the context.
- you want to avoid mentioning the agent.

- The magazine **was founded** in 1922.
(I don't know who founded it.)
- The magazine **is sold** at newsstands.
(We can assume that the newsstand owners and employees sell it. We don't need to mention them.)
- Some mistakes **were made** in that article.
(I know who made the mistakes, but I don't want to blame the person who made them.)

- 4. Use the passive with by** if you mention the agent.

Mention the **agent** when:

- you introduce necessary new information about the agent.
 - you want to give credit to someone who created something.
 - the agent is surprising.
- **BE CAREFUL!** In most cases, you do not need to mention an agent in passive sentences. Do not include an agent unnecessarily.

- The article **was written by a psychologist**.
- John Delgado is a famous sports writer. He **has just been hired by National Sports** to write a monthly column.
(The name of John's employer is necessary new information.)
- The article **was written by John Delgado**.
- Our windows **are washed by a robot**.
- The magazine **is published** once a week. Not The magazine is published ~~by the publisher~~ once a week.



COMPLETE • Use the passive form of the verbs in the first set of parentheses to complete this report. Include the agent (from the second set of parentheses) only if absolutely necessary.

Modern Reader Newsletter

TENTH ANNIVERSARY ISSUE

DID YOU KNOW...?

- ◆ *Modern Reader* was founded by A. J. Thompson ten years ago.
1. (found) (A. J. Thompson)
- ◆ At first it was printed only in English.
2. (print) (~~the printer~~)
- ◆ Today it _____ in three foreign-language editions.
3. (publish) (the publisher)
- ◆ It _____ in more than ten countries.
4. (read) (readers)
- ◆ Since 2000, twenty new employees _____.
5. (hire) (our international offices)
- ◆ Back at home, ten new computers _____ last month.
6. (purchase) (the company)
- ◆ They _____ to write our award-winning articles.
7. (use) (our writers)
- ◆ *Modern Reader* _____ all over the world.
8. (advertise) (advertisers)
- ◆ Our editorial staff _____ last month.
9. (interview) (*Live at Ten TV*)
- ◆ The interview _____.
10. (see) (millions of viewers)



EDIT • Read an editor's notes for a story for *Modern Reader*. Find and correct eight mistakes in the use of the passive. The first mistake is already corrected.

are located

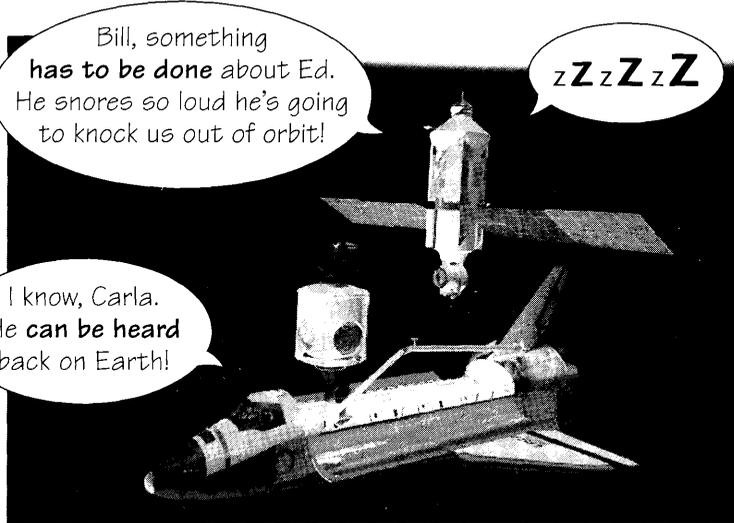
Two-thirds of Bolivia's five million people ~~locate~~ in the cool western highlands known as the Altiplano. For centuries, the grain quinoa has been grew in the mountains. Llamas raised for fur, meat, and transportation. And tin, Bolivia's richest natural resource, is mining by miners in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop, and cows are raised for milk. Oil is also find there.

Although Spanish is the official language, Native American languages are still spoken by people. Traditional textiles are woven by hand, and music played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.

UNIT 62

The Passive with Modals



CHECK POINT

Check the correct answer.

According to Carla,

- Ed has to do something about his snoring.
- somebody has to do something about Ed's snoring.

CHART CHECK 1

Circle T (True) or F (False).

T F Passives with modals always use **be**.

T F You cannot talk about the future using the passive with modals.

STATEMENTS

SUBJECT	MODAL*	BE	PAST PARTICIPLE	
The crew	will (not) should (not)	be	replaced	next month.

SUBJECT	HAVE (GOT) TO/ BE GOING TO	BE	PAST PARTICIPLE	
The crew	has (got) to doesn't have to is (not) going to	be	replaced	next month.

*Modals have only one form. They do not have -s in the third person singular.

CHART CHECK 2

Check the correct answer.

What comes before the subject in questions?

- be**
- a modal or an auxiliary verb

YES/NO QUESTIONS

MODAL	SUBJECT	BE	PAST PARTICIPLE
Will	it	be	replaced?
Should			

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes, it	will.	No, it	won't.
	should.		shouldn't.

YES/NO QUESTIONS				
AUXILIARY VERB	SUBJECT	HAVE TO/ GOING TO	BE	PAST PARTICIPLE
Does	it	have to	be	replaced?
Is		going to		

SHORT ANSWERS			
AFFIRMATIVE		NEGATIVE	
Yes, it	does.	No, it	doesn't.
	is.		isn't.

EXPRESS CHECK

Complete this conversation with the passive form of **will prepare**.

A: _____ food _____ on board?

B: No, it _____. It _____ on Earth.

Grammar Explanations

Examples

1. To form the passive with a modal, use **modal + be + past participle**.

- The Space Shuttle **will be launched** soon.
- The launch **won't be postponed**.
- The crew **must be given** time off.
- Decisions **shouldn't be made** too quickly.

2. Use **will** or **be going to** with the passive to talk about the **future**.

- It **will be launched** very soon.
- OR
- It's **going to be launched** very soon.

3. Use **can** with the passive to express **present ability**.

- The blastoff **can be seen** for miles.

Use **could** with the passive to express **past ability**.

- It **could be seen** very clearly last year.

4. Use **could, may, might**, and **can't** with the passive to express **future possibility** or **impossibility**.

- It **could be launched** very soon.
- French scientists **may be invited** to participate.
- Plants **might be grown** on board.
- It **can't be done**.

5. Use **should, ought to, had better, have (got) to**, and **must** with the passive to express:

a. **advisability**

- The crew **should be prepared** to work hard.
- Crew members **ought to be given** a day off.
- Privacy **had better be respected**.

b. **necessity**

- Reports **have to be filed**.
- Everyone **must be consulted**.



IDENTIFY • Read this article about the International Space Station Unity. Underline all the passives with modals.

Living in Outer Space

Space Station *Unity* will be completed within the next decade, and international teams of astronauts will then be sharing close quarters for long periods of time. What can be done to improve living conditions in space? Here's what former astronauts suggest:

- ✧ **FOOD** It doesn't taste as good in zero gravity. Food should be made spicier to overcome those effects. International tastes must also be considered.
- ✧ **CLOTHING** Layered clothing could help astronauts stay comfortable. The top layer could be removed or added as temperatures vary.
- ✧ **SLEEPING** Because of weightlessness, sleep is often interrupted in space. Comfortable restraints must be provided to give a sense of stability.
- ✧ **EMOTIONAL NEEDS** People need "down time" in space just as they do on Earth. Time ought to be provided for relaxation and privacy.



COMPLETE • Comet Magazine (CM) is interviewing aerospace engineer Dr. Bernard Kay (BK). Complete the interview with the passive form of the verbs in parentheses.

CM: Dr. Kay, I'd like to ask how meals will be handled in the Space Station.

1. (will / handle)

_____ food _____ on board or

2. (Be going to / prepare)

_____ from tubes?

3. (squeeze)

BK: Neither. Gourmet meals _____ on Earth and then they

4. (will / prepackage)

_____ on board.

5. (can / warm up)

CM: The Space Station will have an international crew. How _____

food _____ to suit everyone's taste?

6. (should / choose)

BK: An international menu _____ . Food _____

7. (have to / offer)

8. (could / select)

from food preference forms that the crew members complete.

CM: _____ dishes _____ on board?

9. (Will / use)

BK: Probably. But utensils _____ to the plates so they won't fly

10. (had better / attach)

around! Meals _____ as pleasant as possible.

11. (ought to / make)

UNIT 63

The Passive Causative



CHECK POINT

Check the correct answer.

The guy wants to know if his girlfriend

- cut her own hair.
- went to a hair salon.

CHART CHECK

Circle T (True) or F (False).

- T F** The passive causative always has a form of the verb *be*.
- T F** You can form the passive causative with *have* or *get*.
- T F** The passive causative always needs an agent.

STATEMENTS

SUBJECT	HAVE/GET	OBJECT	PAST PARTICIPLE	(BY + AGENT)	
She	has	her hair	cut	by André	every month.
He	has had	his beard	trimmed		before.
I	got	my nails	done		at André's.
She	is going to get	her ears	pierced.		

YES/NO QUESTIONS

AUXILIARY VERB	SUBJECT	HAVE/GET	OBJECT	PAST PARTICIPLE	(BY + AGENT)
Does	she	have	her hair	cut	by André?
Has	he	had	his beard	trimmed?	
Did	you	get	your nails	done?	
Is	she	going to get	her ears	pierced?	

EXPRESS CHECK

Complete this conversation with the correct form of the verb **do**.

A: Where do you get your hair _____?

B: I don't get it _____. I _____ it myself.

Grammar Explanations

Examples

1. Use the **passive causative** to talk about services that you arrange for someone to do for you.

■ I used to color my own hair, but now I **have it colored**.

■ I **get my nails done** by Marie.

► **BE CAREFUL!** Do not confuse the simple past causative (*had something done*) with the past perfect in active sentences (*had done something*).

SIMPLE PAST CAUSATIVE

■ I **had it done** last week.
(Someone did it for me.)

PAST PERFECT

■ I **had done it** before.
(I did it myself.)

2. Form the **passive causative** with the appropriate form of **have** or **get + object + past participle**.

The passive causative can be used in all tenses and with modals.

■ I always **have my hair cut** by André.

■ I **haven't had it done** since June.

■ Last year I **got my coat cleaned** once.

■ Next week I'm **going to have my windows washed**.

■ I'm **getting them done** by Spotless.

■ I **had them washed** a long time ago.

■ You **should get the car checked**.

■ You **ought to have it done** soon.

3. Use **by** when it is necessary to mention the person doing the service (the agent).

Do not mention the agent unnecessarily.

■ Lynne gets her hair done **by André**.

■ Where does Lynne **get her hair done**?
NOT Where does Lynne get her hair done ~~by a hair stylist~~?

Check it out!

For more information about when to use an agent, see Unit 61, page 265.

1

TRUE OR FALSE • Read each person's statement. Write T (True) or F (False) for the sentence that follows.

1. **JAKE:** I'm going to get my hair cut tomorrow after work.
 ___ F ___ Jake cuts his own hair.
2. **DEBRA:** I'm coloring my hair this afternoon.
 _____ Debra colors her own hair.
3. **AMBER:** I didn't pack any nail polish, because I had done my nails before the trip.
 _____ Amber did her own nails.
4. **JAKE:** I'm thinking of getting the floors waxed before the party.
 _____ Jake might hire someone to wax the floors.
5. **MARIE:** I had my apartment painted two months ago.
 _____ Marie painted her own apartment.
6. **TONY:** I'll wash the car this weekend.
 _____ Tony is going to wash the car himself.

2

FIND OUT & REPORT • It's February 15. Look at the Santanas' calendar and write sentences about things they **had done** and things they **are going to have done**.

FEBRUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Deb-hairdresser
8	9	10	11	Jake- barber	12 carpets	13 Amber- dog groomer
Today's date 15	windows 16	17	18	19	20 food and drinks	21 party!!
22	23	24	Amber- ears pierced 25	26	27	28 family pictures

1. They / have / pictures / take They are going to have pictures taken.
2. Debra / get / her hair / perm Debra got her hair permed.
3. Amber / have / the dog / groom _____
4. They / get / the windows / wash _____
5. They / have / the carpets / clean _____
6. Amber / have / her ears / pierce _____
7. Jake / get / his hair / cut _____
8. They / have / food and drinks / deliver _____

3

CHOOSE & COMPLETE • Debra and Jake are going to have a party. Complete the conversations with the passive causative of the appropriate verbs in the box.

dry clean color cut paint ~~shorten~~ wash

1. **DEBRA:** Your new dress is a little long. Why don't you get it shortened _____?

AMBER: OK. They do alterations at the cleaners. I'll take it in tomorrow.

2. **DEBRA:** My blue dress has a small stain. I have to _____.

AMBER: I can drop it off at the cleaners with my dress.

3. **JAKE:** The house is ready, except for the windows. They look pretty dirty.

DEBRA: Don't worry. We _____ tomorrow.

4. **DEBRA:** Your hair is getting really long. I thought you were going to cut it.

AMBER: I decided not to do it myself this time. I _____
by André.

5. **DEBRA:** My hair's getting a lot of gray in it. Should I _____?

JAKE: It looks fine to me, but it's up to you.

6. **GUEST:** The house looks beautiful. _____ you
_____?

JAKE: No, actually we did it ourselves last summer.

4

EDIT • Read Amber's diary entry. Find and correct seven mistakes in the use of the passive causative. The first mistake is already corrected.

February 21



The party was tonight. It went really well! The house looked great. Mom and Dad had the floors waxed and all the windows ^{cleaned} ~~clean~~ professionally so everything sparkled. And of course we had the whole house painted ourselves last summer. (I'll never forget that. It took us two weeks!) I wore my new black dress that I have shortened by Bo, and I got cut my hair by André. He did a great job. There were a lot of guests at the party. We had almost fifty people invited, and they almost all showed up! The food was great too. Mom made most of the main dishes herself, but she had the rest of the food prepare by a caterer. Mom and Dad hired a professional photographer, so at the end of the party we all took our pictures. Dad's getting them back next week. I can't wait to see them!

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. This book _____ written in 1999. A B C D
 (A) is (C) was
 (B) has (D) were
2. Coffee is _____ in Colombia. A B C D
 (A) grow (C) been growing
 (B) grew (D) grown
3. Millions of people _____ the movie. A B C D
 (A) saw (C) will be seen
 (B) were seen (D) must be seen
4. The meeting won't _____. A B C D
 (A) cancel (C) been cancelled
 (B) be cancelled (D) cancelled
5. Sally doesn't cut her own hair. She _____ at the salon. A B C D
 (A) cuts it (C) has it cut
 (B) has cut it (D) gets it
6. That book was written _____ Maya Angelou. A B C D
 (A) at (C) from
 (B) by (D) of
7. The report _____ soon. A B C D
 (A) publishes (C) will be published
 (B) is published (D) will publish
8. —When will the work be completed?
 —It _____ be by June, but I'm not really sure. A B C D
 (A) has (C) will
 (B) might (D) won't
9. How often _____ your car serviced since you bought it? A B C D
 (A) do you get (C) had you gotten
 (B) did you get (D) have you gotten
10. I have to get my picture _____ for my Web site. A B C D
 (A) take (C) taking
 (B) taken (D) took

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

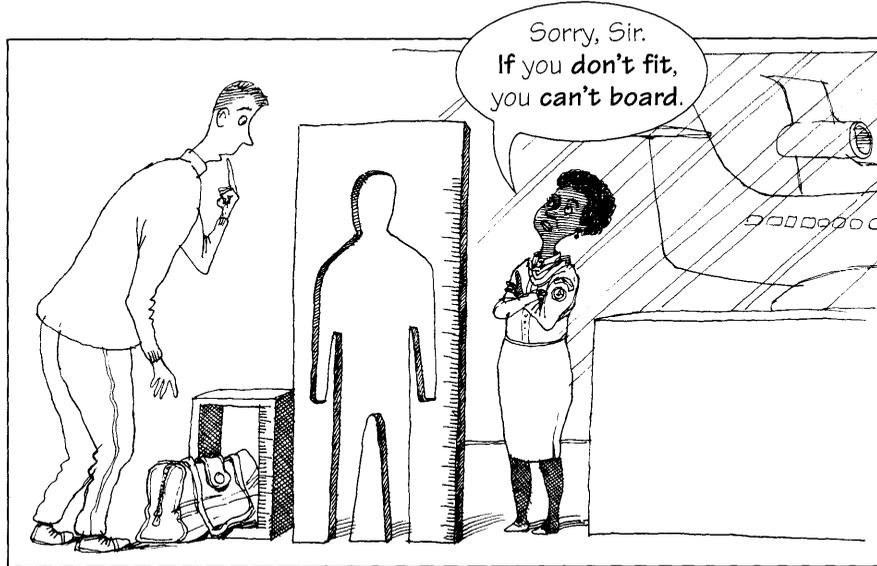
Mike usually drives to school, but today he walks.

A B C **D**

11. Tomorrow I'm getting my car serviced from the mechanic that Jake uses. A B C D
12. The reports were arrived late, so I had them sent to you this morning. A B C D
13. Some mistakes were made in the brochure, but they might corrected before you get back. A B C D
14. You'll see a copy before they're printed by the printer. A B C D
15. A funny thing was happened when your office was painted yesterday. A B C D
16. Will your stay be extended, or will you be returned next week? A B C D
17. I used to do my own taxes, but now I have done them by an accountant. A B C D
18. Before a final decision is reached, the various possibilities should probably discussed by the whole team. A B C D
19. The house painted more than three years ago, but I'm not going to have it done again for a while. A B C D
20. We didn't know about the problem, so it shouldn't be handled in time. A B C D
21. A lot of crops can't be grew in the mountains because it gets too cold. A B C D
22. That pottery was found by an archaeologist while she was worked in this area. A B C D
23. Does the lightbulb have to replaced or is it still working? A B C D
24. Have you had your teeth clean yet by Dr. Ellin's new oral hygienist? A B C D
25. The last payment shouldn't make until all the work has been completed and carefully checked. A B C D

UNIT 64

Factual Conditionals: Present



CHECK POINT

Circle T (True) or F (False).

T F The man may not be able to board the plane.

CHART CHECK

Circle T (True) or F (False).

T F The verbs in both clauses are in the present tense.

T F The *if* clause always comes first.

T F There is always a comma between the two clauses.

STATEMENTS	
IF CLAUSE	RESULT CLAUSE
<i>If</i> it snows ,	the airport closes .
it's foggy ,	planes can't leave .

YES/NO QUESTIONS	
RESULT CLAUSE	IF CLAUSE
Does the airport close	<i>if</i> it snows ?
Can planes leave	it's foggy ?

WH- QUESTIONS	
RESULT CLAUSE	IF CLAUSE
Why does air get lighter	<i>if</i> it expands ?

STATEMENTS	
RESULT CLAUSE	IF CLAUSE
The airport closes	<i>if</i> it snows .
Planes can't leave	it's foggy .

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, it does .	No, it doesn't .
they can .	they can't .

EXPRESS CHECK

Match the *if* clauses with the result clauses.

- | | |
|---|---|
| <p>_____ 1. If you hate airplane food,</p> <p>_____ 2. You might not be able to board</p> <p>_____ 3. If people travel a long distance,</p> | <p>a. they often feel jet lag.</p> <p>b. you can order a special meal.</p> <p>c. if you don't check in at the gate.</p> |
|---|---|

Grammar Explanations

Examples

1. Use **present factual conditional** sentences to talk about general truths and scientific facts.

The *if* clause talks about the condition, and the result clause talks about what happens if the condition occurs.

Use the **simple present tense** in both clauses.

<i>if</i> clause	result clause
■ If it's noon in Lima,	it's 6:00 P.M. in Rome.

<i>if</i> clause	result clause
■ If air expands ,	it becomes lighter.

2. You can also use **present factual conditional** sentences to talk about habits and recurring events (things that happen again and again).

Use the simple present tense or present progressive in the *if* clause. Use the simple present tense in the result clause.

<i>if</i> clause	result clause
■ If Bill flies ,	he orders a special meal.

<i>if</i> clause	result clause
■ If I'm traveling far,	I always fly .

3. You can also use **modals** in the result clause.

- If you practice your Chinese everyday, you **can improve** quickly.
- You **might learn** more if you listen to Chinese tapes.

4. Use the **imperative** in the result clause to give instructions, commands, and invitations that depend on a certain condition.

- If you want the seat to recline, **press** the button.
- If the seat belt light is on, **don't leave** your seat.
- If you come to Tokyo, **stay** with us.

5. You can **begin conditional sentences** with the *if* clause or the result clause. The meaning is the same.

Use a **comma** between the two clauses only when the *if* clause comes first.

- **If the light goes on**, buckle your seat belt.
- OR
- Buckle your seat belt **if the light goes on**.

1

IDENTIFY • Read this article. In each factual conditional sentence, underline the result clause once. Underline the clause that expresses the condition twice.

PASSENGERS' RIGHTS

If you run into problems on your journey, know your rights as a passenger. Often the airline company is required to compensate you for delays or damages. For example, the airline provides meals and hotel rooms if a flight is unduly delayed. However, the airline owes you a lot more if it caused the delay by overbooking. This can occur especially during holidays if airlines sell more tickets than there are seats. If all the passengers actually show up, then the flight is overbooked. Airlines usually award upgrades or additional free travel to passengers who volunteer to take a later flight. However, if no one volunteers, your flight may be delayed. In that case, the airline must repay you 100 percent of the cost of your ticket for a delay of up to four hours on an international flight. If the delay is more than four hours, you receive 200 percent of the cost of your ticket.

2

SUMMARIZE • Read these conversations about Hong Kong. Summarize the advice with conditional sentences.

1. **A:** I hate hot weather.
B: The best time to go to Hong Kong is November or December.

If you hate hot weather, the best time to go to Hong Kong is November or December.
2. **A:** I'm traveling with my children.
B: Take them to Lai Chi Kok Amusement Park in Kowloon.

3. **A:** We need a moderately priced hotel.
B: I suggest the Harbour View International House.

4. **A:** We like seafood.
B: There are wonderful seafood restaurants on Lamma Island.

5. **A:** I'm fascinated by Chinese opera.
B: You might like the street opera in the Shanghai Street Night Market.

6. **A:** I'd like to get a good view of Hong Kong.
B: You should take the funicular to the Peak.

3

COMBINE • Complete this interview between Careers Magazine (CM) and flight attendant May Simka (MS). Combine the sentences in parentheses to make a factual conditional sentence. Use the same order. Make necessary changes in capitalization and punctuation.

CM: How long are you usually away?

MS: If I go to the Bahamas, I have a two-day layover.
 1. (I go to the Bahamas. I have a two-day layover.)

CM: What do you do for two days?

MS: _____
 2. (I spend a lot of time at the pool. I stay at a hotel.)

 3. (I stay with friends. I spend time with them.)

CM: Sounds nice.

MS: _____
 4. (It's not so nice. I get a "Dracula.")
 That's when you fly somewhere at midnight, spend four hours, and then fly back.

CM: Sounds like a tough job. Is it worth it?

MS: _____
 5. (It's very rewarding. You don't mind hard work.)

CM: Who walks the dog and waters the plants when you're away?

MS: _____
 6. (You have three roommates. You don't have trouble finding dogwalkers.)

CM: What's the best thing about this job?

MS: Free trips. _____
 7. (A flight has an empty seat. I ride for free!)

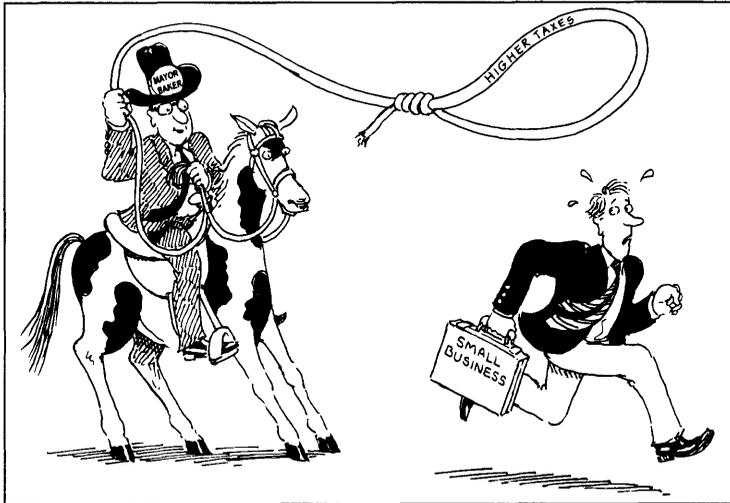
4

EDIT • Read May's journal entry. Find and correct seven mistakes in the use of present factual conditionals. The first mistake is already corrected. Don't forget to check punctuation!

What a great weekend! If Lou and Teri aren't the best hosts in the world, I ~~won't~~ ^{don't} know who is. I've invited them to New York, but if you live in the Bahamas, you rarely want to leave. Tomorrow at midnight I fly round trip from New York to Pittsburgh. There's always a price to pay. If I get a free weekend in the islands I always get a "Dracula" afterwards. Oh, well. If I won't fall asleep, I can usually get a lot of reading done. Pat and Kim both flew to London yesterday. I hope someone can walk Frisky for me. Usually, if I'll be working, one of them is off. If Frisky is alone for a long time, he barked a lot. That disturbs the neighbors. Maybe I should just leave the TV on for him. He's always very calm, if the TV is on. Or maybe I'd better call Pat and ask her about her schedule. If it was 6:00 p.m. here in New York, it's 11:00 p.m. in London. That's not too late to call.

UNIT 65

Factual Conditionals: Future



If Baker **raises** taxes, small businesses **will** leave.

CHECK POINT

Circle T (True) or F (False).

- T F** Baker is definitely going to raise taxes.
- T F** Small businesses are definitely going to leave.

CHART CHECK

Check the correct answer.

Use the simple present tense in

- the **if** clause.
- the result clause.

Use a comma between the two clauses

- when the **if** clause comes first.
- when the result clause comes first.

AFFIRMATIVE STATEMENTS

IF CLAUSE: PRESENT

RESULT CLAUSE: FUTURE

If Baker wins,

he'll **raise** taxes.
he's **going to fight** crime.

NEGATIVE STATEMENTS

IF CLAUSE: PRESENT

RESULT CLAUSE: FUTURE

If he doesn't lower taxes,

businesses **won't** return.

YES/NO QUESTIONS

RESULT CLAUSE: FUTURE

IF CLAUSE: PRESENT

Will he lower taxes
Is he going to fight crime

if he wins?

SHORT ANSWERS

AFFIRMATIVE		NEGATIVE	
Yes, he	will.	No, he	won't.
	is.		isn't.

WH- QUESTIONS		
	RESULT CLAUSE: FUTURE	IF CLAUSE: PRESENT
What	will he do is he going to do	<i>if he wins?</i>

EXPRESS CHECK

Unscramble these words to form a sentence. Add a comma if necessary.

fight • she • crime • she'll • If • wins

Grammar Explanations

Examples

1. Use **future factual conditional** sentences to talk about what will happen under certain conditions. The *if* clause states the condition. The result clause states the result.

if clause *result clause*
 ■ **If Baker wins**, he'll **raise** taxes.
 (*It's a real possibility that Baker will win.*)

Use the **simple present tense** in the *if* clause. Use the **future** with **will** or **be going to** in the result clause.

■ **If Soto wins**, she'll **improve** housing.
 ■ **If Soto wins**, she's **going to improve** housing.

You can also use a **modal** in the result clause.

■ If you want to vote, you **must register**.
 ■ If you don't vote, you **might regret** it.

► **BE CAREFUL!** Even though the *if* clause refers to the future, use the simple present tense.

■ **If she wins**, she'll fight crime.
 Not ~~If she will win . . .~~

2. You can **begin conditional sentences** with the if clause or the result clause. The meaning is the same.

■ **If you vote for Soto**, you won't regret it.
 OR
 ■ You won't regret it **if you vote for Soto**.

Use a **comma** between the two clauses only when the *if* clause comes first

3. **If** and **unless** can both be used in conditional sentences, but their meanings are very different.

■ **If** you vote, you'll have a say in the future of our city.

Use **unless** to state a negative condition.

■ **Unless** you vote, you won't have a say in the future of our city.

Unless often has the same meaning as **if . . . not**.

OR
 ■ **If you don't** vote, you won't have a say in the future of our city.



MATCH • Each condition will have a result. Match the condition with the appropriate result.

Condition	Result
<u> </u> f 1. If Soto wins, she	a. won't stay out of trouble.
<u> </u> 2. If she lowers taxes, business people	b. won't have a say in the government.
<u> </u> 3. If the education system improves, we	c. will have an educated work force.
<u> </u> 4. Unless young people have hope for the future, they	d. won't be able to vote.
<u> </u> 5. If crime decreases, this	e. will move their companies back to the city.
<u> </u> 6. Unless you register, you	f. will lower taxes.
<u> </u> 7. If you don't vote, you	g. will be a safer place to live.



COMPLETE • Read this interview between Politics Today (PT) and mayoral candidate Daniel Baker (DB). Complete it with the correct form of the verbs in parentheses and **if** or **unless**.

PT: What's the first thing you ^{1. (do)} ^{2. (if / unless)} if you ^{3. (get)} elected?

DB: Well, it's been a long, hard campaign. ^{4. (If / Unless)} I ^{5. (win)} , I ^{6. (take)} a short vacation before I begin my new job.

PT: Sounds good. Where to?

DB: Sorry, but I'd rather not say. ^{7. (If / Unless)} I ^{8. (become)} mayor, I ^{9. (try)} to keep my personal life private. Even mayors need privacy.

PT: I can understand that. Now, every election has a winner and a loser.

What you ^{10. (do)} ^{11. (if / unless)} you ^{12. (lose)} ?

DB: ^{13. (If / Unless)} I ^{14. (lose)} this election, I ^{15. (continue)} to be active in politics as a private citizen. ^{16. (If / Unless)} both parties

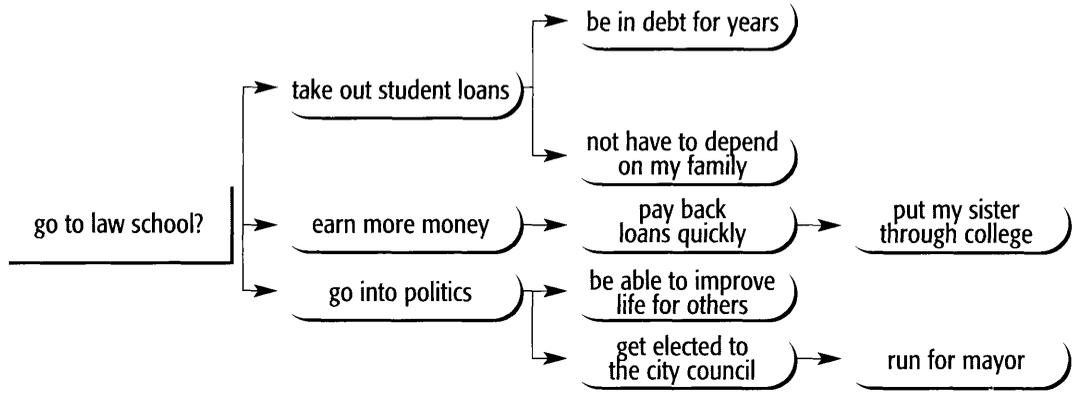
 ^{17. (cooperate)} , this city ^{18. (not be)} as great as it can be.

Finally, ^{19. (if / unless)} the people ^{20. (not elect)} me to office this time,

I ^{21. (be)} back in four years to try again!

3

COMBINE • Yuko Tamari is trying to decide whether to go to law school. She made a decision tree to help her decide. In the tree, arrows connect the conditions and the results. Write sentences about her decisions. Use future factual sentences.



1. If I go to law school, I'll take out student loans.
2. If I take out student loans, I'll be in debt for years.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4

EDIT • Read this journal entry. Find and correct six mistakes in the use of future factual conditionals. The first mistake is already corrected. Don't forget to check punctuation!

Should I campaign for student council president? I'll have to decide soon if I ~~wanted~~ ^{want} to run. If I'll be busy campaigning, I won't have much time to study. That's a problem, because I'm not going to get into a good college if I get good grades this year. On the other hand, there's so much to do in this school, and nothing is getting done if Todd Laker becomes president again. A lot of people know that. But will I know what to do if I'll get the job? Never mind. I'll deal with that problem, if I win.

UNIT 66

Unreal Conditionals: Present



CHECK POINT

Circle T (True) or F (False).

T F Schroeder, the piano player, wants to marry Lucy.

CHART CHECK

Circle T (True) or F (False).

T F Use the simple present tense in the *if* clause.

T F Use **were** for all subjects.

T F Use a comma between the two clauses when the result clause comes first.

AFFIRMATIVE STATEMENTS

IF CLAUSE: SIMPLE PAST

RESULT CLAUSE: WOULD + BASE FORM OF VERB

if	he loved her, he were* in love,	he would get married.
-----------	--	------------------------------

*Note that *were* is used for all subjects with *be*.

NEGATIVE STATEMENTS

IF CLAUSE: SIMPLE PAST

RESULT CLAUSE: WOULD + BASE FORM OF VERB

if	he didn't love her, he weren't in love,	he would not get married.
-----------	--	----------------------------------

YES/NO QUESTIONS

RESULT CLAUSE

IF CLAUSE

Would I get married	if	I loved her? I were in love?
----------------------------	-----------	---

SHORT ANSWERS

AFFIRMATIVE

NEGATIVE

Yes, I would.	No, I wouldn't.
----------------------	------------------------

WH- QUESTIONS

RESULT CLAUSE

IF CLAUSE

What would you do	if	you loved her? you were in love?
---------------------------------	-----------	---

NOTE: For contractions with *would*, see Appendix 24 on page 346.

EXPRESS CHECK

Circle the correct words to complete this question.

What will / would he do if / when he was / were a millionaire?

Grammar Explanations**Examples**

1. Use **present unreal conditional** sentences to talk about unreal, untrue, imagined, or impossible conditions and their results.

The *if* clause presents the unreal condition. The result clause presents the unreal result of that condition.

if clause *result clause*
 ■ **If I loved** him, I **would marry** him.
 (But I don't love him, so I won't marry him.)

if clause *result clause*
 ■ **If I had** more time, I **would travel**.
 (But I don't have time, so I don't travel.)

2. Use the **simple past tense** in the *if* clause. Use **would + base form** of the verb in the result clause.

► **BE CAREFUL!**

- a. The *if* clause uses the simple past tense form, but the meaning is not past.
- b. Don't use **would** in the *if* clause in present unreal conditional sentences.
- c. Use **were** for all subjects when the verb in the *if* clause is a form of **be**.

USAGE NOTE: You will sometimes hear native speakers use **was** in the *if* clause. However, many people think that this is not correct.

if clause *result clause*
 ■ **If they had** money, they **wouldn't live** there.

■ **If I had** more money **now**, I would take a trip around the world.

■ **If she knew** the answer, she would tell you.
 NOT ~~If she would know the answer...~~

■ **If I were** rich, I would travel around the world.
 NOT ~~If I was rich...~~

3. You can also use a **modal** in the result clause.

■ If I had time, I **could read** more.

4. You can **begin conditional sentences** with the *if* clause or the result clause. The meaning is the same.

Use a **comma** between the two clauses only when the *if* clause comes first.

■ **If I had more money**, I would move.
 OR

■ I would move **if I had more money**.

5. Statements beginning with ***If I were you***, . . . are often used to give advice.

■ ***If I were you***, I'd read "Peanuts."
 It's really funny.



TRUE OR FALSE • Read each quotation from these "Peanuts" characters. Write T (True) or F (False) for the statement that follows.

1. **SNOOPY:** If I were a human being, I wouldn't even *own* a dog!
 ___ F ___ Snoopy is a human being.
2. **LUCY to SNOOPY:** You wouldn't be so happy if you knew what was going to happen.
 _____ Snoopy is happy.
3. **LUCY to LINUS:** If I were you, I'd sleep underneath that tree.
 _____ Lucy is giving Linus advice.
4. **SNOOPY to WOODSTOCK:** What would you do if you had forty dollars?
 _____ Woodstock has forty dollars.
5. **SNOOPY:** If I ate one more snowflake, I'd turn into a blizzard.
 _____ Snoopy plans to eat another snowflake.
6. **LUCY:** If we were married, Schroeder, I'd come in every morning and dust your piano.
 _____ Lucy dusts Schroeder's piano.



COMPLETE • Read part of an article about the comic strip "Peanuts." Complete it with the correct form of the verbs in parentheses.

Peanuts What makes "Peanuts" so popular? Of course, if it weren't
 1. (not be)

..... funny, people _____ it so much. But "Peanuts" provides
 2. (not like)

more than just laughs. It addresses such universal themes as love, jealousy, loneliness, and hope. If the characters _____ so real, we _____ with them.
 3. (not be) 4. (couldn't / identify)

Take Lucy, for example. In love with the piano-playing Schroeder, Lucy complains, "If we _____ married, and you _____ golf, I _____
 5. (be) 6. (love) 7. (hate)

your golf clubs! If you _____ a sports car, I _____ your sports
 8. (drive) 9. (hate)

car! If you _____ a bowler, I _____ your bowling ball." Without
 10. (be) 11. (hate)

looking up from his piano or missing a beat, Schroeder asks, "So?" "I hate your piano!" shouts Lucy as she kicks it out from under him. Recognizable behavior? In "Peanuts" we see ourselves along with our weaknesses and hopes. But we don't have to analyze "Peanuts" to enjoy it.

If it _____ for comic strips like "Peanuts," our lives _____
 12. (not be) 13. (might / be)

a little less fun.

3

COMBINE • Read about these "Peanuts" characters. What would happen if their situations were different? Combine the two sentences into one, using the unreal present conditional.

1. Schroeder ignores Lucy. She gets angry at him.

If Schroeder didn't ignore Lucy, she wouldn't get angry at him.

2. Schroeder loves Beethoven. He plays his sonatas all the time.

3. Charlie Brown doesn't have enough friends. He feels lonely.

4. Sally doesn't know her teacher's name. She can't send her a card.

5. Linus is smart. He finds clever solutions to life's problems.

6. Woodstock and Snoopy have a close relationship. Woodstock confides in Snoopy.

7. Rerun's parents refuse to let him have a dog. He tries to borrow Charlie's dog.

8. Pigpen doesn't take enough baths. He's filthy.

4

EDIT • Read this boy's journal entry. Find and correct six mistakes in the use of the present unreal conditional. The first mistake is already corrected.

		would
○	I've got to stop staying up late reading "Peanuts"! If I weren't always so tired, I will be able	
	to stay awake in class. Whenever the teacher calls on me, I don't know what to say. Then I	
	get really embarrassed because of that cute red-haired girl that I like. I would talk to her if	
	I wouldn't be so shy. My friend Jason says, "If I was you, I'd ask her to a party," but I'm too	
	afraid that if I asked her, she would have said no. After class, I played baseball. Nobody	
	wanted me on their team. If I play better, I would get chosen sometimes. Life is hard! I can	
	really understand that Charlie Brown character in "Peanuts." In fact, if I didn't laugh so hard	
	while reading "Peanuts," I would cried!	

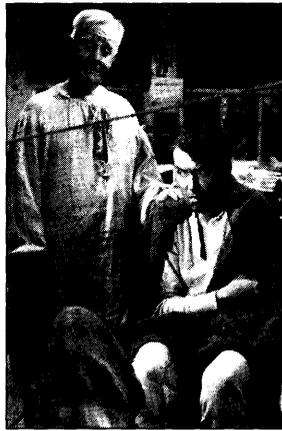
UNIT 67

Unreal Conditionals: Past

Section 5/ENTERTAINMENT

4A

Best Bets for Holiday Viewing



It's a Wonderful Life

Rating: ★★★★★ out of ★★★★★

What would have happened if you had never been born? George Bailey's guardian angel, Clarence, shows George that life in Bedford Falls would have been a lot different if George hadn't been there. In the process, Clarence teaches us all how our lives touch those of others. Highly recommended for the whole family.

*George (seated)
with his guardian angel*

CHECK POINT

Circle T (True) or F (False).

T F George Bailey was never in Bedford Falls.

CHART CHECK

Check the correct answers.

Use the past perfect in

- the *if* clause.
- the result clause.

Use a comma between the two clauses when

- the *if* clause comes first.
- the result clause comes first.

STATEMENTS

IF CLAUSE:
PAST PERFECT

RESULT CLAUSE:
WOULD (NOT) HAVE + PAST PARTICIPLE

If I had (not) had money,

I would (not) have moved away.

YES/NO QUESTIONS

RESULT CLAUSE

IF CLAUSE

Would you have left

if you had had money?

SHORT ANSWERS

AFFIRMATIVE

NEGATIVE

Yes, I would have.

No, I wouldn't have.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

- If I had had time, I would have watched *It's a Wonderful Life*.
 I didn't have time to watch *It's a Wonderful Life*.
- I would have taped the movie if my VCR hadn't broken.
 I taped the movie.
- If Clarence hadn't been there, George might have killed himself.
 Clarence was there.
- George wouldn't have met Mary if he hadn't gone to his brother's graduation party.
 George didn't go to the party.
- George would have been happier if he had become an architect.
 George became an architect.
- The movie wouldn't have been so good if James Stewart hadn't played the part of George Bailey.
 James Stewart played the part of George Bailey.

2

COMPLETE • George is thinking about the past. Complete his thoughts with the correct form of the words in parentheses.

- I didn't go into business with my friend Sam. If I had gone into
(go)
 business with him, I would have become a success.
(become)
- I couldn't go into the army because I was deaf in one ear. I _____
(go)
 into the army if I _____ my hearing in that ear.
(not lose)
- Mary and I weren't able to go on a honeymoon. We _____ away if
(can / go)
 my father _____ sick.
(not get)
- Clarence showed me how the world would look without me. I _____
(not know)
 that I was so important if Clarence _____ me.
(not show)
- My old boss once made a terrible mistake. If I _____ him, he
(not help)
 _____ to jail.
(can / go)
- Mary _____ a happy life if she _____ me.
(may / not lead) (not marry)
- Life here _____ really different if I _____.
(be) (not live)

3

REWRITE • Read each true situation. Then write a past unreal conditional sentence to express how things could have been different.

1. Clarence wasn't a first-class angel, so he didn't have much self-confidence.
 If Clarence had been a first-class angel, he would have had more self-confidence.

2. George was unhappy about his business. He yelled at his daughter on Christmas Eve.

3. Poor people could buy houses because George's business loaned them money.

4. Mr. Potter wasn't able to trick George, so George didn't sell Potter the business.

5. George's Uncle Billy lost \$8,000. George got into trouble with the law.

6. George's friends didn't know about his troubles. They didn't help him right away.

7. George's friends collected money for him, so he didn't go to jail.

4

EDIT • Read Clarence's diary entry. Find and correct six mistakes in the use of the unreal conditional. The first mistake is already corrected. Remember to check punctuation!

Dear Diary,

It's funny how things work out sometimes. If George ~~hasn't~~ ^{hadn't} wanted to jump off that bridge on Christmas Eve, I might never have getting an important job like saving him. And if he hadn't been so stubborn, I would never had thought of the idea of showing him life in Bedford Falls without him. One of the saddest things was seeing all those people who didn't have homes. If George gave up and sold his business to Mr. Potter, then Potter would have rented run-down apartments to all those people. But because of George, they now have good homes. By the time we were finished, George realized he really had a wonderful life. In fact, he will have gone to jail happily, if his friends hadn't given him the money he needed. Well, luckily they helped him out, and he didn't go to jail. And I got my wings and became a first-class angel!



UNIT 68

Wish: Present and Past

Tiny Fairy Tales

THE THREE WISHES

The Three Wishes

One day a poor woodcutter was given three wishes by a tree elf. When his hungry wife heard the news, she said, "I **wish I had** some sausages."

At once five sausages appeared on a plate.

The woodcutter was furious about wasting a wish. "I **wish** those sausages **were hanging** from your nose," he shouted. At once the sausages hung from her nose. The two struggled to get them loose, but they could not. "I **wish I hadn't made** that wish," the woodcutter sighed. At once the sausages were on the plate again. The couple happily ate the sausages and wished for nothing more. ❁



49

CHECK POINT

Check the correct answer.

The woman wanted sausages

- that day.
- the day before.

CHART CHECK 1

Check the correct answer.

In wishes about the present, what verb tense follows **wish**?

- the simple present
- the simple past

WISHES ABOUT THE PRESENT

MAIN CLAUSE	WISH CLAUSE	
She wishes	she	had some food right now.
		were* rich.

*Note that *were* is used for all subjects with *be*.

CHART CHECK 2

Check the correct answer.

In wishes about the past, what verb tense follows **wish**?

- the simple past
- the past perfect

WISHES ABOUT THE PAST			
MAIN CLAUSE	WISH CLAUSE		
He wishes	he	had had	food last night.
		had been	rich as a child.

EXPRESS CHECK

Complete these sentences with the correct forms of the verb **know**.

- I wish I _____ a good story to tell in my next class.
- I wish I _____ more stories as a child.

Grammar Explanations

Examples

1. Use **wish** followed by a verb in the **simple past** tense to talk about things that you want to be true now but that are not true.

■ He **wishes** he **had** a yacht.
(He doesn't have a yacht, but he wants one.)

After **wish**, use **were** instead of **was**.

■ Sometimes I **wish** I **were** a child again.
Not Sometimes I ~~wish~~ I ~~was~~ a child again.

2. Use **wish** followed by the **past perfect** to express regrets about events in the past.

■ They **wish** they **had moved** to the city.
(They didn't move to the city, and now they think that was a mistake.)

3. Use **would** after **wish** to express a desire for someone or something to act in a different way. This often communicates a complaint or a regret.

■ I **wish** you **would cook** breakfast. You have more time than I do.

Do not use **will** after **wish**.

■ I **wish** she **would visit** more often. I really miss her.

Not I ~~wish~~ she ~~will~~ visit more often.

4. Use **could** or **could have** after **wish** to express ability.

■ He **wishes** he **could earn** more money now.

■ He **wishes** he **could have found** a better job when he was younger.

Do not use **can** after **wish**.

Not He ~~wishes~~ he ~~can~~ earn more money.

1

TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. I wish I were a princess.
 T I'm not a princess.
2. I hated living in a big house as a child.
 I wish I had lived in a small house.
3. He wishes he could find a better job.
 He likes his job.
4. They couldn't take computer classes in college, so they are taking them now.
 They wish they could take computer classes.
5. Hal's wife plays computer games a lot. He wants her to stop.
 He wishes she wouldn't play computer games.
6. He wishes he had a lot of money.
 He doesn't have a lot of money.

2

COMPLETE • Read this article from a psychology magazine. Complete it with the correct form of the verbs in parentheses.

PSYCHOLOGY FOR YOU

April 2000

WISHES AND SOLUTIONS

The old saying goes, "If wishes were horses, then beggars would ride." "I wish it ^{were} that easy," says therapist Joel Grimes. "But we can't just wish ^{1. (be)} problems ^{2. (will / go away)}. We have to make our own solutions." According to him, complainers are really saying, "I wish I ^{3. (have)} a magical solution. I wish I ^{4. (not have to / deal)} with this myself." One client, for example, kept complaining, "I wish I ^{5. (can / entertain)} people, but my apartment is too small." Grimes urged her to solve the problem. This year, she hosted a holiday open house, with people coming at different times. She still wishes she ^{6. (can / invite)} her whole family last year, but she learned she could solve her own problems. "At first clients get angry at me for not handing them solutions," says Grimes. "But when they experience their own power, they wish they ^{7. (know)} about it sooner."

3

REWRITE • Joel Grimes's clients complain about things in the past and in the present. Rewrite their complaints as wishes.

1. I didn't have time to read bedtime stories to my children.

I wish I had had time to read bedtime stories to my children.

2. My husband won't ask for a raise.

3. My wife couldn't balance the checkbook last month.

4. My boyfriend is out of shape.

5. I'm too old to go back to school.

6. I can't stop smoking.

7. My son doesn't call me.

8. My parents didn't understand me.

4

EDIT • Read this journal entry. Find and correct five mistakes in the use of **wish**. The first mistake is already corrected.

Today I told Dr. Grimes, "I wish there ^{were} ~~was~~ a way to spend more time with my boyfriend, but we're both too busy." He just said, "If wishes were horses, beggars would ride." That's cute, but I wish I understand its meaning. Maybe it means that wishing won't solve problems. Well, that's why I went to see him!!! I wish he will tell me what to do right then and there, but he refused. Speaking of wishful thinking, I wish Todd and I could have spent the weekend together next week. My exams are over, but he has to fly to Denver to his job. If wishes were horses, I'd ride one to Denver. Hey! Todd is always saying, "I wish you would come with me sometimes." I guess I can go with him to Denver. Dr. Grimes must have meant that I can solve my own problems. Now I wish I haven't been so rude to him.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. If you _____ a headache, you should take an aspirin. A B C D
 (A) 'll have (C) have
 (B) had (D) are having
2. I wish we _____ a bigger house. This one is too small. A B C D
 (A) have (C) would have
 (B) had (D) had had
3. _____ it rains very hard, the streets flood. A B C D
 (A) If (C) During
 (B) Always (D) Unless
4. We'll be late unless we _____ now. A B C D
 (A) leave (C) had left
 (B) don't leave (D) have left
5. What would Tom do if he _____ the truth? A B C D
 (A) would know (C) knows
 (B) has known (D) knew
6. If I _____ you, I'd call and apologize. A B C D
 (A) am (C) were
 (B) would be (D) was
7. If I _____ you were sick, I would have called sooner. A B C D
 (A) have known (C) would have known
 (B) had known (D) know
8. If you want to go skiing in the South, _____ to Black Mountain. A B C D
 (A) you go (C) go
 (B) you'll go (D) went
9. Jennifer has trouble with college math. She wishes she _____ more in high school. A B C D
 (A) studies (C) had studied
 (B) has studied (D) studied

10. —If we invited you, would you come? A B C D
 —Of course I _____.
 (A) do (C) would have
 (B) am (D) would
11. Jake will win the election if he _____ harder. A B C D
 (A) campaigns (C) will campaign
 (B) would campaign (D) campaigned
12. If you _____ told us about the bad service, we would have eaten there. A B C D
 (A) didn't (C) haven't
 (B) wouldn't have (D) hadn't

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

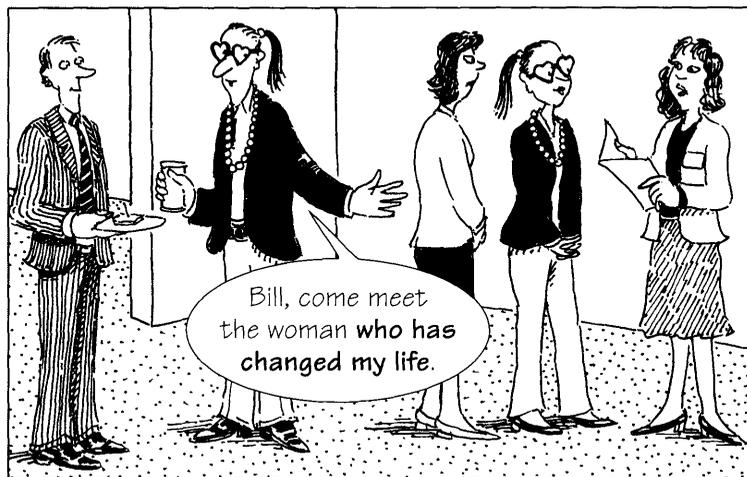
Mike usually drives to school, but today he walks.

A B C **(D)**

13. If you had been here yesterday, you would have see Jean. A B C D
 A B C D
14. I wish our family could of taken vacations when we were younger. A B C D
 A B C D
15. Unless we work harder, we will finish on time. A B C D
 A B C D
16. If I will have to make a difficult decision, I always discuss it with my friends. A B C D
 A B C D
17. If Lara is older, she would try to get a job in California. A B C D
 A B C D
18. We could had done more if we had had more time. A B C D
 A B C D
19. We ate outside tomorrow unless it rains. A B C D
 A B C D
20. I would take the job if I am you. A B C D
 A B C D
21. What would you do if you will won the lottery? A B C D
 A B C D
22. It's hot, so you will feel better, if you drink more water. A B C D
 A B C D
23. If I had set my alarm clock, I woulda gotten up on time. A B C D
 A B C D
24. If I have to fly, I would get very nervous, so I usually drive. A B C D
 A B C D
25. Lynn wishes she had a bigger apartment and can buy a car. A B C D
 A B C D

UNIT 69

Adjective Clauses with Subject Relative Pronouns



CHECK POINT

Circle T (True) or F (False).

T F The man is talking about the woman holding a report.

ADJECTIVE CLAUSE AFTER THE MAIN CLAUSE

CHART CHECK

Check the correct answers.

Adjective clauses describe:

- nouns
- verbs

Adjective clauses can go:

- before the main clause
- in the middle of the main clause
- after the main clause

MAIN CLAUSE	ADJECTIVE CLAUSE		
	SUBJECT RELATIVE PRONOUN	VERB	
That's my friend	who	lives	in Rome.

ADJECTIVE CLAUSE INSIDE THE MAIN CLAUSE

MAIN CLAUSE	ADJECTIVE CLAUSE			MAIN CLAUSE (CONT.)
	SUBJECT RELATIVE PRONOUN	VERB		
My friend	who	lives	in Rome	is a dancer.

EXPRESS CHECK

Unscramble these words to form a sentence.

the man • works • who • in the cafeteria • That's

Grammar Explanations

Examples

1. Use **adjective clauses** to identify or give additional information about nouns or indefinite pronouns such as **someone**, **somebody**, **something**, **another**, and **other(s)**.

The adjective clause directly follows the noun (or pronoun) it is identifying or describing.

- I know the woman **who lives there**.
(The adjective clause identifies the woman we are talking about.)
- Rome is a city **which attracts tourists**.
(The adjective clause gives additional information about the city.)
- Someone **who has a lot of friends** is lucky.
NOT ~~Someone is lucky who has a lot of friends.~~

2. **Sentences with adjective clauses** can be seen as a combination of two sentences.

- I have a friend. + He loves to shop. =*
- I have a friend **who loves to shop**.
- My friend lives in Rome. + She paints. =*
- My friend **who lives in Rome** paints.

3. Adjective clauses are introduced by **relative pronouns**.

Subject relative pronouns are:

- a. **who** or **that** for people
USAGE NOTE: **That** is less formal than **who**.
 - b. **which** or **that** for places or things
USAGE NOTE: **That** is less formal than **which**.
 - c. **whose** + **noun** for people's possessions
- I have a **friend who** lives in Mexico.
 - I have a **friend that** lives in Mexico.
 - New York is a **city which** never sleeps.
 - New York is a **city that** never sleeps.
 - He's the **man whose dog** barks all day.
 - Scott is someone **who loves sports**.
NOT ~~Scott is someone who he loves sports.~~

4. Subject relative pronouns have the **same form** whether they refer to singular or plural nouns or to masculine or feminine nouns.

- That's the **man who** lives next door.
- That's the **woman who** lives next door.
- Those are the **people who** live next door.

5. The **verb in the adjective clause** is singular if the subject relative pronoun refers to a singular noun. It is plural if it refers to a plural noun.

- Ben is my **friend who lives** in Boston.
- Al and Ed are my **friends who live** in Boston.
- Meg is a person **whose friends depend** on her.
NOT ~~Meg is a person whose friends depends~~ on her.

1

IDENTIFY • Read this paragraph about friendship. First circle the relative pronouns and underline the adjective clauses. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.



Almost everyone has friends, but ideas about friendship vary from person to person. For some, a friend is someone who chats with you on the Internet. For others, a friend is a person who has known you all your life—someone whose family knows you, too. Others only use the term for someone who knows your innermost secrets. Although different people emphasize different aspects of friendship, there is one element which is always present, and that is the element of choice. We may not be able to select our families, our co-workers, or even the people that ride the bus with us, but we can pick our friends. As anthropologist Margaret Mead once said, "A friend is someone who chooses and is chosen." It is this freedom of choice that makes friendship such a special relationship.

2

COMPLETE • A U.S. magazine, *Psychology Today*, conducted a national survey on friendship. Here are some of the results. Complete each sentence with an appropriate relative pronoun and the correct form of the verb in parentheses.

1. People who have moved a lot have fewer friends.
(have)
2. People _____ lived in the same place have more friends.
(have)
3. The qualities _____ most important in a friend are loyalty, warmth, and the ability to keep secrets.
(be)
4. Someone _____ a crisis turns to friends before family.
(face)
5. Betrayal is the cause _____ most often responsible for ending a friendship.
(be)
6. Many people have friends _____ social or religious backgrounds _____ different from theirs.
(be)
7. Most people _____ friends _____ members of the opposite sex say that these relationships are different from relationships with people of the same sex.
(include)
8. A survey _____ in a magazine may not represent everyone.
(appear)
9. Someone _____ the magazine might have other ideas.
(not read)

3

COMBINE • Read each pair of sentences. Use a relative pronoun to combine them into one sentence.

1. I have a friend. My friend lives in Mexico City.

I have a friend who lives in Mexico City.

2. Mexico City is an exciting city. The city attracts a lot of tourists.

3. Marta has a brother. Her brother's name is Manuel.

4. He works for a magazine. The magazine is very popular in Mexico.

5. Manuel writes a column. The column deals with relationships.

6. An article won a prize. The article discussed friendships.

7. A person is lucky. That person has a lot of friends.

4

EDIT • Read part of a student's essay. Find and correct six mistakes in the use of adjective clauses. The first mistake is already corrected.

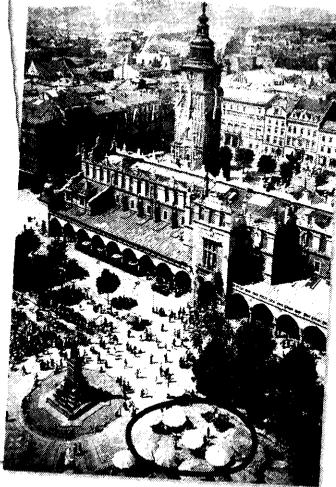
A writer once said that friends are born, not made. This means that we automatically become friends with people who ~~they~~ are compatible with us. I don't agree with this writer. Last summer, I made friends with some people who's completely different from me.

In July, I went to Mexico City to study Spanish for a month. In our group, there was a teacher which was much older than I am. We became really good friends. In my first week, I had a problem which was getting me down. Mexico City is a city who has a lot of distractions. As a result, I went out all the time, and I stopped going to my classes. Bob helped me get back into my studies. After the trip, I kept writing to Bob. He always writes stories that is interesting and encouraging. Next summer, he's leading another trip what sounds interesting. I hope I can go.

UNIT 70

Adjective Clauses with Object Relative Pronouns or *When* and *Where*

Minna,
Cracow is wonderful! Here's a picture of the main square with the café where I spend all my time. Can you find me with the new friend that I made yesterday? He's a writer, with gorgeous green eyes! I'm in love!
Vana



CHECK POINT

Circle T (True) or F (False).

T F Vana is pointing out her favorite café.

ADJECTIVE CLAUSE AFTER THE MAIN CLAUSE

CHART CHECK

Check the correct answer.

The verb in the adjective clause agrees with

- the noun in the main clause.
- the subject of the adjective clause.

Circle T (True) or F (False).

T F The adjective clause always follows the main clause.

MAIN CLAUSE	ADJECTIVE CLAUSE		
	OBJECT RELATIVE PRONOUN	SUBJECT	VERB
He reads all the books	that	she	writes.

ADJECTIVE CLAUSE INSIDE THE MAIN CLAUSE

MAIN CLAUSE	ADJECTIVE CLAUSE			MAIN CLAUSE (CONT.)
	OBJECT RELATIVE PRONOUN	SUBJECT	VERB	
The book	that	they	borrowed	seems very interesting.

EXPRESS CHECK

Unscramble these words to form a sentence.

I • the • movies • all • he • directs • see • that

Grammar Explanations

Examples

1. A **relative pronoun** can be the **object** of an adjective clause. Notice that:

- a. The **object relative pronoun** comes at the beginning of the adjective clause.
- b. Object relative pronouns have the **same form** whether they refer to singular or plural nouns or to masculine or feminine nouns.
- c. The **verb in the adjective clause** agrees with the subject of the adjective clause.

► **BE CAREFUL!** Do not use both an object relative pronoun and an object pronoun (*me, you, him, her, it, us, them*) in the same adjective clause.

NOTE: Object relative pronouns are often left out.

Eva is a writer. + *I saw ^{obj.} her on TV.* =

■ *Eva, ^{obj.} who(m) I saw on TV, is a writer.*

- That's the **man who(m)** I met.
- That's the **woman who(m)** I met.
- Those are the **people who(m)** I met.

I like the columns ^{subj. verb} which he writes.
 ■ *I like the column **which they write.***

■ *She is the writer **who I saw on TV.***
 NOT *She is the writer ~~who I saw~~ her on TV.*

■ *She is the writer **I saw on TV.***

2. **Object relative pronouns** are:

- a. **whom, who, or that** for people
USAGE NOTE: *Whom* is very formal.
That is less formal than *who*.
Leaving out the pronoun is the least formal.

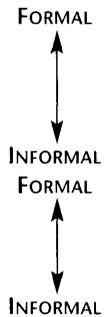
- b. **which or that** for things
USAGE NOTE: *That* is less formal than *which*.

- c. **whose + noun** for people's possessions

- *She's the writer **whom** I met.*
- *She's the writer **who** I met.*
- *She's the writer **that** I met.*
- *She's the writer **I met.***

- *I read the book **which** she wrote.*
- *I read the book **that** she wrote.*
- *I read the book **she wrote.***

- *That's the author **whose book** I read.*



3. A relative pronoun can be the **object of a preposition**.

USAGE NOTE: In **informal** speaking and writing, we put the preposition at the end of the clause, and we often leave out the relative pronoun. In **formal** English, we put the preposition at the beginning of the clause. In this case, we use only **whom** and **which** (not *who* or *that*).

He's the writer. + *I work **for him.*** =

- *He's the writer **that** I work **for.***
- *He's the writer I work **for.***
- *He's the writer **for whom** I work.*
- *That's the book **about which** I told you.*

4. **Where** and **when** can also be used to introduce adjective clauses:

- a. **Where** refers to a place.

That's the library. + *She works **there.*** =
 ■ *That's the library **where** she works.*

- b. **When** or **that** refers to a time.

I remember the day. + *I met him **then.*** =
 ■ *I remember the day **when** I met him.*
 ■ *I remember the day **that** I met him.*

1

IDENTIFY • Read this part of a book review. Underline all the adjective clauses with object relative pronouns. Circle the object relative pronouns, **when**, or **where**. Then draw a line from the circled word to the noun it refers to.

Section 4 **BOOKS**

**Lost in Translation:
A Life in a New Language**

At the age of nine, Eva Hoffman left Poland with her family. She was old enough to know what she was losing: Cracow, a city that she loved as one loves a person, the sun-baked villages where they had taken summer vacations, and the conversations and escapades with her friends. Disconnected from a city where life was lived intensely, her father would become overwhelmed by the transition to Canada. Eva would lose the parent whom she had watched in lively conversation with friends in Cracow cafés.



Eva Hoffman

And nothing could replace her friendship with the boy whose home she visited daily and whom she assumed she would someday marry. Worst of all, however, she would miss her language. For years, she would feel no connection to the English name of anything that she felt was important. *Lost in Translation: A Life in a New Language* (New York: Penguin, 1989) tells how Eva came to terms with her new identity and language. It's a story that readers will find fascinating and moving.

2

COMPLETE • A school newspaper, the Grover Bugle (GB), interviewed a student, Maniya Suarez (MS). Complete the interview with relative pronouns, **when**, or **where**, and the correct form of the verbs in parentheses.



The Grover Bugle

VOLUME IX, ISSUE 20

GB: Maniya Suarez is a student **who** many of you already **1.**

 know . Maniya, why did your family settle in Atlanta? **2.** (know)

MS: The cousin **3.** we **4.** (stay) with at first lives here. That's the reason we chose Atlanta.

GB: What was the most difficult thing about going to school in the U.S.?

MS: The class in **5.** I **6.** (have) the biggest problems at first was English. It was hard to say the things **7.** I **8.** (want) to.

GB: What is the biggest change **9.** you **10.** (experience) so far?

MS: We used to live in a house **11.** there **12.** (be) always a lot of people. Here I live with my parents and two younger sisters **13.** I **14.** (take care of) after school. I get a little lonely sometimes.



Maniya Suarez

3

COMBINE • Read each pair of sentences. Use a relative pronoun, **when**, or **where** to combine them into one sentence.

1. That's the house. I grew up in the house with my sister Emilia.

That's the house that I grew up in with my sister Emilia.

2. The house was beautiful. We lived in the house.

3. Emilia and I shared a room. We spent nights talking there.

4. Across the hall, I had a good friend. I went to school with her.

5. I took piano lessons from a woman. I met her in the bakery.

6. I remember one summer. The whole family went to the lake then.

7. Those were good times. I'll always miss them.

4

EDIT • Read this student's essay. Find and correct nine mistakes in the use of adjective clauses with object relative pronouns. The first mistake is already corrected.

where OR in which

Tai Dong is the small city in southeastern Taiwan ~~which~~ I grew up. My family moved there from Taipei the summer when I was born. The house in which I grew up in is on a main street in Tai Dong. My father sold tea, and my mother had a food stand in our front courtyard where she sold omelets early in the morning. A customer who I always chatted with him had a son my age. We were best friends. A cousin who his family I visited every summer lived with us. He was an apprentice which my father was teaching the tea business to. On the first floor of our house we had a huge kitchen in where we all gathered for dinner. It was a fun and noisy place. The bedrooms where the family slept was upstairs. My two brothers slept in one bedroom. I slept in one what I shared with my older sister. My younger sister shared a bedroom with another cousin which my family had adopted.

UNIT 71

Adjective Clauses: Identifying and Non-Identifying



CHECK POINT

Circle T (True) or F (False).

T F There is only one picture file on the computer.

CHART CHECK

Check the correct answer.

Which type of adjective clause has commas around it?

- identifying
 non-identifying

Circle T (True) or F (False).

T F You can leave out a relative pronoun *only* when it is an object relative pronoun in an identifying adjective clause.

IDENTIFYING ADJECTIVE CLAUSES

	SUBJECT RELATIVE PRONOUN		
The computer	which	is in the family room	is broken.
	(OBJECT RELATIVE PRONOUN)		
The computer	(which)	she bought last week	is not working.

NON-IDENTIFYING ADJECTIVE CLAUSES

	SUBJECT RELATIVE PRONOUN		
The computer,	which	is in the family room,	is broken.
	OBJECT RELATIVE PRONOUN		
The computer,	which	she bought last week,	is not working.

EXPRESS CHECK

Cross out the relative pronouns when possible.

- I gave away my computer, which was only three years old.
- I bought a new one that had a lot more memory.
- It was the computer which we saw at E-Lectronics.

Grammar Explanations

Examples

1. Adjective clauses can be **identifying** or **non-identifying**.

- a. Use an **identifying adjective clause** to identify which member of a group the sentence talks about.
- b. Use a **non-identifying adjective clause** to give additional information about the noun it refers to. The information is not necessary to identify the noun.
- ▶ **BE CAREFUL!** Do not use *that* to introduce a non-identifying adjective clause. Use **who** for people and **which** for places and things.

- I have three phones. The phone **which is in the kitchen** is broken.
(The adjective clause is necessary to identify which phone is meant.)
- I have only one phone. The phone, **which is in the kitchen**, is broken.
(The adjective clause gives additional information, but it isn't needed to identify the phone.)
- **Marie, who** introduced us at the party, called me last night.
NOT Marie, ~~that~~ introduced us at the party, . . .

2. In writing, a **non-identifying adjective clause** is separated from the rest of the sentence by **commas**.

In speaking, a non-identifying adjective clause is separated from the rest of the sentence by brief **pauses**.

Without commas or pauses, the clause is an **identifying adjective clause**, and the sentence has a very different meaning.

- The switch, **which is on the back**, is off.
(The machine has only one switch. It's on the back.)
- The switch (pause) **which is on the back** (pause) is off.
(The machine has only one switch. It's on the back.)
- The switch **which is on the back** is off.
(The machine has more than one switch. This one is off.)

3. You **can leave out**:

- a. **object relative pronouns** in identifying adjective clauses
- b. **when**

USAGE NOTE: The most common spoken form is the one with no relative pronoun.

- That's the computer **that I bought**.
- That's the computer **I bought**.
- I remember the day **when I met him**.
- I remember the day **I met him**.

4. You **cannot leave out**:

- a. **relative pronouns** in a non-identifying adjective clause
- b. **whose**
- c. **where**

- She remembers Marc, **who she visited often**.
NOT She remembers Marc ~~she visited often~~.
- That's the author **whose book I read**.
NOT That's the author ~~book I read~~.
- That's the library **where I work**.
NOT That's the library ~~I work~~.



TRUE OR FALSE • Read each numbered sentence. Write T (True) or F (False) for the statement that follows.

1. Use the computer which is in the living room.
 F There is only one computer.
2. Press the red button, which is on the right.
 There is probably only one red button.
3. My sister who fixes computers lives in Texas.
 I have more than one sister.
4. My stereo, which worked yesterday, doesn't work today.
 It's likely that I have another stereo I can use.
5. A cell phone which remembers numbers is very convenient.
 All cell phones can remember numbers.
6. My roommate, who is afraid of computers, has never been on the Internet.
 I probably have more than one roommate.



ADD & CROSS OUT • Read this article about technophobia. Add commas where necessary. Cross out the relative pronouns that can be left out.

tech · no · 'pho · bia (*noun*) a fear ~~that~~ some people have about using technology

If you have it, you're one of the 85 percent of people that this new "disease" has struck. Maybe you bought a phone on which you can program 25 numbers—then couldn't turn it on. Or perhaps you have just read that your new CD player, which you have finally learned how to use, will soon be replaced by DVD which you have never even heard of.

Some experts say that things have just gotten too complex. William Staples who authored a book on the electronic age tried to help a friend who had just bought a new stereo. The stereo which worked before wasn't working anymore. "On the front of the stereo receiver it literally had a couple of dozen buttons," says Staples. Donald Norman who

has written about the effects of technology on people blames the designers of these devices, not the people who use them. "The best way to cure technophobia is to cure the reasons that cause it—that is, to design things that people can use and design things that won't break," claims Norman. Michael Dyrenfurth who teaches at the University of Missouri—Columbia believes we cause our own problems by buying technology that we just don't need. "Do we really need an electric toothbrush?" he asks. According to Dyrenfurth, important technology that we can't afford to run away from actually exists. To prosper, we have to overcome our technophobia and learn to use it.

3

COMBINE • Read these pairs of sentences. Combine them by changing the second sentence into an adjective clause. Use a relative pronoun only when necessary. Use commas for non-identifying adjective clauses.

1. I bought a cell phone. I can use it to send and receive e-mail.

I bought a cell phone I can use to send and receive e-mail.

2. My new cell phone has become a necessary part of life. I only bought it a month ago.
-

3. I remember the day. I was afraid to use my new computer then.
-

4. Now, there are psychologists. They help technophobes use technology.
-

5. Dr. Michelle Weil wrote a book about “technostress.” She is a psychologist.
-

6. I work in an office. In my office, the software changes frequently.
-

7. A lot of people suffer from technostress. Those people work in my office.
-

8. Some people dream of a job. They can do the job without technology.
-

4

EDIT • Read this student’s book report. Find and correct six mistakes in the use of identifying and non-identifying adjective clauses. The first mistake is already corrected.

I just read a book called *Technostress*, which was written by Dr. Michelle Weil. Her co-author was Dr. Larry Rosen, that is her husband and also a psychologist. According to the authors, everybody feels stress about technology. Our cell phones and beepers, that we buy for emergencies, soon invade our privacy. Just because they can, people contact us at places, where we are relaxing. Another problem is having to learn too much too fast. Technological changes, used to come one at a time, now overwhelm us. Dr. Weil suggests dealing with technostress using tips from her latest book which can be purchased from her web site.

SelfTest

XIV

SECTION ONE

Circle the letter of the correct answer to complete each sentence. Choose Ø when no word is needed.

EXAMPLE:

Jennifer never _____ coffee.

A B C D

(A) drink

(C) is drinking

(B) drinks

(D) was drinking

1. That's my friend _____ lives in Rio. A B C D
(A) which (C) whom
(B) who (D) where
2. The plants which _____ in the living room need a lot of water. A B C D
(A) are (C) is
(B) be (D) am
3. She's the woman _____ sister babysits for us. A B C D
(A) who (C) that's
(B) which (D) whose
4. That's the doctor for _____ Cliff works. A B C D
(A) that (C) whom
(B) which (D) whose
5. Marie, _____ I met at the party, called me last night. A B C D
(A) that (C) which
(B) who (D) whose
6. I remember Al, _____ rode the bus to school with. A B C D
(A) I (C) which I
(B) who I (D) who
7. I used to enjoy the summer, _____ we had a big family picnic. A B C D
(A) where (C) which
(B) when (D) that
8. Take in the roll of film _____ Uncle Pete took at the reunion. A B C D
(A) what (C) Ø
(B) with which (D) whom
9. Please pay all the bills _____ are due this week. A B C D
(A) Ø (C) when
(B) that (D) they
10. Let's try to agree on a time _____ we can all get together. A B C D
(A) which (C) Ø
(B) where (D) at

11. Tell me about the city _____ you grew up. A B C D
 (A) that (C) which
 (B) where (D) Ø
12. Annie found the souvenirs that _____ wanted at the gift shop. A B C D
 (A) Ø (C) she
 (B) where (D) which

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

13. After a week, we finally got to Miami, that my aunt lives. A B C D
 A B C D
14. My favorite uncle, which lives in Texas, arrived last night. A B C D
 A B C D
15. Paulo is someone who he really loves soccer. A B C D
 A B C D
16. One singer who's voice I like a lot is Madonna. A B C D
 A B C D
17. The stories what I've told you are all true. A B C D
 A B C D
18. I enjoyed reading the article that you told me about it. A B C D
 A B C D
19. She's read some books that discusses the time when this area was undeveloped. A B C D
 A B C D
20. San Francisco, that is a beautiful city, has a population of six million. A B C D
 A B C D
21. Do you know whom wrote the song that Al was singing last night? A B C D
 A B C D
22. My aunt's new house is next to a beautiful canal in where we go swimming every day. A B C D
 A B C D
23. Van, who with I went to school, has become a famous writer. A B C D
 A B C D
24. Do you remember the night which we ate at the restaurant that Bill owned? A B C D
 A B C D
25. Our neighbors, who their daughter babysits for us, have moved. A B C D
 A B C D

UNIT 72

Direct and Indirect Speech: Imperatives



CHECK POINT

Check the doctor's exact words.

- "Eat a heavy meal before bed."
- "Don't eat a heavy meal before bed."
- "Not to eat a heavy meal before bed."

CHART CHECK

Check the correct answer.

Which type of speech uses quotation marks?

- direct speech
- indirect speech

Circle T (True) or F (False).

T F Indirect imperatives always use the infinitive form of the verb (**to** + base form).

DIRECT SPEECH		
SUBJECT	REPORTING VERB	DIRECT SPEECH
He	said,	"Drink milk." "Don't drink coffee."

INDIRECT SPEECH			
SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT SPEECH
He	told	her	to drink milk.
	said		not to drink coffee.

EXPRESS CHECK

Circle the correct words to complete these sentences.

- The doctor told me go / to go to bed at the same time every night.
- She told me, "Don't work / Not to work in bed."

Grammar Explanations

Examples

1. **Direct speech** states the exact words a speaker used. In writing, use quotation marks.

Indirect speech reports what a speaker said without using the exact words. There are no quotation marks.

■ "Come early and bring your insurance card," said the doctor.

■ The doctor told her **to come early and bring her insurance card**.

2. The **reporting verb** (such as *say* or *tell*) is usually in the simple past tense for both direct and indirect speech.

► **BE CAREFUL!** Use *say* when the listener is not mentioned. Do not use *tell*.

DIRECT SPEECH

■ "Drink warm milk," he **said**.

INDIRECT SPEECH

■ He **told** her to drink warm milk.

■ He **said** to call him in the morning.

NOT He ~~told to call him~~ in the morning.

3. Direct speech imperatives use the base form of the verb. **Indirect speech imperatives** use the **infinitive** to report:

a. **instructions**

b. **commands**

c. **requests**

d. **invitations**

DIRECT SPEECH

"Come early," he said.

INDIRECT SPEECH

He said **to come** early.

"Wait."

He told me **to wait**.

"Could you please arrive by 8:00?"

She asked him **to arrive** by 8:00.

"Could you join us for lunch?"

She invited me **to join** them for lunch.

4. Use a **negative infinitive** (*not* + infinitive) to report negative imperatives.

DIRECT SPEECH

"Don't go."

INDIRECT SPEECH

He told her **not to go**.

5. In **indirect speech**, make changes to keep the speaker's original meaning.

a. Change **pronouns** and **possessives**.

■ He said to Ann, "Tell **me your** problem."

■ He told Ann to tell **him her** problem.

b. Change **time phrases**.

■ "Call me **tomorrow**."

■ She said to call her **the next day**.

c. Change **this** and **here**.

■ "Sign **this** form **here**."

■ She told him to sign **that** form **there**.

Check it out!

For punctuation rules for direct speech, see Appendix 25 on page 347.

For a list of common reporting verbs, see Appendix 13 on page 340.

For a list of common time word changes in indirect speech, see Appendix 14 on page 340.

1

IDENTIFY • Read this article about sleep disorders. Circle all the reporting verbs. Underline once all the direct imperatives. Underline twice all the indirect imperatives.

Tossing and Turning

BY CONNIE SUNG

Can't sleep? You're not alone. Millions of people are up tossing and turning instead of getting their zzzz's. Dr. Ray Thorpe, Director of the Sleep Disorders Clinic, says, "Don't think that loss of sleep is just a minor inconvenience." During an interview he told me to think about what can happen if people drive when they're tired. Every year up to 200,000 car accidents are caused by drowsy drivers. Then he asked me to think about a recent industrial disaster. Chances are that it was caused at least in part by sleep deprivation.

Being an insomniac myself, I asked Dr. Thorpe for some suggestions. He told me to stop drinking coffee. He said to have a warm glass of milk instead. "A lot of old-fashioned remedies work. Have a high-carbohydrate snack like a banana before you go to bed," he said. But he advises patients not to eat a heavy meal before turning in for the night. What about exercise? "Regular exercise helps, but don't exercise too close to bedtime," he suggested. Finally, he told me not to despair. "Don't worry about not sleeping. It's the worst thing to do," he said. I don't know. After thinking about those industrial accidents, I doubt I'll be able to sleep at all!

2

CHOOSE • Connie Sung visited Dr. Thorpe's sleep clinic. Complete her notes with the correct words in parentheses.

Last week I visited the sleep clinic. Dr. Thorpe called and asked me _____ to arrive _____
 at 8:30 _____. He _____ me to bring _____
 2. (tonight / that night) 3. (said / told) 4. (my / your)
 nightshirt and toothbrush. I arrived on schedule. The technician, Juan Estrada,
 invited me _____ TV in the lounge. He _____ to relax
 5. (watch / to watch) 6. (said / told)
 _____ while they got my room ready. An hour later, Juan came back and
 7. (here / there)
 got me ready to sleep. He attached electrodes to my body and hooked me up to a
 machine. "Could you please _____?" I asked. The machine records brain
 8. (explain / to explain)
 activity. Juan instructed me _____ leave the bed until _____
 9. (don't / not to) 10. (tomorrow / the next)
 morning. To my surprise, I fell asleep right away. In the morning, Dr. Thorpe told me
 that except for some leg movements during the night, I have healthy sleep patterns. He
 advised me _____ some more exercise.
 11. (get / to get)

3

REWRITE • Read the advice that TV news commentator John Stossel gave viewers about the common and very dangerous problem of feeling sleepy when driving. Rewrite his advice in indirect speech.

1. "Pull over and take a brief nap." He told them to pull over and take a brief nap.
2. "Don't take a long nap." He said not to take a long nap.
3. "Sing to yourselves." _____
4. "Turn your radio to an annoying station." _____
5. "Don't drink coffee." _____
6. "Open your window." _____
7. "Let cold air in." _____
8. "Be careful when you stop your car." _____
9. "Don't stop on a deserted roadside." _____
10. "Don't drink and drive." _____

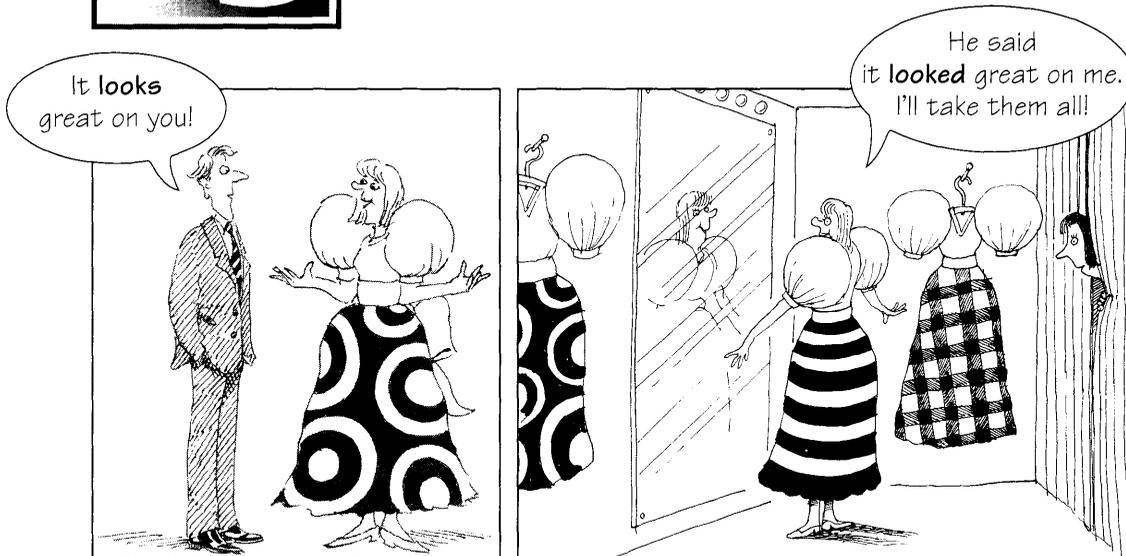
4

EDIT • Read this student's journal entry. Find and correct fourteen mistakes in the use of indirect imperatives. The first mistake is already corrected. Remember to check punctuation!

○	<p>In writing class today, Juan read one of his stories. It was wonderful. After class, the teacher invited me ^{to} read a story in class next week. However, I asked her no to call on me next week because I'm having trouble getting ideas. She said me not to worry, and she said to wait for two weeks. Then I talked to Juan, and I asked him tell me the source for your ideas. He said that they came from his dreams, and he told me keep a dream journal for ideas. He invited me "to read some of his journal." It was very interesting, so I asked him to give me some tips on remembering dreams. He said getting a good night's sleep because the longer dreams come after a long period of sleep. He also tell me to keep my journal by the bed and to write as soon as I wake up. He said to no move from the sleeping position. He also told me to don't think about the day at first. (If you think about your day, you might forget your dreams.) Most important—every night he tells himself that to remember his dreams tomorrow morning.</p>
---	---

UNIT 73

Indirect Speech: Statements (1)



CHECK POINT

Check the man's exact words.

- "It looks great on you!" "It looked great on me!"

CHART CHECK

Check the correct answers.

What can change when you go from a direct to an indirect statement?

- the punctuation
 the word order in the statement
 the verb tense in the statement
 pronouns in the statement

DIRECT SPEECH		
SUBJECT	REPORTING VERB	DIRECT STATEMENT
She	said,	"I like the dress." "I bought it on sale." "I've worn it twice."

INDIRECT SPEECH			
SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT STATEMENT
She	told	Jim	(that) she liked the dress. she had bought it on sale. she had worn it twice.
	said	me	

EXPRESS CHECK

Circle the correct words to complete this sentence.

She said / told the salesperson that she is / was going to buy the dress.

Grammar Explanations

Examples

1. An **indirect speech statement** reports what a speaker said without using the exact words. The word **that** can introduce the indirect statement.

DIRECT SPEECH

■ "It's a great dress," he said.

INDIRECT SPEECH

■ He told her **that it was a great dress**.

■ He told her **it was a great dress**.

► **BE CAREFUL!** Use **say** as the reporting verb when the listener is not mentioned. Do not use **tell**.

■ He **said** that it was a great dress.

NOT He ~~told that~~ it was a great dress.

2. When the **reporting verb** is in the **simple past tense**, the verb in the indirect speech statement is often in a different tense from the verb in the direct speech statement.

DIRECT SPEECH

Simple present

→

INDIRECT SPEECH

Simple past

Present progressive

→

Past progressive

Simple past

→

Past perfect

Present perfect

→

Past perfect

DIRECT SPEECH

He said, "It's great."

INDIRECT SPEECH

He said it **was** great.

"I'm leaving."

She said she **was leaving**.

"I made it."

He said that he **had made** it.

He said to her,
"I've never lied."

He told her that
he **had** never **lied**.

3. In indirect speech the **verb tense change** is **optional** when reporting:

a. something someone has **just said**

A: What did you just say?

B: I said I'm tired. OR I said I **was** tired.

b. something that is **still true**

■ Rick said the bank **wants** a check.

■ Rick said the bank **wanted** a check.

c. a **general truth** or **scientific law**

■ She said that everyone **lies** sometime.

■ She said that everyone **lied** sometime.

4. When the **reporting verb** is in the **present tense**, do not change the verb tense in indirect speech.

■ "I **run** a mile every day."

■ She **says** that she **runs** a mile every day.

5. **REMEMBER!** Change pronouns, time expressions, **this**, and **here** in indirect speech to keep the speaker's original meaning.

■ Ann told Rick, "I bought **this** dress **here**."

■ Ann told Rick that **she** had bought **that** dress **there**.

Check it out!

For a list of common reporting verbs, see Appendix 13 on page 340.

For a list of common time word changes in indirect speech, see Appendix 14 on page 340.

1

IDENTIFY • Read this article about lying. Circle all the reporting verbs. Underline once all the direct statements. Underline twice all the indirect statements.

THE TRUTH ABOUT LYING

BY JENNIFER MORALES

At 9:00 Rick Spivak's bank phoned and said that his credit card payment was late. "The check is in the mail," Rick replied quickly. At 11:45 Rick left for a 12:00 meeting across town. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée wore a new dress. Rick hated it. "It looks just great on you," he said.

Three lies in one day! Yet Rick is just an ordinary guy. Each time, he told himself that sometimes the truth causes too many problems. He told himself that his fiancée was feeling good about her purchase. Why should he hurt her feelings?

Is telling lies a new trend? The majority of people in a recent survey said that people were more honest ten years ago. Nevertheless, lying wasn't really born yesterday. In the eighteenth century, the French philosopher Vauvenargues told the truth about lying when he wrote, "All men are born truthful and die liars."

2

COMPLETE • Read this magazine article. Complete it with the correct words in parentheses.

"Lying during a job interview is risky business," said ^{1. (said / told)} Marta Toledo, director of a management consulting firm. "The truth always ^{2. (has / had)} a funny way of coming out." Toledo tells the story of one woman applying for a job as an office manager. The woman ^{3. (said / told)} the interviewer ^{4. (that / what)} she ^{5. (has / had)} a B.A. degree. Actually, she was eight credits short. She also said ^{6. (I / she)} ^{7. (made / had made)} \$30,000 at her last job. The truth was \$5,000 less. When the interviewer called to check the information, the applicant's former boss told her that the applicant ^{8. (has lied / had lied)}. Another applicant, Gloria, reported that she ^{9. (is quitting / was quitting)} her current job to advance her career. She got the new job. All went well until the company hired Pete, who had worked at Gloria's old company. Pete eventually told his boss that his old company ^{10. (fired / had fired)} Gloria. The new company fired her too, proving, once again, that it doesn't pay to lie.

3

REPORT • Lisa and Ben are talking about Ben's job search. Use the verbs in parentheses to report their conversation. Make necessary changes in verbs and pronouns.

1. **BEN:** I'm still looking for a job.

(tell) He told her he was still looking for a job.

2. **LISA:** I just heard about a job at a scientific research company.

(say) _____

3. **BEN:** I majored in science at Florida State.

(say) _____

4. **LISA:** They want someone with some experience as a programmer.

(tell) _____

5. **BEN:** I work as a programmer for Data Systems.

(tell) _____

6. **LISA:** They don't want a recent college graduate.

(say) _____

7. **BEN:** I got my degree four years ago.

(tell) _____

8. **LISA:** It sounds like the right job for you.

(say) _____

4

EDIT • Read this student's essay. Find and correct ten mistakes in the use of indirect statements. The first mistake is already corrected.

Once when I was a teenager, I went to my Aunt Leah's house. Aunt Leah collected pottery, and when I got there, she ~~said~~^{told} me that she wants to show me her new bowl. She told she has just bought it. It was beautiful. When Aunt Leah went to answer the door, I picked up the bowl. It slipped from my hands and smashed to pieces on the floor. When Aunt Leah came back, I screamed and said what the cat had just broken your new bowl. Aunt Leah got this funny look on her face and told me that it isn't important. I didn't sleep at all that night, and the next morning, I called my aunt and confessed that I have broken her bowl. She said I had known that all along. I promised that I am going to buy her a new one someday. We still laugh about the story today.

UNIT 74

Indirect Speech: Statements (2)



CHECK POINT

Check the weather forecaster's exact words.

- "It would be windy."
- "It will be windy."

CHART CHECK

Check the modals that do not change when you go from direct to indirect speech.

- will
- ought to
- might
- must
- may
- should have

DIRECT SPEECH		
SUBJECT	REPORTING VERB	DIRECT STATEMENT
He	said,	"I'll leave now." "I'm going to drive." "Traffic may be bad." "She might move ." "He can help ." "They have to stay ." "You must be careful." "They ought to buy batteries." "We should have left sooner."

INDIRECT SPEECH			
SUBJECT	REPORTING VERB	NOUN/ PRONOUN	INDIRECT STATEMENT
He	told	Jim me them	(that) he would leave then. he was going to drive . traffic might be bad. she might move . he could help . they had to stay . I/we had to be careful. they ought to buy batteries. they should have left sooner.
	said		

EXPRESS CHECK

Read Jim's words. Check the sentence that correctly reports what he said.

JIM: "I may move soon."

- Jim said that I may move soon. Jim said that he might move soon.

Grammar Explanations

Examples

1. As you learned in Unit 73, when the **reporting verb** is in the **simple past tense**, in the indirect speech statement the verb tense often changes.

DIRECT SPEECH

INDIRECT SPEECH

She said,
"It's windy."

She said
it **was** windy.

Modals often change in indirect speech too.

DIRECT SPEECH

INDIRECT SPEECH

will →

would

can →

could

may →

might

must →

had to

DIRECT SPEECH

INDIRECT SPEECH

I said, "The winds
will be strong."

I said the winds
would be strong.

They told us, "You
can stay with us."

They told us we
could stay with them.

He said, "The storm
may last all night."

He said that the storm
might last all night.

She told us,
"You **must leave**."

She told us
we **had to leave**.

2. **Some verbs do not change** in indirect speech.

DIRECT SPEECH

INDIRECT SPEECH

a. Do not change **should, could, might, and ought to** in indirect speech.

"You **should listen**
to the weather
report," he told us.

He told us that we
should listen to
the weather report.

b. Do not change the **past perfect** in indirect speech.

"I **had just moved**
here a week before,"
she said.

She said she
had just moved there
a week before.

c. Do not change verbs in **present and past unreal conditional** sentences in indirect speech.

"If I **knew**,
I **would tell** you."

Jim said if he **knew**,
he **would tell** me.

"If I **had known**,
I **would have told**
you," said Jim.

He said if he
had known, he
would have told me.

d. Do not change **past modals** in indirect speech.

"I **should have**
left."

He said that he
should have left.

3. **REMEMBER!** Change pronouns, time phrases, **here**, and **this** in indirect speech to keep the speaker's original meaning.

■ "I just got **here yesterday**."

■ Sam told me **he** had just gotten **there the day before**.

1

CHOOSE • Read what someone reported about the weather forecast. Then check the sentence that shows the weather forecaster's exact words.

1. She said it was going to be a terrible storm.
 - "It was a terrible storm."
 - "It's going to be a terrible storm."
2. She said the winds might reach 170 miles per hour.
 - "The winds may reach 170 miles per hour."
 - "The winds would reach 170 miles per hour."
3. She said there would be more rain the next day.
 - "There will be more rain the next day."
 - "There will be more rain tomorrow."
4. She told people that they should try to leave the area.
 - "You should have tried to leave the area."
 - "You should try to leave the area."
5. She said that they could expect a lot of damage.
 - "We can expect a lot of damage."
 - "We could expect a lot of damage."



"The Weather Watch" on Channel 5

2

REPORT • You are in New York. Imagine you heard these rumors about a hurricane in Florida yesterday, and you are reporting them today. Use **They said** to report the rumors.

1. "The hurricane will change direction tonight."
 They said that the hurricane would change direction last night.

2. "It's going to pass north of here."

3. "It may become a tropical storm when it lands here."

4. "They had to close some bridges yesterday because of high tides."

5. "They won't restore electricity until tomorrow."

6. "The schools here may be closed for a while."

7. "We ought to use bottled water for a few days."

3

REWRITE • Read this interview with a meteorologist. Rewrite his answers as indirect speech. Change verb tenses when possible.

1. **Q: A hurricane is just a bad storm, right?**

A: To be a hurricane, a storm has to have winds of at least 74 miles per hour.

He said that to be a hurricane, a storm had to have winds of at least 74 miles per hour.

2. **Q: We seem to be having more of these big storms.**

A: It's true, and they will probably become more frequent.

3. **Q: Why is that?**

A: The planet may be getting warmer, and that can cause more severe storms.

4. **Q: What went wrong after the last storm?**

A: Emergency workers should have arrived much more quickly.

5. **Q: Is there an upside to all this?**

A: The new satellites will help. If we didn't have them, we wouldn't be able to warn people.

4

EDIT • Read Rita's e-mail to her friend Emily. Find and correct twelve mistakes in the use of reported speech. The first mistake is already corrected.

Re: Hurricane

We had some excitement here because of the hurricane last week. Jim's mother called just before the storm. She said she ^{was} ~~is~~ listening to the weather report and that she was worried about us. She told Jim that if you two weren't so stubborn, we will pack up and leave immediately. Jim's father told us how to get ready for the storm. He said we should have put tape on our windows right now and that we ought to fill the bathtub with water. He also told Jim that we should buy a lot of batteries before the storm hit tonight. Sue called. She said that her place was too close to the coast and that she couldn't stay here. She told me I wanted to stay with me and Jim. She said she should called us sooner. I told her she should come right now. Then we listened to the weather advisory, and the forecaster said that the storm is going to go out to sea. She said it won't hit this area at all!

UNIT 75

Indirect Questions



The Stress Interview

CHECK POINT

Check Ms. Bentley's exact words.

- "Why were you still single?"
- "Why are you still single?"

CHART CHECK 1

Circle T (True) or F (False).

T F You can leave out **if** or **whether** in indirect *yes/no* questions.

T F You do not use **do** to form indirect *yes/no* questions.

DIRECT SPEECH: YES/NO QUESTIONS

SUBJECT	REPORTING VERB	DIRECT QUESTION
He	asked,	"Do you have any experience?" "Can you use a computer?"

INDIRECT SPEECH: YES/NO QUESTIONS

SUBJECT	REPORTING VERB	(NOUN/ PRONOUN)	INDIRECT QUESTION	
He	asked	(Melissa) (her)	if whether	she had any experience. she could use a computer.

CHART CHECK 2

Circle T (True) or F (False).

T F An indirect question always ends in a question mark.

T F You do not use **do** to form indirect *wh-* questions.

DIRECT SPEECH: WH- QUESTIONS

SUBJECT	REPORTING VERB	DIRECT QUESTION
He	asked,	"Who told you about the job?" "When do you want to start?"

INDIRECT SPEECH: WH- QUESTIONS

SUBJECT	REPORTING VERB	(NOUN/ PRONOUN)	INDIRECT QUESTION
He	asked	(Melissa) (her)	who had told her about the job. when she wanted to start.

EXPRESS CHECK

Unscramble these words to complete the indirect question.

why • he • job • his • quit • had

He asked him _____

Grammar Explanations

Examples

1. Use **if**, **whether**, or **whether or not** to form **indirect yes/no questions**.

DIRECT SPEECH

- **"Can you type?"** she asked.

INDIRECT SPEECH

- She asked **if I could type**.
- She asked **whether (or not) I could type**.

USAGE NOTE: *Whether* is more formal than *if*.

2. In **indirect yes/no questions**, the subject comes before the verb, the same as in statement word order.

DIRECT SPEECH

- **"Can I start** tomorrow?"

INDIRECT SPEECH

- He asked **if he could start** tomorrow.
- NOT He asked ~~could he start~~ tomorrow.

Because of the statement word order, do not use **do**, **does**, or **did** to form indirect questions.

DIRECT SPEECH

- **"Does the job provide** benefits?"

INDIRECT SPEECH

- He asked **if the job provided** benefits.
- NOT He asked ~~does the job provide~~ benefits.

3. Use **question words** to form **indirect wh- questions**.

DIRECT SPEECH

- **"Where is your office?"** I asked.

INDIRECT SPEECH

- I asked **where his office was**.

4. In **indirect wh- questions**, the subject also comes before the verb as in statements, and you do not use **do**, **does**, or **did**.

DIRECT SPEECH

- **"Why did you leave** your job?"

INDIRECT SPEECH

- She asked me **why I had left** my job.
- NOT She asked me ~~why did I leave~~ my job.

In **indirect wh- questions about the subject**, the question word is the subject and the verb follows as in statement word order.

DIRECT SPEECH

- Bob asked, **"Who got** the job?"

INDIRECT SPEECH

- Bob asked **who had gotten** the job.

5. **Indirect questions** often end in a **period**, not a question mark.

- I asked **why I didn't get the job**.

NOT I asked ~~why didn't I get the job?~~

Check it out! For a list of common verbs used to report questions, see Appendix 13 on page 340.

1

IDENTIFY • Read this article about stress interviews. Underline all the indirect questions.

The Stress Interview

A few weeks ago, Melissa Morrow had a stress interview, one which featured tough, tricky questions and negative evaluations. First, the interviewer asked why she couldn't work under pressure. Before she could answer, he asked who had written her application letter for her. Melissa was shocked, but she handled herself very well. She asked the interviewer whether he was going to ask her any serious questions. Then she left.

Companies give stress interviews in order to watch how candidates handle pressure.

Suppose, for example, that there is an accident in a nuclear power plant. The plant's public relations officer must remain calm when reporters ask how the accident could have happened. Be aware, however, that in some countries, like the United States, certain questions are not allowed unless they are directly related to the job. If your interviewer asks how old you are, you can refuse to answer. The interviewer also should not ask whether you are married or how much money you owe. If you think a question is improper, ask how the question relates to the job. If it doesn't, you don't have to answer.

MATCH • Check the direct questions that match the indirect questions in the article.

- | | |
|---|---|
| <input type="checkbox"/> 1. Can you work under pressure? | <input type="checkbox"/> 4. Was there an accident in a nuclear power plant? |
| <input checked="" type="checkbox"/> 2. Who wrote your application letter for you? | <input type="checkbox"/> 5. How old are you? |
| <input type="checkbox"/> 3. Are you going to ask me any serious questions? | <input type="checkbox"/> 6. When were you married? |
| | <input type="checkbox"/> 7. Is the question improper? |

2

REPORT • Claire's friend Jaime wants to know all about her interview. Report his questions.

1. "What kind of job is it?" He asked what kind of job it was.
2. "When is the interview?" _____
3. "Where's the company?" _____
4. "Do you need directions?" _____
5. "How long does it take to get there?" _____
6. "Are you going to drive?" _____
7. "Who's going to interview you?" _____
8. "When will they let you know?" _____

3

REWRITE • These questions were asked at Claire's interview. Decide which ones Claire asked and which ones Pete, the manager, asked. Rewrite each question as indirect speech.

1. "What type of training is available for the job?"

Claire asked what type of training was available for the job.

2. "What kind of experience do you have?"

Pete asked what kind of experience she had.

3. "Are you interviewing with other companies?"

4. "What will my responsibilities be?"

5. "How is job performance rewarded?"

6. "What was your starting salary at your last job?"

7. "Did you get along well with your last employer?"

8. "Do you hire many women?"

4

EDIT • Read part of a memo an interviewer wrote. Find and correct eight mistakes in the use of indirect questions. The first mistake is already corrected. Check punctuation!

Inter-Office Memo

I did some stress questioning in my interview with Carl Treng this morning. I asked Mr. Treng why ^{he couldn't} ~~couldn't he~~ work under pressure. I also asked him why did his supervisor dislike him. Finally, I inquired when he would quit the job with our company? Mr. Treng answered my questions calmly, and he had some excellent questions of his own. He asked "if we expected changes on the job." He also wanted to know how often do we evaluate employees. I was impressed when he asked why did I decide to join this company. I think we should hire him.

UNIT 76

Embedded Questions



CHECK POINT

Check the questions the people have.

- Should we leave a tip?
- Was the service any good?
- Are these guys going to leave a tip?
- Is the service included?

CHART CHECK

Circle T (True) or F (False).

T F Embedded questions always end with a period.

T F You can use the infinitive after **whether** or a question word.

MAIN CLAUSE

EMBEDDED QUESTION

I'm not sure

if I left the right tip.
whether it was enough.

Can you remember

how much it was?
where we ate?

I don't know

whether to tip.

Do you know

how much to tip?
where to leave the tip?

EXPRESS CHECK

Punctuate these sentences.

A: Do you know how much to tip _____

B: About 15%. But I'm not sure where to leave the tip _____

Grammar Explanations

Examples

1. In Unit 75 you learned to use **indirect questions** to report another person's words.

DIRECT QUESTION
Should I tip?

INDIRECT QUESTION
He asked **if he should tip**.

Indirect questions are a kind of **embedded question**—one that is included in another sentence. This unit discusses embedded questions that do not report another person's words.

EMBEDDED QUESTION
Do you know **whether I should tip**?

2. If the embedded question is **in a statement**, use a period at the end of the sentence. If the embedded question is **in a question**, use a question mark at the end of the sentence.

MAIN SENTENCE = STATEMENT

- **I don't know** who our server is.

MAIN SENTENCE = QUESTION

- **Do you know** who our server is?

3. We often **use embedded questions** to

- express something we do not know.
- ask politely for information.

- I wonder **why he didn't tip the mechanic**.
- Can you tell me **if the tip is included**?

USAGE NOTE: With strangers or in a formal situation, an embedded question is considered more polite than a direct question.

LESS FORMAL

- Does our bill include a tip?

MORE POLITE

- Can you tell me **if our bill includes a tip**?

4. Introduce **embedded yes/no questions** with **if**, **whether**, or **whether or not**.

- Do you know **if he tips**?
- Do you know **whether (or not) he tips**?

USAGE NOTE: *Whether* is more formal than *if*.

Introduce **embedded wh- questions** with a question word.

- Many tourists wonder **how much they should tip their restaurant server**.

You can also use the **infinitive after a question word** or **whether**.

- Many tourists wonder **how much to tip**.
- Some wonder **whether to tip** at all.

- **BE CAREFUL!** Do not use the infinitive after **if** or **why**.

- We wondered **why we should leave a tip**.
Not We wondered ~~why to leave a tip~~.

5. **BE CAREFUL!** Use **statement word order** in all embedded questions.

- Could you tell me **where they are**?
Not Could you tell me ~~where are they~~?

Do not leave out **if** or **whether** in embedded *yes/no* questions.

- Could you tell me **if it is 6:00 yet**?
Not Could you tell me ~~is it 6:00 yet~~?

Do not use **do**, **does**, or **did** in embedded questions.

- I don't know **when the pizza came**.
Not I don't know ~~when did the pizza come~~.

Check it out!

For a list of common phrases introducing embedded questions, see Appendix 15 on page 340.

1

IDENTIFY • Read this online ad for the book *Tips on Tipping*. Underline the embedded questions.

Tips on Tipping

By IRENE FRANKEL (MARTIN UNLIMITED, INC.)

This book is for you if . . .

- you've ever avoided a situation just because you didn't know how much to tip.
- you've ever realized (too late) that you were supposed to offer a tip.
- you've ever given a huge tip and then wondered if a tip was necessary at all.
- you've ever needed to know how to calculate the right tip instantly.
- you're new to the United States and you're not sure who you should tip here.
- you'd like to learn how tipping properly can get you the best service for your money.

What readers are saying . . .

"I can't imagine how I got along without it." *Chris Sarton, Minneapolis*

"Take *Tips* along if you want a stress-free vacation." *Midori Otaka, Osaka, Japan*

Click here to send for the ultimate guide to tipping! 

2

REWRITE • Complete these questions about tipping customs. Change the direct questions in parentheses to embedded questions. Use the infinitive whenever possible. Use correct punctuation.

1. Can you tell me whether to tip in Canada?
(Should I tip in Canada?)
2. I'm going to France. Please explain _____
(How can I tell if the tip is included in the bill?)
3. Can you tell me _____
(Why did service people in Iceland refuse my tips?)
4. I'm moving to Japan. I'd like to know _____
(How much should I tip airport porters?)
5. We're visiting Australia. Please tell us _____
(Who expects a tip and who doesn't?)
6. I'm vacationing in Norway. I'd like to know if _____
(Should I tip my ski instructor?)
7. I took a job in China. I need to know whether _____
(Is tipping still illegal there?)
8. In Germany the tip is included. I don't know whether _____
(Should I tip anyway?)

3

CHOOSE & REWRITE • Two foreign exchange students are visiting Washington, D.C. Complete their conversations. Choose the appropriate questions from the box and change them to embedded questions. Remember to punctuate the sentences correctly.

How much should we tip the taxi driver?
 Could we rent a car and drive?
 Where can we buy metro tickets?

Where is the Smithsonian Museum?
 What did they put in the sauce?
~~Where is it?~~

1. **MARTA:** We're going to the Hotel Edison. Do you know where it is?
DRIVER: Sure. Get in and I'll take you there.
2. **MIUKI:** (*whispering*) Do you know _____
MARTA: According to the book, we're supposed to leave 10 to 15 percent. I've got it.
3. **MARTA:** Excuse me. Can you tell me _____
OFFICER: Sure. Just turn right at the corner. You'll see it right away.
4. **MIUKI:** I'd like to take the metro to the zoo, but I don't know _____
MARTA: Probably right in the station.
5. **MARTA:** I want to visit Williamsburg. Do you think _____
MIUKI: Let's find out. That sounds like fun.
6. **MARTA:** This is delicious. Let's try to find out _____
MIUKI: It tastes like ginger and garlic to me.

4

EDIT • Read this entry from Marta's journal. Find and correct seven mistakes in the use of embedded questions. The first mistake is already corrected. Remember to check punctuation!

When you live in a foreign country even a small occasion can be an adventure! Before my date with Janek tonight, I didn't even know what ~~should~~ ^{I should} wear! Jeans? A dress? John's Grill isn't a fancy restaurant, but it was Janek's birthday and I wanted to make it a big occasion. Miuki was very helpful, as always. I knew how to get to John's Grill, but I didn't know how long it was going to take to get there? I left at 6:00, which should have given me plenty of time, but when I got off the bus, I wasn't sure if to turn left or right. I asked a police officer where was John's, and I was only a few minutes late. I had planned to take Janek out for a special dessert afterward, but I couldn't remember how I to find the place Miuki had suggested, and Janek has been here even less time than me. (Anyway, the desserts at John's turned out to be very good.) Then, when we got the bill, I was wondering whether to tip or no. I had to ask Janek did he know. Fortunately, he had read *Tips on Tipping*, so he told me to leave about 15%.

SECTION ONE

Circle the letter of the correct answer to complete each sentence.

EXAMPLE:

Jennifer never _____ coffee.

(A) drink

(B) drinks

(C) is drinking

(D) was drinking

A **B** C D

1. "You look beautiful in that dress."

Last night she told me _____ beautiful in that dress.

(A) you look

(B) you looked

(C) I'll look

(D) I looked

A B C D

2. We'd better find out _____ the train left.

(A) if

(B) does

(C) has

(D) did

A B C D

3. —Should we turn left or go straight?

—Hmm. I'm not sure which way _____.

(A) do we turn

(B) to turn

(C) should we turn

(D) it turned

A B C D

4. "Why don't you join us for coffee, Don?"

After the movie, we asked Don _____ us for coffee.

(A) would he join

(B) why he didn't join

(C) to join

(D) for joining

A B C D

5. "We must leave immediately!"

When the fire alarm rang, our teacher said _____ leave immediately.

(A) we had to

(B) we have to

(C) not to

(D) he must

A B C D

6. "Today is the happiest day of my life."

At the reception last night, the groom said _____ the happiest day of his life.

(A) today was

(B) that day is

(C) yesterday was

(D) today is

A B C D

7. I wonder who _____

(A) our waiter is?

(B) is our waiter.

(C) our waiter is.

(D) is our waiter?

A B C D

8. "Please don't leave your boots in the hall."

My mother is always telling me _____ boots in the hall.

(A) not to leave my

(B) not to leave your

(C) to not leave my

(D) don't leave my

A B C D

9. "Hi, Bob. Did you take the job?" A B C D
 Bob's friend asked him _____ the job.
 (A) did he take (C) if he had taken
 (B) did you take (D) had he taken
10. "Weather patterns change." A B C D
 Experts now say that weather patterns _____.
 (A) changed (C) had changed
 (B) are changing (D) change

SECTION TWO

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked A, B, C, and D. Circle the letter of the one underlined word or phrase that is NOT CORRECT.

EXAMPLE:

Mike usually drives to school, but today he walks.

A B C **D**

11. The teacher said the class that hot air rises and cold air sinks. A B C D
12. I asked Sean how to pronounce his name? A B C D
13. Gerry called last week and said that he needed the report right now. A B C D
14. Two days ago, the weather forecaster warned us that a tornado is coming. A B C D
15. Sandy called from Miami during the storm and said she was swimming here. A B C D
16. Do you know if or not we need to bring our passports? A B C D
17. She didn't know if to tip, so she asked me what to do. A B C D
18. Ron said that he wasn't sure, but the storm might stop already. A B C D
19. I'd like lobster, but the menu doesn't say how much does it cost. A B C D
20. Lin always says that he ran a mile every day these days. A B C D
21. Could you tell me when the next train leaves and where to buy tickets. A B C D
22. "If you can wait a few minutes, I will give you a ride". Rhoda said. A B C D
23. Jim wants to know could you call him and tell him where to meet you. A B C D
24. The dentist said to brush three times a day and don't eat candy. A B C D
25. At the interview they asked me when can you start work. A B C D

Appendices

1 Irregular Verbs

BASE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/dove	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade/forbad	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten/got
give	gave	given
go	went	gone

BASE FORM	SIMPLE PAST	PAST PARTICIPLE
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit/knitted	knit/knitted
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
leave	left	left
lend	lent	lent
let	let	let
lie (lie down)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit	quit
read /rɪd/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shave	shaved	shaved/shaven
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank/shrunk	shrunk/shrunk
shut	shut	shut
sing	sang	sung

BASE FORM	SIMPLE PAST	PAST PARTICIPLE	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
sink	sank	sunk	sweep	swept	swept
sit	sat	sat	swim	swam	swum
sleep	slept	slept	swing	swung	swung
slide	slid	slid	take	took	taken
speak	spoke	spoken	teach	taught	taught
speed	sped	sped	tear	tore	torn
spend	spent	spent	tell	told	told
spill	spilled/spilt	spilled/spilt	think	thought	thought
spin	spun	spun	throw	threw	thrown
spit	spit/spat	spat	understand	understood	understood
split	split	split	upset	upset	upset
spread	spread	spread	wake	woke	woken
spring	sprang	sprung	wear	wore	worn
stand	stood	stood	weave	wove	woven
steal	stole	stolen	weep	wept	wept
stick	stuck	stuck	win	won	won
sting	stung	stung	wind	wound	wound
stink	stank/stunk	stunk	withdraw	withdrew	withdrawn
strike	struck	struck	wring	wrung	wrung
swear	swore	sworn	write	wrote	written

2 Common Non-action (Stative) Verbs

EMOTIONS	MENTAL STATES		WANTS AND PREFERENCES	APPEARANCE AND VALUE	POSSESSION AND RELATIONSHIP
admire	agree	know	hope	appear	belong
adore	assume	mean	need	be	contain
appreciate	believe	mind	prefer	cost	have
care	consider	presume	want	equal	own
detest	disagree	realize	wish	feel	possess
dislike	disbelieve	recognize	PERCEPTION AND THE SENSES	look	
doubt	estimate	remember	feel	matter	
envy	expect	see (<i>understand</i>)	hear	represent	
fear	feel (<i>believe</i>)	suppose	notice	resemble	
hate	find	suspect	observe	seem	
like	guess	think (<i>believe</i>)	perceive	signify	
love	hesitate	understand	see	smell	
regret	imagine	wonder	smell	sound	
respect			taste	taste	
trust				weigh	

3 Common Verbs Followed by the Gerund (Base Form of Verb + -ing)

acknowledge	consider	endure	give up (<i>stop</i>)	miss	quit	resist
admit	delay	enjoy	imagine	postpone	recall	risk
advise	deny	escape	justify	practice	recommend	suggest
appreciate	detest	explain	keep (<i>continue</i>)	prevent	regret	support
avoid	discontinue	feel like	mention	prohibit	report	tolerate
can't help	discuss	finish	mind (<i>object to</i>)	propose	resent	understand
celebrate	dislike	forgive				

4 Common Verbs Followed by the Infinitive (To + Base Form of Verb)

afford	can('t) afford	expect	hurry	neglect	promise	volunteer
agree	can('t) wait	fail	intend	offer	refuse	wait
appear	choose	grow	learn	pay	request	want
arrange	consent	help	manage	plan	seem	wish
ask	decide	hesitate	mean	prepare	struggle	would like
attempt	deserve	hope	need	pretend	swear	yearn

5 Verbs Followed by Objects and the Infinitive

advise	challenge	encourage	get	need*	persuade	require	want*
allow	choose*	expect*	help*	order	promise*	teach	warn
ask*	convince	forbid	hire	pay*	remind	tell	wish*
cause	enable	force	invite	permit	request*	urge	would like*

*These verbs can also be followed by the infinitive without an object (example: *ask to leave* or *ask someone to leave*).

6 Common Verbs Followed by the Gerund or the Infinitive

begin	continue	hate	love	remember*	stop*
can't stand	forget*	like	prefer	start	try

*These verbs can be followed by either the gerund or the infinitive but there is a big difference in meaning.

7 Common Verb + Preposition Combinations

admit to	believe in	count on	insist on	plan on	talk about
advise against	choose between/	deal with	look forward to	rely on	think about
apologize for	among	dream about/of	object to	resort to	wonder about
approve of	complain about	feel like/about	pay for	succeed in	worry about

8 Common Adjective + Preposition Combinations

accustomed to	bored with/by	famous for	opposed to	sick of
afraid of	capable of	fed up with	pleased about	slow at
amazed at/by	careful of	fond of	ready for	sorry for/about
angry at	concerned about	glad about	responsible for	surprised at/about/by
ashamed of	content with	good at	sad about	terrible at
aware of	curious about	happy about	safe from	tired of
awful at	different from	interested in	satisfied with	used to
bad at	excited about	nervous about	shocked at/by	worried about

9 Common Adjectives that Can Be Followed by the Infinitive*

afraid	anxious	depressed	disturbed	encouraged	happy	pleased	reluctant	surprised
alarmed	ashamed	determined	eager	excited	hesitant	proud	sad	touched
amazed	curious	disappointed	easy	fortunate	likely	ready	shocked	upset
angry	delighted	distressed	embarrassed	glad	lucky	relieved	sorry	willing

*Example: *I'm happy to hear that.*

10 Irregular Comparisons of Adjectives, Adverbs, and Quantifiers

ADJECTIVE	ADVERB	COMPARATIVE	SUPERLATIVE
bad	badly	worse	worst
far	far	farther/further	farthest/furthest
good	well	better	best
little	little	less	least
many/a lot of	—	more	most
much*/a lot of	much*/a lot	more	most

**Much* is usually only used in questions and negative statements.

11 Common Participial Adjectives

-ed	-ing	-ed	-ing	-ed	-ing
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralyzed	paralyzing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
confused	confusing	frightened	frightening	surprised	surprising
depressed	depressing	horrified	horrifying	terrified	terrifying
disappointed	disappointing	inspired	inspiring	tired	tiring
disgusted	disgusting	interested	interesting	touched	touching
distressed	distressing	irritated	irritating	troubled	troubling

12 Some Adjectives that Form the Comparative and Superlative in Two Ways

ADJECTIVE	COMPARATIVE	SUPERLATIVE
common	commoner / more common	commonest / most common
cruel	crueler / more cruel	crueliest / most cruel
deadly	deadlier / more deadly	deadliest / most deadly
friendly	friendlier / more friendly	friendliest / most friendly
handsome	handsomer / more handsome	handsomest / most handsome
happy	happier / more happy	happiest / most happy
likely	likelier / more likely	likeliest / most likely
lively	livelier / more lively	liveliest / most lively
lonely	lonelier / more lonely	loneliest / most lonely
lovely	lovelier / more lovely	loveliest / most lovely
narrow	narrower / more narrow	narrowest / most narrow
pleasant	pleasanter / more pleasant	pleasantest / most pleasant
polite	politer / more polite	politest / most polite
quiet	quieter / more quiet	quietest / most quiet
shallow	shallower / more shallow	shallowest / most shallow
sincere	sincerer / more sincere	sincerest / most sincere
stupid	stupider / more stupid	stupidest / most stupid
true	truer / more true	truest / most true

13 Common Reporting Verbs

STATEMENTS

acknowledge	claim	indicate	reply
add	complain	maintain	report
admit	conclude	mean	say
announce	confess	note	state
answer	declare	observe	suggest
argue	deny	promise	tell
assert	exclaim	remark	warn
believe	explain	repeat	write

INSTRUCTIONS, COMMANDS REQUESTS, AND INVITATIONS

advise	invite
ask	order
caution	say
command	tell
demand	urge
instruct	warn

QUESTIONS

ask
inquire
question
want to know
wonder

14 Common Time Word Changes in Indirect Speech

DIRECT SPEECH

now
today
tomorrow
yesterday
this week/month/year
last week/month/year
next week/month/year

INDIRECT SPEECH

→ then
→ that day
→ the next day OR the following day OR the day after
→ the day before OR the previous day
→ that week/month/year
→ the week/month/year before
→ the following week/month/year

15 Common Phrases Introducing Embedded Questions

I don't know ...
I don't understand ...
I wonder ...
I'm not sure ...
I can't remember ...
I can't imagine ...
It doesn't say ...

I'd like to know ...
I want to understand ...
I'd like to find out ...
We need to find out ...
Let's ask ...

Do you know ... ?
Do you understand ... ?
Can you tell me ... ?
Could you explain ... ?
Can you remember ... ?
Would you show me ... ?
Who knows ... ?

16 Verbs and Expressions Commonly Used Reflexively

amuse oneself
ask oneself
avail oneself of
be hard on oneself
be oneself
be pleased with oneself
be proud of oneself

behave oneself
believe in oneself
blame oneself
cut oneself
deprive oneself of
dry oneself
enjoy oneself

feel sorry for oneself
forgive oneself
give oneself
help oneself
hurt oneself
imagine oneself
introduce oneself

keep oneself
kill oneself
look after oneself
look at oneself
pride oneself on
push oneself
remind oneself

see oneself
take care of oneself
talk to oneself
teach oneself
tell oneself
treat oneself
wash oneself

17 Some Common Phrasal Verbs

(s.o. = someone s.t. = something)

NOTE 1: Inseparable phrasal verbs are shown with the object after the particle (*go after s.t.*).

Separable phrasal verbs are shown with the object between the verb and the particle (*call s.o. up*).

Verbs which must be separated are shown with an asterisk (*) (*do s.t. over*).

NOTE 2: Separable phrasal verbs can have the noun object either between the verb and the particle or after the particle (*call Jan up* OR *call up Jan*). These verbs must, however, be separated when there is a pronoun object (*call her up* NOT ~~*call up her*~~).

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
ask s.o. over	invite to one's home	drop s.o. or s.t. off	take someone/something someplace
block s.t. out	stop from passing through (light, noise)	drop out (of s.t.)	quit
blow s.t. out	stop burning by blowing	eat out	eat in a restaurant
blow s.t. up	fill something with air (a balloon, a water toy)	empty (s.t.) out	empty completely
	(make s.t.) explode	end up	1. do something unexpected or unintended
blow (s.t.) up	stop functioning		2. reach a final place or condition
break down	occur suddenly	fall off	become detached
break out	make something happen	figure s.o. or s.t. out	understand (after thinking about)
bring s.t. about	return someone or something	fill s.t. in	complete with information
bring s.o. or s.t. back	depress	fill s.t. out	complete (a form, an application)
bring s.o. down	introduce (a new product, a book)	fill (s.t.) up	fill completely
bring s.t. out	raise (children)	find (s.t.) out	learn information
bring s.o. up	burn completely	follow (s.t.) through	complete
burn (s.t.) down	cancel	fool around	be playful
call (s.o.) back	telephone someone	get s.t. across	get people to understand an idea
call s.t. off	continue	get ahead	make progress, succeed
call s.o. up	conduct	get along	relate well
carry on s.t.	become popular	get back	return
carry s.t. out	(make someone) feel happier	get by	survive
catch on	clean completely	get out (of s.t.)	leave (a car, a taxi)
cheer (s.o.) up	make or become clear	get s.t. out of s.t.*	benefit from
clean (s.o. or s.t.) up	happen	get together	meet
clear (s.t.) up	accompany	get up	rise from bed
come about	return	give s.t. away	give without charging money
come along	enter	give s.t. back	return something
come back	become unattached	give s.t. out	distribute
come in	appear	give (s.t.) up	quit, abandon
come off s.t.	arise	go after s.o. or s.t.	pursue
come out	invent	go along with s.t.	1. support
come off s.t.	cover completely		2. be part of
come up with s.t.	draw a line through	go back	return
cover s.t. up	bring down by cutting	go off	explode (a gun, fireworks, a rocket)
cross s.t. out	1. stop the supply of something	go on	continue
cut s.t. down	2. remove by cutting	go out	leave
cut s.t. off	remove by cutting	go over	succeed with an audience
	do again	go up	be built
cut s.t. out	invent	grow up	become an adult
do s.t. over	put on special or formal clothes	hand s.t. in	give some work to a boss or teacher
dream s.t. up	drink completely	hand s.t. out	distribute
dress up	visit unexpectedly	hang up	end a phone conversation
drink s.t. up		hang s.t. up	put on a hook or hanger
drop by/in			

(continued on next page)

PHRASAL VERB	MEANING
help (s.o.) out	assist
hold on	wait, not hang up the phone
keep (s.o. or s.t.) away	(cause to) stay at a distance
keep on	continue
keep s.t. on*	not remove (a piece of clothing or jewelry)
keep up	
(with s.o. or s.t.)	go as fast as
lay s.o. off	end someone's employment
leave s.t. on*	1. not turn off (a light, a radio) 2. not remove (a piece of clothing or jewelry)
leave s.t. out	omit
let s.o. down	disappoint
let s.o. or s.t. in	allow to enter
let s.o. off	allow to leave (a bus, a train, a car)
let s.o. or s.t. out	allow to leave
lie down	recline
light (s.t.) up	illuminate
look out	be careful
look s.o. or s.t. over	examine
look s.t. up	try to find in a book or on the Internet
make s.t. up	create
pass s.t. out	distribute
pay s.o. or s.t. back	repay
pay off	be worthwhile
pick s.o. or s.t. out	1. select 2. identify
pick up	improve
pick s.o. or s.t. up	1. lift 2. get (an idea, a new book, an interest)
play around	have fun
point s.o. or s.t. out	indicate
put s.t. away	put something in an appropriate place
put s.t. back	return something to its original place
put s.o. or s.t. down	stop holding
put s.t. off	postpone
put s.t. on	cover the body with a piece of clothing or jewelry
put s.t. together	assemble
put s.t. up	erect
run into s.o.	meet accidentally
run out (of s.t.)	not have enough of a supply
see s.t. through*	complete
set s.t. off	cause to explode
set s.t. up	1. establish (a business, an organization) 2. prepare for use

PHRASAL VERB	MEANING
show s.o. or s.t. off	display the best qualities
show up	appear
shut s.t. off	stop a machine or light
sign up	register
sit down	take a seat
stand up	rise
start (s.t.) over*	start again
stay up	remain awake
stick with/to s.o. or s.t.	not quit, not leave
straighten (s.t.) up	make neat
switch s.t. on	start a machine or a light
take s.t. away/off	remove
take s.t. back	return
take off	depart (a plane)
take s.o. on	hire
take s.t. out	borrow from a library
talk s.o. into*	persuade
talk s.t. over	discuss
team up with s.o.	start to work with
tear s.t. down	destroy
tear s.t. up	tear into small pieces
think back on s.o. or s.t.	remember
think s.t. over	consider
think s.t. up	invent
throw s.t. away/out	discard
touch s.t. up	improve by making small changes
try s.t. on	put clothing on to see if it fits
try s.t. out	find out if something works
turn s.o. or s.t. down	1. reject 2. decrease the volume (a radio, a TV)
turn s.t. in	submit
turn s.o. or s.t. into	change from one form to another
turn s.o. off	(slang) destroy interest
turn s.t. off	stop a machine or light
turn s.t. on	start a machine or light
turn out	have a particular result
turn up	appear
turn s.t. up	raise the volume
use s.t. up	use completely, consume
wake up	arise after sleeping
wake (s.o.) up	awaken
watch out	be careful
work s.t. off	remove by work or activity
work out	1. be resolved 2. exercise
work s.t. out	solve
write s.t. down	write on a piece of paper
write s.t. up	write in a finished form

18 Some Common Irregular Plural Nouns

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
analysis	analyses	half	halves	man	men	mouse	mice
basis	bases	knife	knives	woman	women	deer	deer
crisis	crises	leaf	leaves	child	children	fish	fish
hypothesis	hypotheses	life	lives	foot	feet	sheep	sheep
		loaf	loaves	goose	geese	person	people
		shelf	shelves	tooth	teeth		
		wife	wives				

19 Spelling Rules for the Present Progressive

1. Add *-ing* to the base form of the verb.

read *reading*
stand *standing*

2. If a verb ends in a silent *-e*, drop the final *-e* and add *-ing*.

leave *leaving*
take *taking*

3. In a one-syllable word, if the last three letters are a consonant-vowel-consonant combination (CVC), double the last consonant before adding *-ing*.

C V C
↓ ↓ ↓
s i t *sitting*

C V C
↓ ↓ ↓
r u n *running*

However, do not double the last consonant in words that end in *w*, *x*, or *y*.

sew *sewing*
fix *fixing*
enjoy *enjoying*

4. In words of two or more syllables that end in a consonant-vowel-consonant combination, double the last consonant only if the last syllable is stressed.

admit *admitting* (The last syllable is stressed,
so you double the *-t*.)

whisper *whispering* (The last syllable is not stressed,
so you don't double the *-r*.)

5. If a verb ends in *-ie*, change the *ie* to *y* before adding *-ing*.

die *dying*

20 Spelling Rules for the Simple Present Tense: Third-Person Singular (*he, she, it*)

1. Add *-s* for most verbs.

work *works*
buy *buys*
ride *rides*
return *returns*

2. Add *-es* for words that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*.

watch *watches*
pass *passes*
rush *rushes*
relax *relaxes*
buzz *buzzes*

3. Change the *y* to *i* and add *-es* when the base form ends in a consonant + *y*.

study *studies*
hurry *hurries*
dry *dries*

Do not change the *y* when the base form ends in a vowel + *y*. Add *-s*.

play *plays*
enjoy *enjoys*

4. A few verbs have irregular forms.

be *is*
do *does*
go *goes*
have *has*

21

Spelling Rules for the Simple Past Tense of Regular Verbs

1. If the verb ends in a consonant, add *-ed*.

return returned
help helped

2. If the verb ends in *-e*, add *-d*.

live lived
create created
die died

3. In one-syllable words, if the verb ends in a consonant-vowel-consonant combination (CVC), double the final consonant and add *-ed*.

C V C
↓ ↓ ↓
h o p hopped

C V C
↓ ↓ ↓
r u b rubbed

However, do not double one-syllable words ending in *-w*, *-x*, or *-y*.

bow bowed
mix mixed
play played

4. In words of two or more syllables that end in a consonant-vowel-consonant combination, double the last consonant only if the last syllable is stressed.

prefer' preferred (The last syllable is stressed,
so you double the *-r*.)

visit visited (The last syllable is not stressed,
so you don't double the *t*.)

5. If the verb ends in a consonant + *y*, change the *y* to *i* and add *-ed*.

worry worried
carry carried

6. If the verb ends in a vowel + *y*, add *-ed*. (Do not change the *y* to *i*.)

play played
annoy annoyed

Exceptions: pay—paid, lay—laid, say—said

22

Spelling Rules for the Comparative (-er) and Superlative (-est) of Adjectives

1. Add *-er* to one-syllable adjectives to form the comparative.

Add *-est* to one-syllable adjectives to form the superlative.

cheap cheaper cheapest
bright brighter brightest

2. If the adjective ends in *-e*, add *-r* or *-st*.

nice nicer nicest

3. If the adjective ends in a consonant + *y*, change *y* to *i* before you add *-er* or *-est*.

pretty prettier prettiest

Exception: shy shyer shyest

4. If the adjective ends in a consonant-vowel-consonant combination (CVC), double the final consonant before adding *-er* or *-est*.

C V C
↓ ↓ ↓
b i g bigger biggest

However, do not double the consonant in words ending in *-w* or *-y*.

slow slower slowest
coy coyler coyest

23

Spelling Rules for Adverbs Ending in -ly

1. Add *-ly* to the corresponding adjective.

nice nicely
quiet quietly
beautiful beautifully

2. If the adjective ends in a consonant + *y*, change the *y* to *i* before adding *-ly*.

easy easily

3. If the adjective ends in *-le*, drop the *e* and add *-ly*.

possible possibly

However, do not drop the *e* for other adjectives ending in *-e*.

extreme extremely

Exception: true truly

4. If the adjective ends in *-ic*, add *-ally*.

basic basically
fantastic fantastically

24 Contractions with Verb Forms

1. SIMPLE PRESENT TENSE, PRESENT PROGRESSIVE, AND IMPERATIVE

Contractions with *Be*

I am = I'm
you are = you're
he is = he's
she is = she's
it is = it's
we are = we're
you are = you're
they are = they're

I am not = I'm not
you are not = you're not or you aren't
he is not = he's not or he isn't
she is not = she's not or she isn't
it is not = it's not or it isn't
we are not = we're not or we aren't
you are not = you're not or you aren't
they are not = they're not or they aren't

Contractions with *Do*

do not = don't
does not = doesn't

SIMPLE PRESENT

I'm a student.
He's my teacher.
We're from Canada.

PRESENT PROGRESSIVE

I'm studying here.
He's teaching verbs.
We're living here.

SIMPLE PRESENT

She's not sick.
He isn't late.
We aren't twins.
They're not here.

PRESENT PROGRESSIVE

She's not reading.
He isn't coming.
We aren't leaving.
They're not playing.

SIMPLE PRESENT

They don't live here.
It doesn't snow much.

IMPERATIVE

Don't run!

2. SIMPLE PAST TENSE AND PAST PROGRESSIVE

Contractions with *Be*

was not = wasn't
were not = weren't

Contractions with *Do*

did not = didn't

SIMPLE PAST

He wasn't a poet.
They weren't twins.
We didn't see her.

PAST PROGRESSIVE

He wasn't singing.
They weren't sleeping.

3. FUTURE

Contractions with *Will*

I will = I'll
you will = you'll
he will = he'll
she will = she'll
it will = it'll
we will = we'll
you will = you'll
they will = they'll
will not = won't

FUTURE WITH *Will*

I'll take the train.
It'll be faster that way.
We'll go together.
He won't come with us.
They won't miss the train.

(continued on next page)

Contractions with *Be going to*

I am going to	=	I'm going to
you are going to	=	you're going to
he is going to	=	he's going to
she is going to	=	she's going to
it is going to	=	it's going to
we are going to	=	we're going to
you are going to	=	you're going to
they are going to	=	they're going to

FUTURE WITH *BE GOING TO*

I'm going to buy tickets tomorrow.
She's going to call you.
It's going to rain soon.
We're going to drive to Boston.
They're going to crash!

4. PRESENT PERFECT AND PRESENT PERFECT PROGRESSIVE

Contractions with *Have*

I have	=	I've
you have	=	you've
he has	=	he's
she has	=	she's
it has	=	it's
we have	=	we've
you have	=	you've
they have	=	they've

have not	=	haven't
has not	=	hasn't

You've already read that page.
We've been writing for an hour.
She's been to Africa three times.
It's been raining since yesterday.
We haven't seen any elephants yet.
They haven't been living here long.
She hasn't taken any photos today.

5. MODALS AND MODAL-LIKE EXPRESSIONS

cannot or can not	=	can't
could not	=	couldn't
should not	=	shouldn't
had better	=	'd better
would prefer	=	'd prefer
would not	=	wouldn't
would rather	=	'd rather

could have	=	could've
should have	=	should've
would have	=	would've
must have	=	must've
might have	=	might've

She can't dance.
We shouldn't go.
They'd better decide.
I'd prefer coffee.
She wouldn't.
I'd rather take the bus.

We could've walked.
We might've arrived late.

6. CONDITIONALS WITH *WOULD*

I would	=	I'd
you would	=	you'd
he would	=	he'd
she would	=	she'd
we would	=	we'd
you would	=	you'd
they would	=	they'd
would have	=	would've
would not	=	wouldn't

If I had time, I'd travel.
If you moved here, you'd be happy.
If she knew the answer, she'd tell you.
We'd buy a new car if we had the money.
If you invited them, they'd come.
If I had known, I would've told you.
I wouldn't do that if I were you.

25 Punctuation Rules for Direct Speech

Direct speech may either follow or come before the reporting verb. When direct speech follows the reporting verb,

- Put a comma after the reporting verb.
- Use opening quotation marks (") before the first word of the direct speech.
- Begin the quotation with a capital letter.
- Use the appropriate end punctuation for the direct speech. It may be a period (.), a question mark (?), or an exclamation point (!).
- Put closing quotation marks (") after the end punctuation of the quotation.

Examples: He said, "I had a good time."
 She asked, "Where's the party?"
 They shouted, "Be careful!"

When direct speech comes before the reporting verb,

- Begin the sentence with opening quotation marks (").
- Use the appropriate end punctuation for the direct speech. If the direct speech is a statement, use a comma (,). If the direct speech is a question, use a question mark (?). If the direct speech is an exclamation, use an exclamation point (!).
- Use closing quotation marks after the end punctuation for the direct speech (").
- Begin the reporting clause with a lower-case letter.
- Use a period at the end of the main sentence (.).

Examples: "I had a good time," he said.
 "Where's the party?" she asked.
 "Be careful!" they shouted.

26 Pronunciation Table

VOWELS				CONSONANTS			
Symbol	Key Word	Symbol	Key Word	Symbol	Key Word	Symbol	Key Word
i	beat, feed	ə	banana, among	p	pack, happy	ʃ	ship, machine, station, special, discussion
ɪ	bit, did	əː	shirt, murder	b	back, rubber	ʒ	measure, vision
eɪ	date, paid	aɪ	bite, cry, buy, eye	t	tie	h	hot, who
ɛ	bet, bed	aʊ	about, how	d	die	m	men
æ	bat, bad	ɔɪ	voice, boy	k	came, key, quick	n	sun, know, pneumonia
ɑ	box, odd, father	ɪr	beer	g	game, guest	ŋ	sung, ringing
ɔ	bought, dog	ɛr	bare	tʃ	church, nature, watch	w	wet, white
oʊ	boat, road	ɑr	bar	dʒ	judge, general, major	l	light, long
ʊ	book, good	ɔr	door	f	fan, photograph	r	right, wrong
u	boot, food, student	ʊr	tour	v	van	y	yes, use, music
ʌ	but, mud, mother			θ	thing, breath	t	butter, bottle
				ð	then, breathe		
				s	sip, city, psychology		
				z	zip, please, goes		

STRESS

' shows main stress.

Pronunciation Rules for the Simple Present Tense: Third-Person Singular (*he, she, it*)

1. The third person singular in the simple present tense always ends in the letter *-s*. There are, however, three different pronunciations for the final sound of the third person singular.

/s/	/z/	/ɪz/
talks	loves	dances

2. The final sound is pronounced /s/ after the voiceless sounds /p/, /t/, /k/, and /f/.

top	tops
get	gets
take	takes
laugh	laughs

3. The final sound is pronounced /z/ after the voiced sounds /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/, /l/, and /r/.

describe	describes
spend	spends
hug	hugs
live	lives
bathe	bathes
seem	seems
remain	remains
sing	sings
tell	tells
lower	lowers

4. The final sound is pronounced /z/ after all vowel sounds.

agree	agrees
try	tries
stay	stays
know	knows

5. The final sound is pronounced /ɪz/ after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. /ɪz/ adds a syllable to the verb.

relax	relaxes
freeze	freezes
rush	rushes
massage	massages
watch	watches
judge	judges

6. *Do* and *say* have a change in vowel sound.

say	/sɛɪ/	says	/sɛz/
do	/du/	does	/dʌz/

Pronunciation Rules for the Simple Past Tense of Regular Verbs

1. The regular simple past always ends in the letter *-d*. There are, however, three different pronunciations for the final sound of the regular simple past.

/t/	/d/	/ɪd/
raced	lived	attended

2. The final sound is pronounced /t/ after the voiceless sounds /p/, /k/, /f/, /s/, /ʃ/, and /tʃ/.

hop	hopped
work	worked
laugh	laughed
address	addressed
publish	published
watch	watched

3. The final sound is pronounced /d/ after the voiced sounds /b/, /g/, /v/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, and /ð/.

rub	rubbed
hug	hugged
live	lived
surprise	surprised

massage	massaged
change	changed
rhyme	rhymed
return	returned
bang	banged
enroll	enrolled
appear	appeared
bathe	bathed

4. The final sound is pronounced /d/ after all vowel sounds.

agree	agreed
play	played
die	died
enjoy	enjoyed
row	rowed

5. The final sound is pronounced /ɪd/ after /t/ and /d/. /ɪd/ adds a syllable to the verb.

start	started
decide	decided

29 Used to or would?

1. Use *used to* and *didn't use to* + base form of the verb to talk about past habits and states.

People used to live here.

(But now they don't.)

I didn't use to like coffee but now I love it.

Did you use to have long hair when you were younger?

2. You can also use *would* + base form of the verb to describe repeated past actions.

Be careful! You cannot use *would* to describe past states.

As a child I would walk along the beach collecting shells.

Some evenings, I would go down to the beach to watch the sunset.

NOT I would have long hair when I was younger.

30 Have or have got?

1. Use **have** or **have got** to talk about possessions. These two verbs mean the same thing. **Have got** is a present tense of **have** not the present perfect form of **get**. **Have got** is more common than **have** in British English.

I have a flat in Manchester. I've got a flat in Manchester.

The hotel has a swimming pool. The hotel's got a swimming pool.

2. **Have got** is most common in the present and less common in the past.

I had a bad headache yesterday.

NOT I had got a bad headache ...

3. Use **have** to talk about routines or regular activities.

I often have a salad for lunch.

NOT I often have got a salad for lunch.

The baby has a bath every night

NOT The baby has got a bath every night.

4. Use **have** in many common expressions.

have lunch have a bath have a rest

have a chat have a go

31 Compound Nouns

1. Compound nouns are very common in English. Use two or three words together to make compound nouns.

toothbrush = a brush you clean your teeth with

bookshop = a shop where you buy books

sister-in-law

a letter box

job centre

2. Most compounds are written as two separate words,

service station bus stop hot dog

credit card head office paper clip

3. Some short compounds are written as one word.

bathroom

postman

hairbrush

4. A few have hyphens.

mother-in-law

T-shirt

X-ray

32 British and American English

GRAMMAR

British English

The present perfect is used for recent past actions:

I've just seen Jim.

The past participle *gotten* is not used:

Your French has got better since I last saw you.

Have got and *have* are both used in negatives and questions:

Have you got my book? OR
Do you have my book?
I haven't got a car. OR
I don't have a car.

Collective nouns are more commonly used with a plural verb. Singular verbs are also possible:

The crew are/is on deck.
The crowd are/is shouting.

Can't is used to say that something is not possible:

Sally can't be here. All the lights are out.

The definite article *the* is used with musical instruments:

I play the violin.

And is usually used after the verb *go*:

Let's go and see Mike.

SPELLING

British English

centre, fibre, metre, theatre
colour, favourite, flavour,
labour, honour
defence, licence
practice (noun), practise (verb)
programme
analyse, paralyse, realise
analogue, catalogue, dialogue

American English

The past simple or present perfect is used for recent past actions:

I just saw Jim. OR *I've just seen Jim.*

The past participle *gotten* is used:

Your French has gotten better since I last saw you.

Have is more common in negatives and questions:

Do you have my book?

I don't have a car.

Collective nouns are more commonly used with a singular verb:

The crew is on deck.
The crowd is shouting.

Can't and *must not* are both used to say that something is not possible:

Sally can't/must not be here. All the lights are out.

The definite article *the* can be left out:

I play violin. OR *I play the violin.*

And is often left out after the verb *go*:

Let's go see Mike.

American English

center, fiber, meter, theater
color, favorite, flavor,
labor, honor
defense, license
practice
program
analyze, paralyze, realize
analog/analogue, catalog,
dialog/dialogue

VOCABULARY

British English

aeroplane
angry
autumn
barrister
bill (in a restaurant)
biscuit
bonnet (of a car)
boot (of a car)
car park
chips
crisps
crossroads
dustbin
film
first floor
flat
gear lever
ground floor
holiday
hooter
jab
lift
lorry
mad
main road
motorway
nappy
pavement
petrol
post
public lavatory/toilet
queue (noun); queue (verb)
rise
rubber
rubbish
shop
solicitor
stupid
surgery
sweets
tap
timetable
torch
trainers
trousers
underground
windscreen
zebra crossing
zip

American English

airplane
angry/mad
fall/autumn
lawyer/attorney
check
cookie
hood
trunk
parking lot
french fries/fries
potato chips
intersection/crossroads
trashcan
movie
second floor
apartment
gear shift/stick shift
first floor
vacation
horn
shot/injection
elevator
truck
crazy
highway
freeway
diaper
sidewalk
gas
mail
rest room
line; stand in line
raise
eraser
trash; garbage
store
lawyer/attorney
dumb/stupid
doctor's office
candy
faucet/tap
schedule/timetable
flashlight
sneakers
pants
subway
windshield
crosswalk
zipper

(continued on next page)

OTHER DIFFERENCES

British English

in Oxford Street
at the weekend
stay at home
in the team
different from/to
outside the city

American English

on Fifth Avenue
on the weekend
stay home
on the team
different than/from
outside of the city/outside the city

11 June; the eleventh of June; June 11; June eleventh; 06-11 -95
June the eleventh; 11 -06-95
do something again
Monday to Friday
A to Z
do something over/again
Monday through/to Friday
A to Z

Appendix Quiz

Read and answer the questions and tick the correct answers.

- 1 What is the past participle of the verb *light*!
- 2 *envy* is ...
 an action verb. a stative verb.
- 3 If someone *lets you down*, are you ...
 happy? sad?
- 4 What is the superlative form of the adjective *far*!
- 5 If something doesn't interest you, are you ...
 boring? bored?
- 6 If you *used to* drink coffee, do you still drink coffee?
 Yes No
- 7 *tooth* has ...
 a regular plural form. an irregular plural form.
- 8 If you *dress up*, do you wear jeans and trainers?
 Yes No
- 9 What are *chips* called in American English?
- 10 You form compound nouns with more than one word.
 True False
- 11 Which is correct?
 I've got a shower every morning.
 I have a shower every morning.
- 12 *would can* be used with both action and stative verbs.
 True False
- 13 The past participle and the base form of the verb *hit* are
 the same. different.
- 14 The verb *weigh* can have a stative meaning.
 True False
- 15 If you *cheer someone up*, they feel ...
 worse. better.
- 16 The plural form of *sheep* is ...
 sheep. sheeps.
- 17 Which sentence is correct in British English?
 I didn't pack my suitcase yet.
 I haven't packed my suitcase yet.
- 18 The verb *want* is followed by the ...
 -ing form. infinitive.
- 19 You *eat out* ...
 at home. in a restaurant.
- 20 Your friend gives you a hot dog. Do you ...
 stroke it? eat it?
- 21 Tick the correct sentence.
 I'm really annoying! Nothing is going right.
 I'm really annoyed! Nothing is going right.
- 22 There are two ways of forming the comparative and superlative of some adjectives.
 True False
- 23 Are you aware ...
 of something? to something?
- 24 If you ask for the *check* at the end of your meal, you are in ...
 a British restaurant. an American restaurant.
- 25 The verb *remember* cannot be followed by the -ing form.
 True False

ANSWER KEY

1	lit	8	No	12	False	18	infinitive	22	True
2	a stative verb	9	french	13	the same	19	in a restaurant	23	of something
3	sad	10	True	14	True	20	eat it	24	an American
4	furthest	11	I have a	15	better	21	I'm really	25	False
5	bored	12	shower every	16	sheep	17	Nothing is		
6	No	13	morning	17	I haven't		going right.		
7	an irregular				packed my				

Answer Key

NOTE: In this answer key, where the contracted form is given, the full form is also correct, and where the full form is given, the contracted form is also correct.

UNIT 1

Present Continuous

CHECK POINT

It's happening now!

CHART CHECK 1

be + base form of verb + -ing
be

CHART CHECK 2

F

EXPRESS CHECK

are . . . leaving
are . . . performing OR 're . . . performing

1 I'm working very hard these days, but I have some good news. Right now, I'm sitting at a desk in the Entertainment Section of the *Tribune*! Of course I'm still taking journalism classes at night as well. The job is temporary – Joe Sims, the regular reporter, is taking this month off to write a book. This week we're preparing to interview your favourite group, the Airheads. In fact, at this very moment they're flying into town by helicopter. They're performing at the Theatre Royal all week. How are you getting on? Are you still writing music? Oops! The crew are calling me. We're leaving for the theatre now. Write soon!

2

- are going
- 'm going
- is waiting OR 's waiting
- 'm working
- aren't doing OR 're not doing
- 're . . . sitting
- 'm sitting
- 'm . . . thinking
- are staying

- Why are you touring again?
- What are you working on these days?
- Who's singing now?
- Is she replacing Tina?
- No, she isn't. OR No, she's not.

I'm writing
I write to you from my hotel room. Everyone else is sleeping but I'm sitting here, looking at the sea. We're staying at the Plaza in Atlantic Beach and the view is beautiful. The tour is going well. The audience is crazy about the new songs but the fans are always asking for you. How's the baby? Has she got a good voice? Are you teaching her to sing yet? Maybe both of you will come along for the next tour!

UNIT

Present Simple

CHECK POINT

John's Typical Working Week

CHART CHECK

T, T, F

EXPRESS CHECK

Why does he work

1 In today's fast-paced world, we never escape stress. Stress always affects us psychologically but according to Dr Roads, author of the new bestseller, *Calm Down!*, it also affects us physically. For example, stress causes high blood pressure. Doctors often prescribe medication for stress-related illnesses. Medicine usually lowers a patient's blood

pressure. But, Dr Roads claims, 'You don't always need pills. Relaxation exercises are sometimes as effective as pills. For example, breathing exercises relax you and lower your blood pressure at the same time – and it only takes a few minutes!'

- 2**
- | | |
|-----------|-------------------|
| 3. go | 7. doesn't finish |
| 4. rushes | 8. worries |
| 5. isn't | 9. hasn't got |
| 6. is | 10. hasn't got |

- 3**
- Does he work on reports in the afternoon? No, he doesn't.
 - When does he see clients? He sees clients from 9:00 to 12:00.
 - Does he have a lunch break? Yes, he does.
 - What does he do from 12:30 to 5:00? He returns phone calls.
 - Where does he go at 5:30? He goes to evening classes.

4 I'm so tired. I ~~have~~ ^{never have} never time to relax. I work all day and ~~studies~~ ^{study} all night. My boss ~~tells~~ ^{tells} me that I need a holiday. I agree but I'm ~~afraid to take one~~ ^{think} afraid to take one. Does my boss ~~thinks~~ ^{think} that the office can function without me? I ~~don't~~ ^{don't} want them to think I'm not necessary. But my wife is unhappy, too. She ~~complains~~ ^{complains} that she never sees me any more. My schedule ~~are~~ ^{is} crazy. I don't think I can keep this up much longer. I don't ~~wants~~ ^{want} to give up evening classes, though. I ~~think~~ ^{often think} often that there has got to be a better way.

UNIT 3 Stative Verbs

POINT

has the flavour of chicken

CHART CHECK

T,T

EXPRESS CHECK

'm weighing, weighs

1

ANNA: This steak tastes delicious. Your salmon looks good, too.

BEN: Here, I'm putting some on your plate. I think you'll like it.

ANNA: Mmm. I do like it! Funny, I usually don't like fish.

BEN: Red has that effect on people.

ANNA: I have no idea what you're talking about. What do you mean?

BEN: Well, colours can change the way we feel. For example, people often feel hungrier in a red room. I notice that you're looking at the red wallpaper.

ANNA: And I certainly feel hungry. I'm eating half your salmon.

BEN: That's OK. I'm tasting your steak. It's delicious!

- 2**
- | | |
|---------------|--------------------|
| 2. is looking | 8. doesn't suspect |
| 3. cost | 9. know |
| 4. wants | 10. is thinking |
| 5. hates | 11. hasn't got |
| 6. seems | 12. is listening |
| 7. likes | |

- 3**
- | | |
|------------------|-----------------|
| 2. 'm tasting | 11. don't know |
| 3. needs | 12. is |
| 4. Do . . . want | 13. 'm smelling |
| 5. tastes | 14. 'm not |
| 6. think | 15. love |
| 7. 'm thinking | 16. smells |
| 8. isn't | 17. know |
| 9. sounds | 18. mean |
| 10. 'm looking | 19. feel |

4 Not a good day! I feel depressed and I've got a headache. I'm ~~needing~~ ^{need} needing to do something to change my mood and get rid of this pain. Last week, I'm ~~reading~~ ^{read} reading an article about how smells can affect mood and even health, so at the moment I ~~smell~~ ^{'m smelling} 'm smelling an orange (for the depression) and a green

(continued on next page)

apple (for the headache). They smell nice but I'm ^{don't think} not thinking that I notice a difference in how I feel! I think I'm ^{prefer} preferring to eat something when I feel down. But I worry that I'm ^{weigh} weighing too much. So, at the moment I ^{'m having} have a cup of peppermint tea with lemon. The article says that the peppermint smell helps you eat less. Well, I don't know about that! A chocolate ice cream sounds pretty good right now! It's ^{seems} seeming that there are no easy solutions.

UNIT 4

Present Continuous and Present Simple

CHECK POINT

F,F

CHART CHECK

two parts
two forms

EXPRESS CHECK

PRESENT CONTINUOUS			
SUBJECT	BE	BASE FORM + -ING	
I	am	buying	flowers now.
You	are	buying	
He	is	buying	

PRESENT SIMPLE			
SUBJECT		VERB	
I		buy	chocolates.
You	usually	buy	
He		buys	

- 1** **28 June:** I'm sitting in a seat 3,000 metres above the earth en route to Argentina! I usually have dinner at this time but right now I've got a headache from the excitement. The person next to me is eating my food. She looks happy.
- 30 June:** It's 7:30. My host's parents are still working. Carlos, the father, works at home. The youngest son, Ricardo, is sweet. He looks (and behaves) a lot like Bobby. Right now, he's looking over my shoulder and trying to read my diary.
- 4 July:** The weather is cold now. I usually spend the first weekend of July at the beach but today I'm walking around in a heavy sweater.
- 6 August:** I feel so tired tonight. Everyone else feels great in the evening because they have long naps in the afternoon.

- 2**
- 'm waiting
 - look
 - 'm working
 - 's talking
 - isn't looking OR 's not looking
 - looks
 - doesn't mean
 - 's talking
 - 're doing
 - 're standing
 - Do . . . think
 - 're going out
 - don't think
 - means
 - come
 - stand
 - is . . . walking
 - doesn't start
 - 's . . . got
 - walks
 - seem
 - are . . . shaking
 - know
 - shake
 - meet

3 It's 12:30 and I ^{am sitting} sit in the library. My classmates are eating lunch together but I'm not hungry yet. At home, we ^{never eat} eat-never this early. Today our homework topic is 'culture shock'. It's a good topic for me right now because I'm ^{being} being pretty homesick. I miss my old routine. At home we always ^{have} are-having a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto I ^{have} am-having a conversation class at 3:00. Every day, I almost fall asleep in class, and my teacher ^{asks} ask me, 'Are you bored?' Of course I'm not bored. I just need my afternoon rest! This class ^{is always} always-is fun. This term, we ^{'re working} work on a project with video cameras. My team is filming groups of people from different cultures. We ^{analysing} are analyse 'social distance'. That means how close to each other people stand. According to my new watch, it's 12:55, so I ^{'m leaving} leave now for my one o'clock class. Teachers here really ^{don't like} aren't-liking it when you are late!

UNIT 5 Imperative

CHECK POINT
giving instructions on how to do an exercise

CHART CHECK
don't include a subject

EXPRESS CHECK

AFFIRMATIVE	
BASE FORM OF VERB	
Listen	to the music.
Touch	your toes.
Stand up	straight.

NEGATIVE		
DON'T	BASE FORM OF VERB	
Don't	listen	to the music.
Don't	touch	your toes.
Don't	stand up	straight.

- 1** 2. c 4. e 6. a
3. b 5. d 7. f

- 2** 2. Wash six strawberries.
3. Cut the strawberries in half.
4. Pour orange juice into the blender.
5. Add the fruit to the orange juice.
6. Blend the ingredients until smooth.

- 3** 2. Learn 7. Take
3. Reduce 8. Choose
4. Improve 9. Don't delay
5. Get 10. Register
6. Don't miss

4 For the Black Belt essay, Master Gibbons gave us this assignment: ^{Write} You-write about something important to you. My topic is *The Right Way*, the rules of life for the martial arts. ^{respect} First, respects other people – treat them the way you want them to treat you. Second, ^{help} helped people in need. In other words, use your strength for others, ^{don't} not-to use it just for your own good. Third, ^{don't} no lie or steal. These are the most important rules to me.

SelfTest I

(Total = 100 points. Each item = 4 points.)

1. B 5. D 9. C 13. D
2. D 6. A 10. B 14. D
3. A 7. B 11. A 15. B
4. A 8. B 12. A

SECTION TWO

(Correct answers are in brackets.)

- 16. A (swims) 21. C (hate)
- 17. C (is raining) 22. A (usually arrives)
- 18. B (are you) 23. B (aren't OR are not)
- 19. C (don't) 24. D ('m always losing)
- 20. B (seems) 25. B (delete you)

UNIT 6

Past Simple: Affirmative Statements

CHECK POINT

1989
1999

CHART CHECK

two
-d or -ed

EXPRESS CHECK

was, were
came
saved

1 Matsuo Basho wrote more than 1,000 three-line poems or 'haiku.' He chose topics from nature, daily life and human emotions. He became one of Japan's most famous poets and his work established haiku as an important art form.

Matsuo Basho was born near Kyoto in 1644. His father wanted him to become a samurai (warrior). Instead, Matsuo moved to Edo (present-day Tokyo) and studied poetry. By 1681, he had many students and admirers.

Basho's home burnt down in 1682. Then, in 1683, his mother died. After these events, Basho felt restless. In 1684, he travelled on foot and on horseback all over Japan. Sometimes his friends joined him, and they wrote poetry together. Travel was difficult in the seventeenth century and Basho was often ill. He died in 1694, during a journey to Osaka. At that time he had 2,000 students.

2

- 2. wrote
- 3. were
- 4. led
- 5. became
- 6. left
- 7. saw
- 8. wore
- 9. wrote
- 10. addressed
- 11. appeared
- 12. happened
- 14. saw
- 15. bit
- 16. ate
- 17. drank
- 18. happened

3

Today in class we read a poem by Robert Frost. I really ^{enjoyed} enjoy it. It was about a person who ^{chose} ~~choosed~~ between two roads in a forest. Before he made his decision, he ^{spent} ~~spents~~ a lot of time trying to decide which road to follow. Many people thought the person ^{was} were Frost. In the end, he ^{took} take the road that was less travelled on. He decided to be a poet. That decision ^{changed} ~~change~~ his life a lot.

Sometimes I feel a little like Frost. Two years ago I ^{decided} ~~decide~~ to come to this country. That ^{was} were the biggest decision of my life.

UNIT 7

Past Simple: Negative Statements and Questions

CHECK POINT

?, F, T

CHART CHECK 1

not
did not

CHART CHECK 2

was, were
did

EXPRESS CHECK

Did she have a navigator?
No, she didn't.

1

- 2. No
- 3. Yes
- 4. No
- 5. Yes
- 6. Yes
- 7. No

- 2** 2. Where did she study? At Columbia University.
 3. How long was she a social worker? For two years.
 4. Where did her last flight leave from? From New Guinea.
 5. How many books did she write? Three.
 6. What was her nationality? American.
 7. When did she disappear? In 1937.

- 3** 3. Were 9. Did . . . dream
 4. No . . . weren't 10. didn't think
 5. didn't want 11. **Were**
 6. Did . . . feel 12. No . . . wasn't
 7. Yes . . . did 13. Was
 8. didn't stop 14. No . . . wasn't

4 Hi! Did you ^{receive} ~~received~~ my last letter? I didn't ^{know} ~~knew~~ your new address so I sent it to your old one. When ^{did you move} ~~you moved~~? Did your flatmate move with you? Right now I'm on board a plane flying to El Paso to visit Ana. Did you ^{meet} ~~met~~ her at the conference last year? I wanted to visit her in June but I ^{didn't have} ~~no had~~ the time. At first I was going to drive from Los Angeles but I decided to fly instead. This is only my third flight but I love flying! I ^{didn't} ~~didn't~~ know flying could be so much fun! Hope to hear from you.

UNIT 8 **Used to**

CHECK POINT
 a habit he had in the past

CHART CHECK 1

T

CHART CHECK 2

did . . . use to

EXPRESS CHECK

used to
 use to
 say

1 In many ways, fashion used to be much simpler. Women didn't use to wear trousers to the office and men's clothes never used to come in bright colours. People also used to dress in special ways for different situations. They didn't use blue jeans as business clothes or wear tracksuits when they travelled. Today you can go to the opera and find some women in evening gowns while others are in blue jeans. Even buying jeans used to be easier - they only came in blue denim. I'm still not used to buying green jeans and wearing them to work!

- 2** 2. used to have 5. used to wear
 3. used to dress 6. used to carry
 4. used to dance

- 3** (Answers may vary slightly.)
 2. Trainers used to come in only two colours - black and white.
 3. They didn't use to cost as much as they do these days. OR They used to cost less than they do these days.
 4. Did people use to wear jeans fifty years ago?
 5. Jeans and trainers didn't use to cost very much thirty years ago.
 6. Did women use to wear jeans?

4 When I was younger, clothes ^{use} ~~didn't used to~~ be a problem. All the girls at my school used ^{wear} ~~wore~~ the same uniform. I used to think that it took away from my freedom of choice. Now I can wear what I want but clothes cost

so much! Even blue jeans, today's 'uniform', used to be cheaper. My mum ^{used} ~~uses~~ to pay less than £30 for hers. I suppose they didn't ^{use} ~~used~~ to sell designer jeans back then. You know, I was used to be against school uniforms but now I'm not so sure!

UNIT 9

Past Continuous

CHECK POINT

what she was doing at the time of her accident

CHART CHECK 1

F

CHART CHECK 2

before the subject

EXPRESS CHECK

A: were ... staying

B: was staying

1

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

2

3. were sitting outside.
4. wasn't snowing.
5. were wearing sunglasses.
6. weren't wearing their gloves.
7. was serving drinks.
8. wasn't serving lunch.
9. wasn't smiling.
10. was using a mobile phone.

3

3. was recovering
4. wasn't performing
5. were ... thinking
6. were waiting
7. wasn't thinking
8. were watching
9. Were ... competing
10. was
11. was training
12. were ... taking



This evening, Sheila and I ^{were} looking at some photographs from my skiing trip with Fritz's family last year. By the end of the evening, we ^{were} laughing like crazy. That was my first experience on skis so the pictures were really embarrassing. In one shot, I was ^{coming} ~~came~~ down the slope on my back. In another one, my skis ^{were} ~~was~~ falling out of the ski lift while I was riding up the slope. Fritz ^{took} ~~was taking~~ that picture from the lift entrance. Good thing he ^{wasn't}

~~not~~ standing right under me! Where was I when Fritz was falling down the slope? Well, unfortunately I ^{wasn't} ~~wasn't~~ ^{carrying} ~~carry~~ my camera. That would have been a great picture! It was amazing how fast Fritz's girlfriend, Karyn, learned that weekend. She was doing jumps by the second day. By that time, I ^{was spending} ~~spent~~ a lot of time at the ski cafe.

UNIT 10

Past Continuous and Past Simple

CHECK POINT

2, 1

CHART CHECK

F, T

EXPRESS CHECK

When
was he driving

1

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

2

- | | |
|---------------------|-------------------|
| 4. were waiting | 9. was going |
| 5. noticed | 10. reached |
| 6. Was ... speeding | 11. wasn't |
| 7. got | 12. were crossing |
| 8. was | 13. hit |

- 14. Did . . . stop
- 15. saw
- 16. didn't
- 17. was talking
- 18. was driving
- 19. didn't stop
- 20. weren't paying
- 21. were crossing
- 22. Was . . . snowing
- 23. happened
- 24. was
- 25. wasn't
- 26. started
- 27. arrived

- 3** 2. she was driving home, she listened to her car radio.
3. She pulled over to the side of the road . . . the visibility got very bad.
4. She heard about the accident. . . she was listening to the news. She drove to the police station. . . it stopped snowing.
6. she was talking to the police, she was thinking about her article for the morning paper.

- 4** Yesterday, a man was talking on his mobile phone while he was ^{driving} ~~drive~~ his car. Maybe ~~was~~ he ^{was} checking his diary while he was making his next appointment. He was certainly not concentrating on the road when the lights suddenly ^{turned} ~~was turning~~ red. The two men in ^{tried} ~~was trying~~ the street ^{weren't} ~~wasn't~~ jumping out of the way when they saw him but it was too late. No one was badly hurt but that was just luck. Last year, the City Council ^{didn't pass} ~~weren't passing~~ the 'talking and driving' law. We need that law!

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. A | 4. B | 7. A | 10. C |
| 2. D | 5. A | 8. B | 11. C |
| 3. D | 6. B | 9. D | 12. B |

SECTION TWO

(Correct answers are in parentheses.)

- | | |
|-----------------------|----------------------|
| 13. C (call) | 20. A (did) |
| 14. C (was) | 21. D (got) |
| 15. A (were) | 22. C (got) |
| 16. D (were sleeping) | 23. B (was driving) |
| 17. B(not) | 24. B (delete comma) |
| 18. D (dropped) | 25. D (saw) |
| 19. A (was) | |

UNIT 1

Present Perfect: Since and For

CHECK POINT

T

CHART CHECK 1

have + past participle
base form of verb + -d or -ed

CHART CHECK 2

a length of time

EXPRESS CHECK

driven: irregular
competed: regular
won: irregular
tried: regular

- 1** Martina Hingis picked up her first tennis racket at the age of two. Since then, she has become one of the greatest tennis players in the world. Born in Slovakia, she has lived in Switzerland for many years. She became the outdoor Swiss champion at the age of nine. Since then she has won many international competitions including Wimbledon, the US Open and the Australian Open.

For young stars like Martina, life has its difficulties. They are under constant pressure to win and they don't have time to just relax with friends. In fact, Martina hasn't been to school since 1994 and she has been in the public spotlight for years. But she seems to be handling her success well. Since she turned professional, she has played

(continued on next page)

- 2**
- 3 haven't stopped
 4. has . . . been
 5. slept
 - 6 haven't had
 7. saw
 8. didn't do
 9. didn't bother
 10. Have . . . tried OR Did . . . try
 11. Yes, I have. OR Yes, I did.
 12. 've already drunk
 - 13 drank

- 3**
- 5 Did you start your business before your marriage?
 6. No, I didn't.
 - 7 How long have you owned your own business?
 8. (I've owned my own business) since 1995/for six years.
When did you find your job in Bristol?
 10. (I found my job in Bristol) in 1998/three years ago.
 11. Has your commuter marriage been very difficult?
 12. Yes, it has!

4 It's 8:00 PM. ^{'s been} It ~~was~~ a hard week and it's not over yet! I still have to finish that report, ^{started} I've ~~started~~ it last Monday but so far I've ^{written} ~~wrote~~ only five pages. And it's due next week! Work ^{has been} ~~was~~ so difficult lately. I've worked late every night this week. I'm tired and ^{didn't get} I ~~haven't got~~ much sleep last night. I miss Joe. ^{saw} I've ~~seen~~ him last weekend but it seems like a long time ago.

UNIT 15 Present Perfect Continuous

CHECK POINT

The girls are still collecting Beanie Babies.

CHART CHECK 1

T

CHART CHECK 2

been + base form + -ing

EXPRESS CHECK

- A: has
B: For
A: been
B: collecting

- 1**
- | | | |
|------|------|------|
| 2. b | 4. b | 6. b |
| 3. a | 5. a | |

- 2**
3. have been selling
 4. has been living
 5. has been sending
 - 6 have been appearing
 7. has . . . been attracting
 8. has been buying
 9. Have . . . been queueing
 10. No, they haven't
 11. haven't been asking

- 3**
2. He hasn't been testing the rollerblades.
 3. He hasn't been playing basketball.
 4. He's been eating pizza.
 5. He hasn't been drinking Coke.
 6. He's been building a racing car.
 7. He's been playing video games.
 - 8 He hasn't been sending emails.

4 Thank you very much for the Pokemon cards. My friend and I have been ^{playing} ~~play~~ with them all day. So far, I ^{'ve} ~~am~~ been winning. I really love Pokemon. My mum ^{has} ~~been~~ buying the toys for us because she thinks they're fun, too. All my friends ^{have been} ~~were~~ collecting the cards for months now. Tonya loves the computer game you sent, too. ^{She's} ~~She've~~ been asking me to play with her but I've been having too much fun with my cards.

I hope you are well. I've been ^{thinking} ~~thought~~ about you a lot. I hope you can come and visit us soon.

Love,
Patrick

UNIT 16 Present Perfect and Present Perfect Continuous

CHECK POINT

F, T

CHART CHECK

T

EXPRESS CHECK

A: eating

B: has . . . been

A: has OR 's

B: Has

A: No . . . hasn't

- 1 2. T 4. F T
3. T 5. T

- 2 2. has published
3. have already died
4. has given
5. has spoken
6. have been waiting
7. has lived OR has been living
8. has worked OR has been working
9. has set up

- 3 2. 've . . . seen
3. has been living OR has lived
4. has experienced
5. has survived
6. have tested
7. have hunted
8. have saved
9. has been moving
10. has been eating
11. (has been) resting
12. has been raining OR has rained
13. have found OR have been finding

- 4 Elephants and their ancestors have been ^{living} ~~live~~ on this planet for 5 million years. Scientists have found their bones in many places, from Asia to North America. Present-day elephants ^{have} ~~has~~ also survived in different kinds of environments, including very dry

areas in Niger, grasslands in East Africa and forests in West Africa.

Because of their great size and strength, elephants have always ^{fascinated} ~~fascinating~~ humans.

Our fascination has almost caused African elephants to become extinct. Poachers

(illegal hunters) have already ^{killed} ~~been killing~~

hundreds of thousands of elephants for the ivory of their tusks. After 1989, it became illegal to sell ivory. Since then, the elephant population has ^{grown OR been growing} ~~been grown~~ steadily.

Recently, several countries have been

protecting elephants in national parks and herds have ^{become} ~~became~~ larger and healthier.

UNIT 17 Past Perfect

CHECK POINT

Oprah decided on a career.

CHART CHECK 1

T

CHART CHECK 2

before the subject

EXPRESS CHECK

A: arrived

B: hadn't

- 1 2. T 4. F 6. T
3. T 5. F

- 2 2. hadn't yet got
3. had already got
4. hadn't yet got
hadn't yet got
6. had already been
7. hadn't yet built
8. had already starred

- 3** 2. Had he reviewed . . . No, he hadn't.
 3. Had he reviewed . . . Yes, he had.
 4. Had he met . . . No, he hadn't.
 5. Had he recorded . . . Yes, he had.
 6. Had he worked out. Yes, he had.

4 Oprah Winfrey is an amazing person! By the time she was twelve, she ^{had} ~~has~~ already decided on a career. Not long afterwards, she got her first radio job. Although she hadn't ^{had} ~~have~~ any experience, she became a news reporter. When she got her own TV chat show, she ^{had} ~~has~~ already acted in a major Hollywood film. By the late 1980s, 'Oprah Winfrey' had ^{become} ~~became~~ a household word. Then in 1994, she decided to improve the quality of chat show themes. She also made a personal change. She had always had a weight problem but in 1995, TV viewers saw a new Winfrey. She had ^{lost} ~~losed~~ almost 40 kilos as a result of dieting and working out. She had also ^{competed} ~~compete~~ in a marathon. She has really been an inspiration to many people.

UNIT 18 Past Perfect Continuous

CHECK POINT

T

CHART CHECK

been

EXPRESS CHECK

- A: had . . . been practising
 B: had been practising
 A: Had . . . been practising
 B: hadn't, had been practising

- 1** 2. e 4. a 6. c
 3. d 5. f

- 2** 2. had been planning
 3. had been laughing and joking
 4. had been training
 5. had been running
 6. had been looking forward
 7. had been waiting

- 3** 3. had you been running
 4. had you been going out
 5. Had you been living
 6. No, I OR we hadn't
 7. Had you been expecting
 8. No, I hadn't

4 I've just got back from the marathon! I'm tired but very happy. When I crossed the finishing line, I ^{had} ~~have~~ been running for four hours and twenty-five minutes. Jeremy was standing there. He had been ^{waiting} ~~waited~~ for me the whole time. We were both soaking wet - I, because I had been sweating; he, because it ^{had} ~~has~~ been raining just a little while before. ^{looking} I was so glad to see him. I had been ~~look~~ forward to this day for so long and hoping that I could finish the race in less than four and a half hours. When I got home, I called ^{been} my parents. They had [^] watching the marathon on TV and had actually seen me cross the finishing line!

SelfTest 

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | |
|------|------|-------|
| 1. C | 5. B | 9. C |
| 2. D | 6. C | 10. A |
| 3. C | 7. B | 11. B |
| 4. A | 8. B | |

SECTION TWO

(Correct answers are in brackets.)

- 15. C (*delete* has)
- 16. D (yet)
- 17. C (seemed)
- 18. A ('ve been reading)
- 19. A (Have)
- 20. D (for)
- 21. D (taken)
- 22. B (has already been in business OR for fifty years already)
- 23. C (drink)
- 24. C (*delete* 've)
- 25. C (had)

UNIT 19 Future: Be going to and Will

CHECK POINT

The man is going to fall into the hole.

CHART CHECK 1

three

CHART CHECK 2

F

CHART CHECK 3

T

EXPRESS CHECK

It's going to rain.
I'll get an umbrella.

1 Items ticked: 2, 4, 5

- 2**
- 2. He's going to go on a journey.
 - 3. He's not going to drive, OR He isn't going to drive.
 - 4. He's going to give a speech.
 - 5. He's going to answer the phone.
 - 6. He's not going to watch TV. OR He isn't going to watch TV.

- 3**
- | | |
|----------------|----------------|
| 3. 'll... use | 8. will... be |
| 4. Will... get | 9. will have |
| 5. won't | 10. will look |
| 6. will have | 11. 'll open |
| 7. 'll repair | 12. 'll adjust |

- 13. 'll... control
- 14. Will... prevent
- 15. will
- 16. will... cost
- 17. won't be

4 I'm sorry that we ~~will~~ ^{won't} be able to get together in London. Martha will ^{miss} ~~misses~~ you, too. Perhaps we can get together sometime next month. Martha and I ^{are} ~~am~~ going to be in Birmingham until 15 July. After that, we are ^{to} going visit our son in Brighton. His wife is pregnant and ~~will~~ ^{is going to} have a baby in July. It's hard to believe that we ^{are OR 're} going to be grandparents!

How exciting that you ^{are OR 're} going to talk at the conference! I'm sure it ^{will} ~~will~~ be great. I've got to run now. The sky is getting really dark and there ^{'s going to be} ~~'ll be~~ a storm. I want to get out of this office before then. More later. Greg

UNIT 20 Future: Contrast

CHECK POINT

T,F

CHART CHECK

T,F

EXPRESS CHECK

I'm leaving in five minutes.
Are you going to the conference in May?

1 Russ: Ellen! It's nice to see you. Are you presenting a paper this week?
GREEN: Hi, David. Yes. In fact, my talk starts at two o'clock.
Russ: Oh, maybe I'll come. What are you going to talk about? Robots?
GREEN: Yes. I'm dealing with personal robots for household work.

Russ: I'd like one of those! Where's your son, by the way? Is he here with you?
 GREEN: No. Tony stays in Norfolk with his grandparents in the summer. I'm going to visit him after the conference. So, what are you working on these days?
 Russ: I'm still with the Mars Association. In fact, we're holding a news conference next month about the Mars shuttle launch.
 GREEN: That's exciting. Maybe I'll see you there.
 Russ: Great. The conference begins at noon on the tenth.

arrives on Mars tomorrow at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. By tomorrow morning the temperature ^{will be} is 18 degrees but it ^{'s going to feel OR 'll feel} is **feeling** more like 28 degrees. Enjoy your flight.'

- 2**
- | | |
|-----------------------|---------------------------------|
| 2. it's going to rain | 6. I'm posting |
| 3. I'll see | 7. I'm giving |
| 4. I'll call | 8. will you be, lands, I'll see |
| 5. I'm going | |

- 3**
- 'll wait
 - 's going to rain, 'll check OR 'm going to check
 - A: do . . . board OR will . . . board OR are . . . going to board
B: 're flying
 - 'll carry
 - A: do . . . land OR are . . . going to land OR will . . . land OR are . . . landing
B: 're going to be OR 'll be
 - A: 're going to get OR get OR 're getting OR 'll get
B: 'm having OR 'm going to have
 - 're going to start OR 'll start OR start

4 'Good evening, ladies and gentlemen. This ^{is} ~~will be~~ your captain speaking. We ^{are} ~~be~~ going to leave the Earth's field of gravity in ^{will be} about fifteen minutes. At that time, you ^{are} able to unbuckle your seat belts and float around ^{are going to OR will} the cabin. Host robots ^{are} take orders for dinner soon. After these storm clouds, ^{'re going to have OR 'll have} we ~~are having~~ a smooth trip. The shuttle

UNIT 21 Future Time Clauses

CHECK POINT

The child is planning her future.

CHART CHECK

T, F

EXPRESS CHECK

What will she be when she grows up?
I think she'll be a scientist.

- 1**
- | | | |
|------|-------------|------|
| 2. T | 4. T | 6. T |
| 3. F | 5. F | |

- 2**
- They are going to *move to* a larger house . . . Jeff gets a pay rise.
 - . . . they move to a larger house, they're going to have a baby.
 - Sarah will get a part-time job . . . they have their first child.
 - . . . Sarah goes back to work full-time, their child will be two.
 - Sarah will work full-time . . . Jeff goes to university OR Jeff will go to university . . . Sarah works full-time.
 - Jeff will find another job . . . he graduates.

3 graduate
II.

- get, 'll have OR 'm going to have
- 've got, 'll buy OR 'm going to buy
- 'll feel OR 'm going to feel, 've got

III.

- get up, 'll buy OR 'm going to buy
- speak, 'll ask OR 'm going to ask
- 'll look OR 'm going to look, go
- go, 'll improve OR 'm going to improve

4 Tomorrow is my first dance recital! By the time I will write my next diary entry, it will already be over! As soon as we finish the performance, there ^{is} ~~are~~ going to be a big party for us. Reporters will be there, when we enter the room. While we ~~will~~ celebrate, the press will interview members of the dance group. As soon as I get up on Sunday morning, I'll buy the paper and read the interviews. We're going to perform this show for two weeks. As soon as it's finished, *'re going to learn OR 'll learn* we ~~learned~~ a new programme. I'm so excited. Ever since I was little, I've wanted to be a ballet dancer.

UNIT 22 Future Continuous

CHECK POINT

Before 12:00

CHART CHECK

T

EXPRESS CHECK

Will you be working tomorrow?

Yes, I will, OR No, I won't.

What will you be doing?

(Answers will vary.)

1 Today we find most robots working in factories around the world. But what will the robots of the future be doing? One designer predicts that in just a few years, small intelligent robots will be dealing with all the household chores. This is going to make life a lot easier. While one robot is cooking dinner, another one will be vacuuming the floor. But what about outside the home? Will

robots be playing football or fighting wars? Scientists aren't sure. What is certain, however, is that robots will be playing a more and more significant role in our lives.

- 2**
- c. 'll be going
 - a. will ... be leaving
b. won't be getting
 - a. will ... be coming
b. 'll be taking
c. Will... be having
d. No, we won't.
 - a. 'll be visiting
b. won't be buying

- 3**
- will be dusting OR is going to be dusting ... is vacuuming OR vacuums the sitting room.
 - will be repainting OR is going to be repainting ... is doing OR does the laundry.
 - is making OR makes ... will be recycling OR is going to be recycling the rubbish.
 - will be giving OR is going to be giving Mr Gee ... is shopping OR shops for food.
 - will be cooking OR is going to be cooking ... is helping OR helps Tony with homework. is playing OR plays ... will be taking OR is going to be taking the dog for a walk.

4 In the future, robots will ^{performing} ~~perform~~ more and more tasks for humans. This will ^{have} ~~be having~~ both positive and negative effects. On the one hand, while robots ^{are doing OR do} ~~will be doing~~ the boring and dangerous jobs, humans will be devoting more time to interesting pursuits. In this respect, robots ^{will} ~~will~~ be making life a lot easier for humans. On the other hand, the widespread use of robots will ^{be} ~~will~~ creating a lot of future unemployment. There is a risk that robots ^{be} ~~will~~ taking on jobs that humans need in order to earn a living. And some

(continued on next page)

robots could even become dangerous. I'm afraid that in the not-too-distant future, robots will be operating nuclear power stations! And before too long, robots will ~~to~~ be fighting in wars. Although, on second thoughts, that will be better than humans killing each other!

UNIT 23 Future Perfect and Future Perfect Continuous

CHECK POINT

He hasn't been saving for three years yet.

CHART CHECK 1

F

CHART CHECK 2

T

EXPRESS CHECK

driving, driven

- 1** 1. F 2. 4. F 3. T 4. F 5. F 6. T

- 2** 3. won't have graduated
4. will have studied OR will have been studying
5. won't have bought
6. 'll have been driving
7. won't have opened
8. 'll have been saving
9. will have accomplished

- 3** i. graduate
4. 'll have been thinking
5. is born
6. won't have graduated
7. will have already finished
8. celebrate
9. won't have started
10. 'll have already been getting
11. open
12. 'll have already become

4 *have been*
By August I ~~be~~ *have earned OR have been earning* a secretary for ten years. And I'll ~~earn~~ *worked* almost the same salary for three years! That's why I've made a New Year's resolution to go back to college this year. First, I'm going to write for college magazines and start saving for tuition. By March, I'll have ~~work~~ *worked* out how much tuition will cost. Then I'll start applying. By summer, I ~~had~~ *'ll have* received acceptance letters. In August, I'll talk to my boss about working part-time and going to college part-time. By that time, I'll have ~~saved~~ *already saved* enough to pay for a term's tuition. By next New Year's Day, I'll have been ~~study~~ *studying* for a whole term!

SelfTest IV

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. B | 9. C | 13. C |
| 2. A | 6. B | 10. A | 14. B |
| A | 7. A | 11. B | |
| B | 8. B | 12. C | |

SECTION TWO

(Correct answers are in brackets.)

15. B (be)
16. D (will go)
17. D (finish)
18. C (driving)
19. A (be travelling)
20. A (will have finished OR will finish)
21. B (work OR be working)
22. C (already OR delete yet)
23. A (will you)
24. D (is)
25. B (have)

UNIT 24

**Wh- Questions:
Subject and Predicate**

CHECK POINT

the events on the night of 12 May
the names of people who saw the witness

CHART CHECK 1

T

CHART CHECK 2

F, T

EXPRESS CHECK

What happened last night?
What did you do next?

- 1** 2. a 4. b 6. e
i. d 5. c

- 2** 2. How did you get home?
3. Who gave you a lift?
4. What happened next?
5. Who(m) did you see?
Who is Deborah Collins?
7. What did you do?
8. How many people called you?

- 3** 3. What time (OR When) does the court session begin?
4. How many witnesses testified?
5. Why did the jury find Adams guilty?
6. What happened?
7. How long (OR How many weeks) did the trial last?
8. Who spoke to the jury?
9. How much did Adams pay his barrister?
10. Who(m) did the prosecution question?

did

What time the suspect return home?

saw

Who ~~did see~~ him? Were there any witnesses?

Who

~~Whom~~ was at home?

Why did he call A. Smith?

happened

What ~~did happen~~ next?

did he

Where ~~he did~~ go?

did he take

How much money ~~he took~~ with him?

UNIT 25

Question Tags

CHECK POINT

The man is commenting on the weather.

CHART CHECK

F, T, T

EXPRESS CHECK

You're an actor, aren't you?

- 1** KAY: Hi, Tom. It's a nice day, *isn't it?*
TOM: It certainly is. Not a cloud in the sky.
How are you doing?
KAY: Fine, thanks. You don't know of any flats to rent, *do you?* My son is looking for one.
TOM: Is he? I thought he was staying with you.
KAY: Well, he really wants a place of his own. Do you know of anything?
TOM: As a matter of fact, I do. You know the Simpsons, *don't you?* Well, I've just found out that they're moving to Cheltenham next month.
KAY: They are? What kind of flat have they got?
TOM: It's a one-bedroom flat.
KAY: It's not furnished, *is it?*
TOM: No. Why? He doesn't need a furnished flat, *does he?*
KAY: Well, he hasn't got any furniture. But I suppose he can always buy some, *can't he?*
TOM: Why don't you give your son my number and I'll give him some more information?
KAY: Will you? Thanks, Tom.

- 2** 2. j 5. b 8. c
3. h 6. g 9. e
4. f 7. a 10. d

- 3** 2. did you 5. aren't you
3. doesn't it 6. haven't you
4. haven't they 7. isn't it

- 4** BEN: It's been a long time, Joe, *hasn't* ~~haven't~~ it?
JOE: That depends on what you mean ~~by~~ *it* long time, doesn't ~~that?~~

BEN: What are you doing round here, anyway? It's dangerous.

JOE: I can take care of myself. I'm still alive, ^{aren't} ~~amn't~~ I?

BEN: Yes, but you're still wanted by the ^{aren't} police, ~~are~~ you?

JOE: Look, I need a place to stay. You've got a place, haven't you? Just for one night.

BEN: I have to think of my wife and kids. You can find somewhere else, ^{can't} ~~can~~ you?

JOE: NO. You've got to help me!

BEN: I've already helped you enough. I went to prison for you, ^{didn't} ~~haven't~~ I?

JOE: Yeah, OK, Ben. You remember what happened last June, ^{don't*} ~~do~~ you?

BEN: ^{don't} ~~OK~~. I can make a phone call.
*OR: You remember what happened last June, do you?

UNIT 26

Additions with So, Too, Neither and Not either

CHECK POINT

The men like the same things.

CHART CHECK

T, F, T

EXPRESS CHECK

and neither is Mark
and so does Gerald

- | | | | | |
|----------|------------|------------|---------|--------|
| 1 | 2. F | 4. T | 6. T | 8. T |
| | 3. T | 5. F | 7. F | 9. T |
| 2 | 2. too | 4. did | 6. So | |
| | 3. neither | 5. either | 7. So | |
| 3 | 2. did I | 4. do, too | 6. do I | 8. too |
| | 3. can I | 5. do I | 7. do I | |

4 My brother is just a year older than I am. We have a lot of things in common.

First of all, we look alike. I am 1.8 m and ^{is he} ~~he is~~. I have straight black hair and dark brown eyes and so ^{does} ~~do~~ he. We share many of the same interests, too. I love playing football and he ^{does} ~~do~~ too. Both of us swim every day but I can't dive, and ^{neither} ~~either~~ can he.

Sometimes being so similar has its problems. For example, last night I wanted the last piece of chocolate cake and so ^{did} ~~do~~ he. Often I won't feel like doing the washing up and ^{will} ~~won't~~ he. Worst of all, sometimes I'm interested in a particular girl and so ^{is he} ~~he is~~. However, most of the time I feel our similarities are really nice. So does my brother.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| A | 4. A | 7. D | 10. A |
| 2. C | 5. D | 8. D | 11. B |
| 3. A | 6. D | 9. B | 12. A |

SECTION TWO

(Correct answers are in brackets.)

13. C (isn't)
14. C (didn't)
15. D (has his brother)
16. D (have)
17. A (did you work OR were you working)
18. D (it)
19. D (?)
20. D (I am, too OR SO am I)
21. D (they)
22. C (aren't)
23. D (he)
24. C (go)
25. A (Why did you)

UNIT 27

Ability:
Can, Could, Be able to

CHECK POINT

F

CHART CHECK 1

T

CHART CHECK 2

be

CHART CHECK 3

a form of *be*

EXPRESS CHECK

A: Is ... to

B: is ... can

1

An amazing number of teenagers have managed to set up highly successful internet businesses. Take John Davidson, for example. John could surf the net by the time he was six and by the age of eight, he could design web pages of his own. It wasn't long before he was able to persuade the bank to lend him enough money to start up his very own business. At the age of sixteen, he managed to persuade his parents to allow him to leave school, and his first business, 'Webmasters', was soon up and running.

Another teenager, Jim Leicester, very quickly realised he could make money doing what he enjoyed most: playing computer games. In 1999, he was able to sell five games he'd developed to a famous software company. Now Jim can earn up to £1000 a week by selling his programs.

Katy Fischer, an enterprising 18-year-old from Manchester, was also able to break into the dotcom world. Although she says she can't understand why she's been so successful, her parents certainly can. 'Katy was determined to prove she could start a business when she was just fourteen,' says her father, 'and through hard work, she's managed to do just that.'

2. John
3. Katy
4. John

2

1. can, 'll be able to
2. hasn't been able to, can
3. can't, 'll be able to
4. haven't been able to, can't, can't, 'll be able to

3

2. Were ... able to communicate
3. can help
4. couldn't follow
5. couldn't decide
6. can manage
7. 'll be able to organise
8. be able to speak

4

Today in my "Will B. Happy" teamwork course, I learnt about work styles - 'Drivers' and 'Enthusiasts'. I'm a Driver so I can make

decisions but I'm not able to listen to other people's ideas. The Enthusiast in our group can communicate well but you can't depend on her. Now I understand what was happening in my business class last year, when I couldn't get on with my team. I thought that they all talked too much and weren't able to work efficiently. I was able to get an A for the course but it was hard. I can do a lot more on my own but some jobs are too big for that. Our instructor says that soon the Drivers will be able to listen and the Enthusiast will be able to be more dependable.

UNIT 28

Permission:
May, Can, Could,
Do you mind if . . . ?

CHECK POINT

The student is asking the teacher to allow him to take the test tomorrow.

CHART CHECK 1

could

CHART CHECK 2

F,T

EXPRESS CHECK

A: helps

B: Not at all, help

1

- | | | |
|------|------|------|
| 2. f | 4. c | 6. b |
| 3. e | 5. a | |

- 2**
3. Do you mind if he stays
 4. I do (mind)
 5. May I use
 6. you may not OR you can't
 7. you can't start
 8. do you mind if I borrow
 9. Not at all OR No, I don't OR Go ahead
 10. you may open
 11. Can I come
 12. you can't OR I'm sorry

- 3** (Answers may vary slightly.)
2. Could I use your phone?
 3. May I (OR we) park here?
 4. Could we move up a few rows?
 5. Can we (OR he) record (OR tape) the concert?
 6. Do you mind if I (OR we) go home now (OR leave)?

- 4**
2. B (can't)
 3. B (swap)
 4. B (can)
 5. C (have)
 6. A (may not OR can't)
 7. D (plays)
 8. A (No, I don't OR Not at all)
 9. C (we)
 10. A (Yes, of course)

UNIT 29 Requests:
Will, Can, Would, Could, Would you mind . . . ?

CHECK POINT
 asking someone to do something

CHART CHECK 1
 T

CHART CHECK 2
 OK

EXPRESS CHECK
 A: Would
 B: No, not
 A: would OR could
 B: can't

- 1**
1. MARCIA: Hi. You must be the new office assistant. I'm Marcia Jones. Let me know if you need anything.
 LORNA: Thanks, Marcia. Could you show me where the photocopier is?
 MARCIA: Certainly. It's over here.
 2. LORNA: Marcia, would you show me how to use the fax machine?
 MARCIA: Yes, sure. Just put your fax in here and dial the number.
 3. MARCIA: I'm going to lunch. Would you like to come?
 LORNA: Thanks, but I can't just now. I'm really busy.
 MARCIA: Do you want a sandwich from the coffee shop?
 LORNA: That would be great. Can you get me a tuna sandwich and a coffee, please?
 MARCIA: No problem. Will you answer my phone until I get back?
 LORNA: Of course.
 4. MARCIA: Lorna, would you mind making some tea?
 LORNA: I'm sorry, but I can't do it now. I've got to finish this letter by 2:00.

- 2**
- | | | |
|------|------|------|
| 2. a | 4. b | 6. b |
| 3. a | 5. a | |

- 3**
2. you file these reports, please?
 3. turning on the lights, please?
 4. you buy some cereal, please?
 5. you call back later, please?
 6. you shut the door OR you mind shutting the door, please?

4 The meetings are going well but they have been extended by a day. Please ^{could you} ~~you could~~ call Doug Rogers to try to reschedule our sales meeting?
Certainly OR Of course
Not at all. I'll do it straightaway.

We'll need three extra copies of the monthly sales report. Would you ask Ann to see to that?
Certainly OR Of course OR No problem

Yes, I would. (Ann—Could you do this?)

I hate to ask but would you mind ^{working} ~~to work~~ on Saturday? We'll need the extra time to go over the new information I've got.

Sorry, but I ^{can't} ~~couldn't~~. My in-laws are coming to stay. But Rob Dixon says he can come in to help out.

One last thing. I was going to pick up those new business cards but I won't be back in time. Would you mind doing that for me?

Not at all OR I'd be glad to

Yes, I would. I'll stop at the printer's during my lunch break.



Advice:

Should, Ought to, Had better



POINT

The interviewer is suggesting a type of job for the applicant.

CHART CHECK 1

T

CHART CHECK 2

should

EXPRESS CHECK

- A: Should
- B: No ... shouldn't



Items checked: 1, 5, 6



- 2. shouldn't
- 3. should
- 4. shouldn't
- 5. should
- 6. 'd better not
- 'd better



- 2. You should (OR YOU ought to) look neat
- 3. What time should I arrive?
- 4. you shouldn't (OR you'd better not) arrive after 7:15
- 5.. Should I take a gift?
- 6 You shouldn't (OR You'd better not) buy an expensive gift

- 7. What should I buy?
- 8. you should (OR ought to) get some flowers



We are so happy to hear about your new job. Congratulations! Just remember - you shouldn't ~~to~~ work too hard. The most important thing just now is your studies.

ought to

Maybe you ~~better~~ work only two days a week instead of three. Also, we think you'd better ask your boss for time off during the exams. That way you'll have plenty of time to study. You ~~would~~ better give this a lot of careful thought, OK? Please take good care of yourself. You'd ~~not better~~ start skipping meals and you definitely shouldn't ~~work~~ worked at night. At your age, you ~~shall~~ ^{should} always get plenty of sleep. Do you need anything from home? Should we send any of your books? Let us know.



Suggestions:

Could, Why don't?, Why not?, Let's, Shall we?, How about?



F

CHART CHECK 1

does not change for different subjects

CHART CHECK 2

F

EXPRESS CHECK

- Let's take the train.
- Maybe we could take the train.
- Why not take the train?
- How about the train?

EMILY: Why don't we go to the races?
I hear they're really exciting.

MEGAN: I'd like to but I need to go shopping.

EMILY: Then let's go to the Temple Street Market tonight. We might even see some Chinese opera in the street while we're there.

MEGAN: That sounds like fun. If we do that, why not go to the races this afternoon?

EMILY: OK, but let's get something to eat first in one of those floating restaurants.

MEGAN: I don't think we'll have time. Maybe we could do that tomorrow. Shall we get dim sum at the Kau Kee Restaurant next door? Then we could take the Star Ferry to Hong Kong Island and the racecourse.

EMILY: Sounds good. For tomorrow, why not take one of those small boats - kaido - to Lantau Island? When we come back, we could have dinner at the Jumbo Palace.

MEGAN: Let's do that. It's a bit expensive but at least it floats!

2

- | | |
|-------------------|--------------|
| 2. Shall we | 5. Let's |
| 3. Why don't we | 6. Let's not |
| 4. Maybe we could | |

3

2. going to the beach?
3. buy another one.
4. we take a trip together?
5. try that new seafood place.

4

Emily **3:00**
I'm going shopping. I'll be back at 5:00. Let's ^{eat} **eating** at 7:00. OK?
Megan

Megan **4:00**
7:00 for dinner is fine.
Shall we ^{go} **going** to see a film afterwards? [?]
See you later.
E.

Emily **5:00**
I'm going to be too tired for a film. Maybe we could just ^{hang} **hanging** around the hostel after dinner. Let's talk about it later.
I'm going to have a nap.
M.

M— **6:00**
Let's not eat at the same restaurant tonight?
Why don't we ^{try} **trying** a new place? [?]
How about Broadway Seafood? ^x
I'll meet you downstairs at 7:00.
E.



Preferences:

Prefer, Would prefer, Would rather

CHECK POINT

Teenagers like watching TV better than they like doing other things.

CHART CHECK 1

would prefer ('d prefer)

CHART CHECK 2

the gerund or the infinitive

EXPRESS CHECK

read, than, shopping

1

- | | | |
|------|------|------|
| 2. F | 4. F | 6. T |
| 3. F | 5. F | 7. T |

- 2** 2. I'd rather not cook 5. I'd rather have
 3. Would . . . rather go 6. I'd rather not
 4. I'd rather not 7. I'd rather see

- 3** 1. A: prefer . . . to
 2. A: 'd rather . . . than
 B: prefer OR 'd prefer
 3. B: 'd prefer
 4. A: prefer . . . to
 B: 'd rather . . . than
 A: do . . . prefer . . .
 B: prefer . . . to

4 For my research, I interviewed fifty men and women. There was no difference in men's and women's TV preferences. I found that everyone prefers watching TV ^{to} ~~than~~ going to the cinema. Men and women both enjoy news programmes and documentaries. However, men would rather ^{watch} ~~watching~~ adventure programmes and science fiction, while women prefer soap operas. Men also like to watch all kinds of sport but women would rather see game shows ^{than} ~~to~~ sports. Reading preferences differ, too. Men prefer ^{to read OR reading} ~~to reading~~ newspapers, while women would rather read magazines and books. When men ^{to read OR reading} ~~read~~ books, they prefer ^{read} ~~are preferring~~ non-fiction and adventure stories. Women ^{prefer} ~~are preferring~~ novels.

SelfTest

VI

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. A | 5. C | 9. A | 12. A |
| 2. B | 6. C | 10. C | 13. B |
| 3. D | 7. B | 11. D | 14. D |
| 4. D | 8. B | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|----------------------|---------------------|
| 15. D (able to dive) | 21. D (give) |
| 16. D(?) | 22. C(to) |
| 17. C (better not) | 23. C (was able to) |
| 18. A (Would) | 24. C (delete we) |
| 19. B (borrow) | 25. D (than) |
| 20. D (ask) | |

UNIT 33

Necessity:

Have (got) to and Must

CHECK POINT

a requirement

CHART CHECK 1

F

CHART CHECK 2

a form of *do*

EXPRESS CHECK

- A: does . . . have to
 B: must

DMV: Department of Motor Vehicles. May I help you?

BEN: I'm moving to the States soon. Will I have to get an American licence when I move?

DMV: Yes, you will. Residents must have an American licence.

BEN: When will I have to get my licence?

DMV: YOU have to replace your old licence ten days after you become a resident. So come in and apply for your licence when you get here.

BEN: DO I have to take any tests to exchange my British licence for an American one?

DMV: Since you already have a British licence, you won't have to take the full driving test. You will only have to take the written test.

BEN: How about an eye test?

DMV: Oh, everyone has got to take an eye test.

BEN: OK. Thanks a lot. You've been very helpful.

- 2**
2. have to (OR have got to) pick up
 3. Do . . . have to change
 4. I don't
 5. didn't have to do
 6. have to (OR have got to) take
 7. Does . . . have to pack
 8. he doesn't
 9. 's got to (OR has to) help
 10. 've had to call

- 3**
- | | |
|-------------------|------------------|
| 2. must not turn | 5. must ride |
| 3. must drive | 6. must not walk |
| 4. must not drive | |

4 How are you doing? We've been here about six weeks. It's strange living in the United States. There's no public transport, so you've ~~got~~ ^{got to} get to drive everywhere. I had to ~~sign~~ ^{sign} up for driving lessons so I can get my licence by the summer. It's the law here that everyone ~~musts~~ ^{must} wear a seat belt. I used to hate wearing a seat belt but with the traffic here, I have changed my mind. There are a lot of motorways and you've ~~got~~ ^{got to} know how to change lanes with a lot of fast traffic. Even my mum ~~have~~ ^{has} had to get used to it. Dad works from home, so he hasn't ~~has~~ ^{had} to do a lot of driving.

Have you beaten those computer games ~~ve~~ ^{ve} yet? I'm having a lot of trouble with 'Doom'. You ~~got~~ ^{got to} write to me and tell me how to get past the fifth level!

UNIT 34 **Choice:** *Don't have to*
No Choice: *Must not*
and Can't

CHECK POINT

stop to ask for directions

CHART CHECK 1

do

CHART CHECK 2

F

EXPRESS CHECK

He doesn't have to stop here.
 You must not drive too fast.

1 New drivers are usually excited about their new freedom: 'My mum doesn't have to drive me everywhere any more! I don't have to ask my friends for lifts to school!' When you haven't got your own car yet, any price seems worth paying. But once you buy a car, you can't forget your car payments and insurance premiums or you won't be a driver for very long. You can't leave petrol and servicing out of the budget, either. Car sharing offers an alternative to these problems, however. Members of car-sharing groups have a car when they need one for either short trips or holidays but they don't have the high expenses of ownership. They pay very little to use a shared car and they don't have to worry about servicing the car or paying the insurance. Fees for short trips are only about £5.00 an hour plus 50p per mile. Groups do not have strict requirements, either. Members must not have bad driving records or poor credit and they must not return the cars in bad condition or they will pay extra.

- 2**
- | | |
|------------------------|-------------------------|
| 2. can't yell | 6. don't have to get |
| 3. can't turn | 7. haven't had to buy |
| 4. can't park | 8. can't bring |
| 5. don't have to worry | 9. don't have to listen |

- 3**
- | | |
|------------------------|------------------------|
| 2. don't have to bring | 5. don't have to be |
| 3. must not play | 6. don't have to leave |
| 4. must not dive | |

4 We got to the hotel late this evening because we got lost. But we were lucky - they kept ~~didn't have to~~ ^{didn't have to} our room so we ~~must-not~~ ^{must not} find another hotel.

Jimmy is really happy because he ^{doesn't} don't have to go to bed until after 10:00, when the swimming pool closes. We ^{don't have to} mustn't leave until 11:00 tomorrow (checkout time) so we can stay up later. Plymouth is only four hours away so we won't ^{have} had to drive the whole day tomorrow. It's going to be exciting. My parents say we absolutely must not ~~to~~ go to the beach by ourselves because there are sharks there. I'd love to see a shark (from a safe distance). I'll send a postcard of one.

UNIT
35

Expectations:
Be supposed to

CHECK POINT

something he has forgotten to do

CHART CHECK

T

EXPRESS CHECK

- A: were
- B: was

1

It Wasn't Supposed to Be a Big Wedding

19 July - The Stricklands wanted a quiet wedding - that's why they went to the Isle of Skye, an island off the coast of Scotland. The island is quite small so the Stricklands packed their bikes for the ferry trip. The weather was supposed to be lovely and they had asked the Registrar to marry them on a hill overlooking the ocean.

'When we got there, we found a crowd of cyclists admiring the view,' laughed Beth.

When Bill kissed his bride, the cyclists burst into loud applause and rang their bicycle bells. 'We weren't supposed to have

fifty wedding guests but we love cycling and we're not sorry,' Bill said.

While packing the next day, Beth left her wedding bouquet at the hotel. Minutes before the ferry was supposed to leave, Bill jumped on his bike, got the flowers and made it back to the ferry on time. 'Cyclists are supposed to stay fast and fit,' he said.

- 2. F 3. F 4. T 5. T

2

- 2. a. Were . . . supposed to do
b. No, they weren't
c. were supposed to deliver
- 3. a. is supposed to start
b. are . . . supposed to stand
- 4. a. aren't (OR 're not) supposed to be
b. aren't (OR 're not) supposed to see
- 5. a. 'm supposed to wear
b. 's supposed to rain
- 6. a. 's supposed to be

3

I'm so sorry - I know I ^{was} ~~am~~ supposed to let you know about my plans to visit.

I've been awfully busy. My friend Nessie is getting married soon and she's asked me to be her chief bridesmaid. She and Gary want a big wedding. They're supposed to have about two hundred ^{am} guests. I've got a lot of responsibilities. I will be supposed to give Nessie a hen party before the wedding (that's a party where everyone brings ^{supposed} presents for the bride). I am also ~~suppose~~ to help her choose the bridesmaids' dresses. The best man's name is Jim. He's going to help Gary get ready. I haven't met him yet but ^{supposed} he's ~~supposes~~ be very nice.

I'd better say goodbye now. I ^{was} supposed to be at the rehearsal five minutes ago. P.S. About my visit - I'm ^{supposed} ~~supposing~~ to get some time off in July. Would that be convenient?

UNIT 36

Future Possibility:
May, Might, Could

CHECK POINT

F

CHART CHECK 1

T

CHART CHECK 2

in answers

EXPRESS CHECK

- B: might
- A: might
- B: might not

- 1** ALICE: I've just heard that it may snow today. Are you going to drive to work?
 BILL: NO. **I'll** take the 7:30 train instead.
 ALICE: I'll take the train with you. I've got some work to do in the library.
 BILL: Great. Why don't you miss your afternoon class and have lunch with me, too?
 ALICE: Oh, I couldn't do that. But let's meet at the station at 6:00 and go home together, OK?
 BILL: I might have to work until 8:00 tonight. **I'll** call you and let you know.

1. Certain
2. Impossible
3. Possible

- 2** 2. could 4. may not 6. may
 3. might 5. 'm going to 7. might

- 3** 3. She's going to a meeting with Mrs Humphrey at 11:00.
 4. She may (OR might) have coffee with Sue after lectures.
 5. She's going to go to work at 1:00.
 6. She may (OR might) go shopping after work.
 7. She may (OR might) take the 7:00 train.
 8. She's going to pick up a pizza.

- 4** Every few years, the ocean near Peru becomes warmer. Called El Nino, this ^{may} variation in temperature maybe cause

weather changes all over the world. The west coasts of North and South America might ~~to~~ have heavy rains. On the other side of the Pacific, New Guinea might ^{become} become very dry. Northern areas could have warmer, wetter winters and southern areas could become much colder. These weather changes ^{may not} may not affect plants and animals. Some fish mayn't survive in warmer waters. Droughts could ^{cause} cause crops to die and food may get very expensive. El Nino may happen every two ^{may OR might} years or it could not come for seven years.

Will El Ninos get worse in the future? They ^{do} could ~~be~~ be. Pollution holds heat in the air and ^{may OR might OR could} it will increase the effects of El Nino but no one is sure yet.

UNIT 37

Deduction:
May, Might, Could, Must, Have (got) to, Can't

CHECK POINT

guessing

CHART CHECK 1

T

CHART CHECK 2

F

EXPRESS CHECK

- A: could
- B: can't, might

- 1** 2. d 4. b 6. a
 3. e 5. g 7. c

- 2** 2. must 6. might be
 3. 's got to 7. can't
 4. could 8. might not
 5. Could 9. may

- 3**
2. I might (OR could) be
 3. It could (OR might OR may) be the cat
 4. You must eat a lot
 5. Could it be
 6. it can't (OR couldn't) be
 7. It must come from your own pipe.
 8. There can't (OR couldn't) be any other explanation.
 9. there could (OR might OR may) be

4 The main character, Molly Smith, is a university professor. She is trying to find her dead grandparents' first home in Scotland. It ^{be} may be in a nearby town. The villagers there seem scared. They could ~~be~~ ^{might OR may OR could} have a secret or they must just hate strangers. Molly has some old letters that might lead her to the place. They are in Gaelic but one ^{might} of her students ^{have to/have got to} might translate them for her. They got to be important because the author mentions them at the beginning of the novel. The letter must contain family secrets. Who is the bad guy? It couldn't be the student because he wants to help. It might to be the newspaper editor in the town.

UNIT 38

Expressing Regret about the Past

CHECK POINT

regrets things in his past

CHART CHECK 1

F

CHART CHECK 2

T

CHART CHECK 3

ought to have

EXPRESS CHECK

- A: have
B: should have

- 1**
- | | | |
|-------------|------|------|
| 2. T | 4. F | 6. T |
| 3. T | 5. T | |

- 2**
2. shouldn't have done
 3. should have studied
 4. could have done
 5. ought to have gone
 6. shouldn't have stayed
 7. could have prevented
 8. might . . . have called
 9. Should . . . have contacted
 10. shouldn't have
 11. could have saved

- 3**
2. I shouldn't have eaten all the chocolate.
 3. She might have called.
 4. He could have offered to lend me some (money).
 5. I shouldn't have jogged five miles yesterday.
 6. They shouldn't have charged me (for the plastic bags).
 7. I ought to have invited Cynthia (to the party).
 8. He might have sent me a card.

4 About a week ago, Jennifer was late for work again and Doug, our boss, told me he wanted to get rid of her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often but he might ^{have} ~~has~~ talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would resign. I just pretended I hadn't heard him. What a ^{to} mistake! I ought ^{to} have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here but now I'm worried about my own job. Should I ^{have} told Doug's boss? I wonder. Maybe I

(continued on next page)

have *handled*
should handle things differently last week.
The company should never ^{have} ~~has~~ employed
this man.

UNIT
39

**Deduction
in the Past**

CHECK POINT

if it was possible that something happened

CHART CHECK 1

T

CHART CHECK 2

could

EXPRESS CHECK

have carved, might have

- 1** 2. a 4. c 6. b
3. f **5. d**

- 2** 2. They must have been
i. They may have
4. He might not have been
5. He must have

- 3** 2. could not have built
1. had to have got
4. can't have known
5. could have carved
6. (could have) transported
7. might have been
8. may have lived
9. must have had

- 4** In 1927, Toribio Mexta Xesspe of Peru
have been
must ~~be~~ very surprised to see lines in the
shapes of huge animals on the ground below
his aeroplane. Created by the ancient Nazca
culture, these forms are too big to recognise
from the ground. However, from about
200 m in the air, the giant forms take
shape. Without aeroplanes, how could an

ancient culture ^{have} ~~had~~ made them? What
purpose could they have had? Author Erich
von Daniken believes that the drawings
might have ^{marked} mark a landing strip for the
spacecraft of astronauts from another
planet. Archaeologists, however, now believe
that the ancient Nazcan civilisation might
have developed ^{have} develop flight. They could ^{designed} ~~built~~ hot-air
balloons and design the pictures from the air.

SelfTest VII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. A | 8. B | 11. B |
| 2. B | 6. B | 9. D | 12. A |
| 3. B | 7. D | 10. A | 13. C |
| 4. B | | | |

SECTION TWO

(Correct answers are in brackets.)

- 14. C (must not have known)
- 15. D (leave)
- 16. C (have)
- 17. B (looked)
- 18. A (have got to)
- 19. C (can't)
- 20. A (must not)
- 21. B (have)
- 22. A (may OR might OR could)
- 23. A (was OR is)
- 24. C (have to)
- 25. A (should have)

UNIT
40

Adjectives and Adverbs

CHECK POINT

warm and cosy

CHART CHECK

F, F, T

EXPRESS CHECK

- A: slow, slowly
- B: slow, slow

1 Students! Are you looking for a special place to live? Come to 140 Grant Street, Flat 4B. This flat is absolutely perfect for two serious students who are looking for a quiet neighbourhood, just 15 minutes from campus. This lovely flat is in a new building. It is a short walk to the bus stop. The bus goes directly into town. At night the bus hardly makes any stops at all. You can walk safely through the wonderful parks on your way home. The rent is very affordable. Call us on 020 551 6116. Don't delay! This flat will go fast.

- 2**
2. terribly disappointed
 3. surprisingly easy
 4. extremely safe
 5. incredibly fast
 6. awfully slowly
 7. very clearly
 8. unusually loud
 9. exceptionally pleasant

- 3**
- | | |
|----------------|-----------|
| 2. large | 7. quiet |
| 3. beautifully | 8. hardly |
| 4. happily | 9. nice |
| 5. busy | 10. shy |
| 6. nice | 11. good |

4 Some adverts for flats are so ^{funny} funnily! One ^{warm} advert described a place as 'warmly and cosy'. It was really hot and cramped but the owner insisted that it suited me ^{perfectly} perfect. I was trying very ^{hard} hardly not to laugh while he was describing it so I had to leave quickly. Another place I saw was supposed to be 'nice

neat and neatly'. What a mess!! I left that place very ^{fast} fastly, too. I'm not asking for the moon! I only want a small place in a clean building with friendly neighbours. I'm looking at another place tomorrow. The advert says, 'Clean and bright. Small but convenient flat on lovely, ^{quiet} quietly street.' I wonder what that really means!

UNIT 41 Participles used Adjectives

CHECK POINT

CHART CHECK

T

EXPRESS CHECK

- | | |
|-------------|------------|
| exciting | excited |
| interesting | interested |
| frightening | frightened |
| amusing | amused |
| tiring | tired |

1 In some countries, people who are interested in meeting others turn for help to personal ads in newspapers and magazines, and online. A surprising b e r of busy people view these ads as a practical way of increasing their social circle. 'I've tried hard to meet people on my own,' said one satisfied customer. 'I was new to the town and wanted to make friends fast. The personals provided me with a quick way of meeting many interesting people in a short period of time.' Others are not so impressed. 'I think it's kind of depressing when people need to resort to placing ads to make friends,' observed one man. A friend of mine tried the ads several times and was really disappointed with the results. It's just not personal enough.'

- 2**
- | | |
|----------------|-----------------|
| 2. puzzled | 7. fascinated |
| 3. puzzling | 8. disappointed |
| 4. interesting | 9. surprising |
| 5. interested | 10. surprised |
| 6. fascinating | |

- 3**
- | | |
|----------------|---------------|
| 2. boring | 7. confusing |
| 3. interested | 8. depressed |
| 4. fascinating | 9. amazed |
| 5. amused | 10. amusing |
| 6. horrifying | 11. exhausted |

4 Just got home. I'm ^{disappointed} disappointing with the evening. At first I thought Jake was an interesting interested guy but tonight I felt somewhat bored with his company. We saw a very ^{entertaining} entertained film but Jake didn't like it. In fact, it seems like we have completely different tastes in things. After the film, I tried to make conversation but all I really wanted was to go home. So, I told him I was exhausted exhausting and didn't want to get home late. If he asks me out again - I'm not ^{interested} interesting. ^{frustrating} Trying to meet people can be very frustrated.

UNIT 42 Adjectives and Adverbs: As . . . as . . .

CHECK POINT

cycling speed, control of bike

CHART CHECK

as, an adjective or an adverb

EXPRESS CHECK

A: as expensive as, as well as B: as good as

1 So you were riding the trails this weekend and you hit the dirt. Now your clothes look as bad as your bike. Never mind. They'll look as good as new next weekend. We checked out three major brands of powder

and we can tell you which ones clean best and which ones don't remove trail stains as effectively as others.

Overall, Brite and Kleen aren't as expensive as Trend but they didn't perform as well, either. However, they were almost as good in particular categories. Trend removed both mud and grass stains effectively. Brite removed mud just as effectively as Trend but it didn't remove grass stains as well. Kleen was effective on grass stains but not on mud. Brite cleaned clothes as thoroughly as Kleen but again, Brite and Kleen weren't as good as Trend in this category. On the other hand, Brite came out on top in brightening. Colours washed in Kleen and Trend just didn't look as bright as the ones washed in Brite.

- 2**
- b. aren't as wide
c. aren't as hard
 - a. cleans as effectively as
b. isn't as unfriendly
c. sounds as exciting as
d. expresses . . . as clearly as
 - a. was as noisy as
b. (will) pedal as quietly as

- 3**
- doesn't stop as slowly as
 - isn't as expensive as
 - doesn't feel as comfortable as
 - isn't as cheap
 - rides as comfortably as
 - handles as well as
 - don't handle as well as
 - are as easy to change as
 - (are) not as easy to change as

4 RE: Not as many bruises!

Inexperienced cyclists should try the South Trail at Deerstalker Park. The scenery is just as ^{beautiful} beautifully but its cycle track isn't as unfriendly ^{as} than the North Trail's. The slopes aren't as steep and you won't fall frequently as frequent because there aren't as many

rocks. It isn't as short like the North so you'll still get a good ride and you won't feel as discouraged at the end of the day.

RE: The (expensive) new Trax

Does anyone have any experience of this bike? I tested it in the shop car park and I'm not impressed. My old Trax changes gear just as AS just easily and it handles as smoothly, too. Of course, it's not as ^{light} lightly but then it doesn't cost £999, either.

Although the food isn't better, it *is* just as good. The menu is more varied and less ^{expensive} ~~expensiver~~. Try one of their pasta dishes.

You won't find a ^{more} fresher tomato sauce in town. And leave room for dessert. They just keep getting ^{better} ~~good~~ and better.

The waiters are friendly but not able to ^{more} handle large numbers of people — the ^{more} crowded the restaurant, the slower the service. At dinnertime, the queues outside this popular eatery are getting longer and ^{longer} ~~more long~~. Try lunchtime for a quieter and ^{more relaxed} ~~relaxeder~~ meal.

UNIT 43

Adjectives: Comparatives

CHECK POINT

different from the old restaurant

CHART CHECK

F,T

EXPRESS CHECK

more . . . than

- 1** 2. T 3. T 4. F 5. F

- 2** 2. less expensive than OR isn't more expensive than
i. hotter . . . spicier than
 4. more fattening than
 5 healthier OR more healthy than

- 3** 2. better . . . better,
 the better . . . the more expensive
i. the more popular . . . the slower
 4. worse . . . worse, The smokier . . . the worse
 5 The more crowded . . . the noisier
 6. The bigger . . . the harder
 7. more . . . more delicious, heavier . . . heavier

- 4** Pete's Place has just reopened under new management. The dining room looks bigger, ^{brighter} ~~more-bright~~ and prettier ^{than} ~~as~~ the old one.

UNIT 44

Adjectives: Superlatives

CHECK POINT

special

CHART CHECK

the, -est, most or least

EXPRESS CHECK

- (the) nicest
 (the) most beautiful
 (the) warmest
 (the) happiest

- 1** You are the best mother in the whole wide world. You are the cleverest, the brightest and the funniest of all mums I've ever known. You are the nicest mum I've ever had. You are the most wonderful and definitely the least impatient. No mum in the whole wide world is better than you. You are the greatest mother of all. I love you very very much! Happy Mother's Day!

- 2** 2 the happiest . . . of my life
 3 the best . . . in the school
 4. the coldest . . . of the year
 5 the nicest . . . in our family OR of all
 6. the wisest . . . of all OR in our family

- 3
2. is the most unusual gift.
 3. is the least practical gift.
 4. is the smallest gift.
 5. is the biggest gift.
 6. is the most expensive gift.
 7. is the funniest gift.

4 Ramadan is the ^{most serious} ~~serious~~ time in Muslim culture. During Ramadan, we do not eat from dawn to sunset. This is difficult for everyone but teenagers have the hardest time. Immediately after Ramadan is the Eid al-Fitr. This holiday lasts three days and it's the ~~most~~ happiest time of the year. On the morning of Eid, my family gets up early and goes to the mosque. After we've greeted our neighbours by saying 'Eid Mubarek' (Happy ^{biggest} Eid), we go home. We eat the ~~big~~ breakfast you have ever seen. Our parents give us presents, usually new clothes and money. One year, Eid came round the time I graduated from university. That year, I got the most beautiful clothes and the ^{fattest} ~~fatter~~ envelope of money of all the children in my family. Eid Mela is part of Eid al-Fitr. On that day, we all go to a big park. Last year at Eid Mela, I had the ^{best} ~~better~~ time of my life. I met my old friends and we all ate junk food and showed off our new clothes.

UNIT 45 **Adverbs: Comparatives and Superlatives**

CHECK POINT

T

CHART CHECK

more or less, the

EXPRESS CHECK

than, the best

1 In the first football game of the season, Norwich beat Stowe, 6 goals to 3. The Stowe team played a truly fantastic game but its defence is still weak. Norwich defended the ball much more aggressively than the Stowe team did. Of course, Joe Jackson helped win the game for Norwich. Norwich's star player was back on the field today, to the delight of his many fans. He was badly hurt at the end of last season but he has recovered quickly. Although he didn't play as well as people expected, he still handled the ball like the old Joe. He certainly handled it the most skilfully of anyone on the team. He controlled the ball the best, kicked the ball the furthest and ran the fastest of any of the players on either team. He played hard and helped the Norwich team look good. In fact, the harder he played, the better Norwich performed. Watch Joe this season.

And watch Stowe, too. They've got a new coach and they're training more seriously this year. I think we'll see them play better and better as the season progresses.

- 2
2. better
 3. faster
 4. less
 5. more rapidly
 6. harder
 7. the most slowly OR the slowest
 8. the most clearly
 9. the longest
 10. more quickly than
 11. more thoroughly than

- 3
3. the most slowly OR the slowest
 4. more slowly than OR slower than
 5. the furthest
 6. faster than
 7. higher than
 8. the best
 9. the worst

4 Last night, I watched the Lakers and the Bulls. Both teams played more aggressively ^{than}

I've ever seen them. In fact, they played the ^{^ best} better of any game I've watched this season.

In the first half, Michael Jordan sprained his left ankle and Shaquille O'Neal was out of the game because of fouls. But they still didn't start the second half any slower ^{the} first.

With Jordan out, Kukoc scored the most ^{frequently} frequenter of any player. He's been playing ^{better and} more and more better as the season goes on. ^{the}

In fact, ^{the} more he plays, the better he gets. The Bulls won by 97 to 88. The Lakers seemed to get tired at the end. They played ^{less} little and less consistently as the game went on.

SelfTest VIII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|-------|-------|
| 1. C | 5. C | 9. D | 12. C |
| 2. A | 6. A | 10. B | 13. D |
| A | 7. B | 11. A | 14. B |
| 4. B | 8. C | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|------------------------|---------------------|
| 15. (the less) | 21. B (delete more) |
| 16. C (of) | 22. B (most) |
| 17. B (amazed) | 23. C (more) |
| 18. C (sweet) | 24. C (disgusting) |
| 19. B (harder) | 25. B (hot) |
| 20. A (run as quickly) | |

UNIT 46

Gerunds: Subject and Object

CHECK POINT

exercise

CHART CHECK

-ing, not

EXPRESS CHECK

- A: Drinking
B: drinking
A: not drinking

1 Swimming is great exercise. It's healthy, fun and relaxing. Because swimming is a 'low-impact' sport, most people enjoy participating in this activity without fear of injury to their bones or muscles. Jogging, which is a 'high-impact' activity, can at times be harmful. I know this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging any more. After a painful month of recovery, I stopped running and switched to water sports. I'm now considering joining a swimming team and competing in races.

- 2**
- | | |
|-----------------|---------------------|
| 2. Eating | 6. swimming |
| 3. Not drinking | 7. walking, running |
| 4. increasing | 8. not going |
| 5. doing | |

- 3**
- has stopped smoking
 - go swimming
 - denied OR denies smoking
 - admits being
 - is avoiding eating
 - is considering taking
 - can't stand being

4 Smoking Ways I Can Give Up Smoke Cigarettes

Pick an exact date to give up smoking smoke.
Stop smoking completely. (Cutting down is harder than stopping all at once.)
Avoid being around other smokers
(at least at the beginning).

Start exercising daily. ^{Exercising} ~~To exercise~~ can reduce stress.

^{Not} ~~No~~ drinking coffee may help, too.

Imagine ^{being} ~~been~~ a non-smoker. Positive mental images can help.

Consider ^{joining} ~~to join~~ a support group.

Don't delay ^{asking} ~~to ask~~ for help. Call Dr Burns right away!

Keep trying and don't give up!

UNIT 47

Gerunds after Prepositions

CHECK POINT

F, T, F

CHART CHECK

a preposition, the gerund

EXPRESS CHECK

A: joining

B: joining

1 We, the members of the Student Council, would like to share with you the thoughts and concerns of the general student body. As you probably know, many students are complaining about life on campus. We are interested in meeting with you to discuss our ideas for dealing with these complaints.

We know that you are tired of hearing students complain and that you are not used to working with the Student Council. However, if you really believe in giving new ideas a try, we hope you will think about speaking to our representatives. We look forward to hearing from you soon.

- 2**
2. in listening
 - 3 about going, about driving
 4. to staying, relaxing
 5. for having
 6. at learning
 7. on coming
 8. on reading, (on) going

- 3**
2. We can make changes by telling the Dean about our concerns.
 3. The Dean can help by listening to our concerns.
 4. In some cases, students just complain instead of making suggestions for improvements.
 5. Students get annoyed with some lecturers for coming late to class.
 6. You can improve your work by studying regularly.

4 I have been attending Bedford College for a year. I'm very happy about study here.

At first, it was quite hard getting used to speaking ^{speaking} ~~apeak~~ English all the time but now I feel very comfortable about ^{communicating} ~~communicate~~ in my second language.

I've just joined an international student group and I'm excited with meeting new people. The summer break is coming and a few of us are planning on ^{doing} ~~do~~ some travelling together. Before ^{joining} ~~to join~~ this group, I used to spend holidays alone.

Please write. I look forward to ^{hearing} ~~hear~~ from you!

UNIT 48

Infinitives after Certain Verbs

CHECK POINT

Megan thinks 'Impatient' should consider his proposal more.

CHART CHECK

T, T, F

EXPRESS CHECK

I want to write to Annie.

1 Slow down! You appear to be in too much of a hurry. You've only known this person for a month and yet you've asked her to marry you! What's the big rush? *Why* can't you afford to wait? Are you afraid that if she gets to know you better, she may decide not to tie the knot? I agree with your girlfriend. You need to consider things more carefully. You can't expect her (or yourself) to make such an important decision so quickly. If you don't want to regret a hasty decision, I advise you both to get to know each other better before you hurry to the altar.

- 2**
2. attempt to find
 3. warns single people not to leave
 4. urges them to use
 5. fail to plan
 6. plan to fail
 7. wish to meet
 8. Ask two friends to read
 9. Choose to participate
 10. advises people not to feel
 11. wants to be

- 3** (*Answers may vary slightly.*)
2. would like Tom to call her at 10:00.
 3. reminded Emily to buy petrol (today).
 4. invited Mel to join them for coffee.
 5. agreed to be home by 10:30.
 6. forgot to go to the two o'clock staff meeting.
 7. encouraged her to try again.
 8. needs to use the car (tonight).

4 Annie advised me ^{to join} joining a club or take a class and I finally did it! I decided ^{to} become a member of the Outdoor Adventure Club and I went to my first meeting last night. I'm really excited about it. The club is planning a hiking trip next weekend. I definitely want to go rafting in the spring. At first I didn't want ^{to sign} signing up but the leader was so nice. He urged me to not miss this trip so I put ^{not to} my name on the list. After the meeting, a group of people asked me to go out with

them. We went to a coffee shop and talked for hours. Well, I hoped ^{to} make some friends when I joined this club but I didn't expect ^{to be} everyone being so friendly. I'm glad Annie ^{not} persuaded me ~~to~~ to give up.

UNIT 49 Infinitives after Certain Adjectives and Nouns

CHECK POINT

Finding good chips is difficult.

CHART CHECK

to + base form of verb
certain nouns and adjectives

EXPRESS CHECK

It's convenient to eat fast food.
That's a low price to pay.

1 Please take a few ^N minutes to complete this questionnaire about fast-food restaurants. Tick (✓) all the answers that apply to you.

1. How often are you likely to ^A eat at a fast-food restaurant?
 - 1-3 times a week
 - 4-6 times a week
 - more than 6 times a week
 - never
2. In your opinion, fast food is:
 - good to eat
 - a way to save time
 - ^A fun to order occasionally
 - unhealthy to have every day
3. Which statement best describes your feelings about the cost of fast food?
 - It's a high price to pay for convenience.
 - You get a lot for not very much money.
4. Is it a good ^N idea to include healthy choices in fast-food ^N menus?
 - Yes
 - No

- 2** 2. delighted to find 7. outrageous to see
3. way to go 8. good to eat
4. fun to eat 9. essential to have
5. pleasure to eat 10. difficult to go
6. mistake to bring

- 3** 2. ready to cry 7. important to keep
3. willing to work 8. time to decide
4. hard to wake up 9. chance to show
5. surprised to hear 10. easy to find
6. eager to get

4 Tonight I made the decision ^{to ask} asked Chris to do the night shift. I really thought she was going to be glad ^{to get} for getting the offer. She has her own rent pay and I know it's hard for ^{her} ~~she~~ to meet all her expenses. Looks like she was the wrong person I asked! The problem was, she wasn't willing to ^{say} ~~said~~ Yes or No and I'm afraid I got a little impatient. It was wrong of me to threaten to ask Steve. I could tell that she was pretty upset to hear that. I'll think about giving her the promotion anyway. She deserves ^{to get} getting a break.

- 2** 2. It's too far for us to get home by ten. G
3. I'm mature enough to take care of myself. G
4. It's too dangerous to drive at night. M
5. I worry too much to give you permission. M
6. You aren't experienced enough to drive that far. M

- 3** 2. cheap enough for us to afford
3. large enough to hold
4. too good for me to miss
5. big enough to share
6. too late to stop
7. old enough to stay
8. early enough to come
9. too slow to beat
10. safe enough to drive

4 The Phish concert was brilliant! Now I'm too excited for sleeping. That Mike Gordon really can sing. My voice isn't enough good to sing in the shower! After the concert, we were really hungry but it was ^{too} ~~to~~ late to go for pizza. I HATE ^{to} going home so early! It's too weird ^{to} understand. My friend Stan works and has to pay taxes but the law says he's too young for staying out past 10:00! That's crazy enough to make me want to scream. That reminds me. I sure hope my mother changes her mind soon enough for ^{me} ~~I~~ to buy a ticket to the Hampton concert. They sell out very quickly. Why doesn't she think I'm mature ^{enough} ~~to~~ drive fifty miles? I'll have to do it sometime! Well, I'd better try to get some sleep or I'll be too tired ^{to} ~~too~~ get up in the morning.

UNIT 50 Infinitives with *Too* and *Enough*

CHECK POINT

F, T

CHART CHECK

too

EXPRESS CHECK

She's too young to vote.
We're old enough to work.

- 1** 2. b 4. b 6. b
3. a 5. a

UNIT
51

Infinitives of Purpose

CHECK POINT

an address book, a dictionary, a note pad

CHART CHECK

T, F

EXPRESS CHECK

I use a PDA to store addresses.
I set my alarm clock in order not to oversleep.

- 1** **JUDITH:** It's 5:00. Aren't you going home?
LEE: No. I'm staying late to finish this report. What about you? Are you going straight home?
JUDITH: NO. I'm going to stop at the bank to get some cash. Then I'm going to Lacy's to take advantage of the sale they're having.
LEE: Oh, what are you going to get?
JUDITH: One of those new PDAs they're advertising. I've been looking for something to help me with my work.
LEE: What's wrong with a normal organiser?
JUDITH: Nothing. But sometimes I need to surf the net.
LEE: What else are you going to use it for?
JUDITH: Oh, to store important names and phone numbers and to do my accounts.
LEE: What did we do before they invented all these electronic gadgets?
JUDITH: We made a lot of mistakes!

- 2** 2. To withdraw £100.
3. To invite Rick and Tina to dinner.
4. To buy milk and eggs.
5. To buy batteries.
6. To check her tyres.

- 3** **First Part:**
3. f 4. a 5. d 6. e 7. c
Second Part:
3. She went to the shop (in order) to buy some pasta.
4. We disconnected our phone in order not to get any phone calls.

5. He turned on the radio (in order) to listen to the news.
6. He didn't tell me he was ill in order not to worry me.
7. She bought a PDA (in order) to store information.

4 I went to the dentist for getting my teeth cleaned today. While I was waiting, I used my PDA to study for the test. Then I used it to help helps me pronounce 'dental floss' for my appointment. After the dentist, I checked my calendar and saw 'Rick and Tina, dinner, 7:30'. I should use it in order ~~to not~~ ^{not to} forget appointments! Luckily, my recipes are already on the PDA so I used them for making a quick shopping list. When I got home, there was a note on my door - 'Call PLB'. I checked the PDA dictionary to find 'PLB'. The 'plumber' wanted to come in order ^{to make} to fix the taps! Rick, Tina and I played with the PDA all evening. You can programme it for to play computer games, too. I don't know how I lived without it!

UNIT
52

Gerunds and Infinitives

CHECK POINT

F, T

CHART CHECK

T, F, T

EXPRESS CHECK

to go, Going, talking, to talk OR talking

- 1** 2. T 4. T 6. F 8. T
3. F 5. F 7. T

- 2**
2. to trust
 3. to forget, to remember
 4. going
 5. to remember
 6. to turn off
 7. Playing, improving

- 3** (*Answers may vary slightly.*)
2. meeting Natalie last year (at Richard's party).
 3. spilling juice (on the sofa).
 4. listening to jazz OR listening to Richard play jazz (at his parties).
 5. going dancing (some time),
to go (dancing some time).
 6. to give Joan a lift home,
to stay a little longer.

4 What a great party! I usually avoid ^{going} ~~to go~~ to parties because it's such a problem for me to remember people's names. I'm so glad I read that book about ^{improving} ~~improve~~ your memory. The author suggested ^{doing} ~~to do~~ exercises and they really helped. I stopped ^{worrying} ~~to worry~~ about what people would think of me and I tried to pay attention to what people were saying. As a result, I had a great time! I'm even planning to go OR on going going dancing with this guy Leo next week.

I have an English test tomorrow so I should stop writing now and start studying. The book even had some good tips about studying ^{to use} ~~using~~ study for an exam. I hope I remember ^{using} ~~using~~ some of them tonight!

UNIT 53 **Make, Let, Help and Get**

CHECK POINT
T

CHART CHECK
T, F, T

EXPRESS CHECK

- A: to correct
B: to correct
A: stay
B: stay

- 1**
- | | | |
|------|------|------|
| 2. F | 4. F | 6. F |
| 3. T | 5. T | |

- 2**
- | | | | |
|---------|---------|----------|----------|
| 2. made | 5. got | 8. let | 11. made |
| 3. let | 6. made | 9. let | |
| 4. help | 7. got | 10. help | |

- 3**
2. made her work
 3. didn't let them use
 \ got him to clean
 S got him to pronounce
 6. didn't let her speak
 7. didn't make her leave

4 When I was a teenager, my parents never let me to ^{play} ~~to~~ play until I had finished all my homework. They even made me ^{help} ~~helping~~ my brothers with their homework before I could have any fun. On the one hand, they certainly got me ^{to} ~~to~~ learn a lot. On the other hand, they made me ^{become} ~~became~~ too serious. I wish they had let me ~~to~~ have a little more fun. When I become a parent, I want to get my child ^{to learn} ~~learns~~ about responsibility but also I would want to let ^{him or her} ~~he or she~~ have fun. As Ben Franklin said, 'All work and no play makes Jack a dull boy'. I want to avoid that mistake.

SelfTest IX

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|------|
| 1. C | 3. A | 5. D | 7. A |
| 2. A | 4. B | 6. C | 8. C |

9. A 11. B 13. B
 10. D 12. C 14. A

SECTION TWO

(Correct answers are in brackets.)

15. B (to change) 21. D (to seeing)
 16. C (trying) 22. A (to buy)
 17. B (finding) 23. D (not to fall)
 18. A (Getting) 24. B (watching)
 19. B (not to) 25. D (to do)
 20. C (old enough)

UNIT 54

Phrasal Verbs: Inseparable

CHECK POINT

in a restaurant

CHART CHECK

before the direct object

EXPRESS CHECK

We ran into Bob.
 He was eating out.

1 Ho Da-ming's new restaurant was failing. His customers rarely **came back**. Why? Mr Ho contacted a feng shui consultant to **find out**. Feng shui (meaning 'wind and water') is the ancient Chinese art of placing things in your surroundings. According to this art, the arrangement of furniture, doors and windows affects our health, wealth and happiness. Mr Ho was concerned about his business but he didn't **give up**. Following the consultant's advice, he remodelled and redecorated his restaurant. His actions **paid off**. Soon business **picked up** and Mr Ho became rich. 'It was the best decision I ever made,' he says happily. And he isn't

alone in his enthusiasm. Feng shui

has caught on with modern architects and homeowners everywhere.

1. has caught on 4. find out
 2. came back 5. give up
 3. paid off 6. picked up

2

2. back 6. out
 3. up 7. up
 4. up 8. out
 5. up

3

2. turned out 6. give up
 3. come up with 7. paid off
 4. went up 8. go back
 5. carried on

4

Sorry the flat is such a mess. I got **down** late this morning and didn't have time to tidy **up**. I'm going to the gym now to work **out** for an hour. I should get **back** before you and I'll clean up then. How about eating tonight-out? Afterwards, we can get together with some of the guys and maybe see a film. Or maybe we'll come **up** with a better idea. P.S. I ran **into Tom** at the library. He'll drop **by** to see you later.

UNIT 55

Phrasal Verbs: Separable

CHECK POINT

George is getting an idea for an invention.

CHART CHECK

Direct objects that are nouns can go before or after the particle.

EXPRESS CHECK

dreamt up that idea OR dreamt that idea up, dream it up

CHART CHECK 1

F

CHART CHECK 2

T, F

EXPRESS CHECK

were, was

1 Was Columbus really the first explorer to discover the Americas? Thor Heyerdahl didn't think so. He believed that ancient people were able to build boats that could cross oceans. To test his ideas, he decided to build a copy of the reed boats that were pictured in ancient paintings and sail across the Atlantic from North Africa to Barbados. Heyerdahl's team also copied ancient Middle Eastern pots and filled them with food for their journey – dried fish, honey, oil, eggs, nuts and fresh fruit. Ra, the expedition's boat, carried an international group including a Norwegian, an Egyptian, an Italian, a Mexican and a Chadian.

The first trip failed but everyone survived and wanted to try again. Departing on 17 May 1970, under the flag of the United Nations, Ra II crossed the Atlantic in 57 days. The expedition proved that ancient civilisations had the skill to reach the Americas long before Columbus.

- 2**
- | | |
|----------------|---------------|
| 3. Food | 13. are |
| 4. is | 14. Is |
| are | 15. equipment |
| 6. ideas | 16. batteries |
| 7. beans | 17. news |
| 8. rice | 18. stops |
| 9. Potatoes | 19. clothing |
| 10. are | 20. cold |
| 11. trips | 21. bothers |
| 12. vegetables | 22. bags |

3 27 October I've been on the ^{Canary} ~~canary~~ Islands for three days now. I'll start back home when the ^{weather is} woathoro arc better. I was so

surprised when I picked up my ^{post} ~~posts~~ today. My family sent me some birthday presents. My Birthday is the 31st. I won't open the presents until then.

2 ^{October} ~~october~~ think the weather is getting thunder

worse. I heard thunders today but there wasn't any rain. I stayed in bed with my cat, Typhoon. Every time it thundered, ^{Typhoon} ~~typhoon~~ and I snuggled up closer under the covers. I started reading a ^{novel} ~~Novel~~, 'Brave New World'.

30 October I left the Canary Islands today - just like ^{Columbus} ~~columbus~~. There's a strong wind and plenty of sunshine now.

I travelled 500 Kilometroe.

31 October I'm 21 today! To celebrate,

I drank some ^{coffee} ~~coffees~~ for breakfast and

I opened my presents. I got some perfume and pretty silver ^{jewellery} ~~jewellorios~~.

1 November The ^{electricity is} ~~electricities are~~ very low.

I'd better not use much until I get near Plymouth. Ill need the radio then. It rained today so I collected ^{water} ~~waters~~ for cooking.

UNIT 57

Quantifiers

CHECK POINT

a good supply of chocolate

CHART CHECK

T, F, T, T

EXPRESS CHECK

A: many B: much

1 Are you ready? 'Many people don't realise that some natural disasters such as

(continued on next page)

earthquakes can strike with little warning. It may take several days for assistance to reach you. Prepare your disaster kit in advance! Here are a few tips.

- Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.
- You will also need food for several days. It's a good idea to store a lot of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, such as peanut butter and raisins. And don't forget some 'comfort food' like biscuits and chocolate!
- If you haven't got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags and extra clothes for everyone.
- Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.
- The cash machines might not be working. Have you got any cash? You shouldn't keep much money in the house but you should have a lot of small notes and a few larger notes, too.

2

- | | |
|--------------------|--------------|
| 2. any | 8. many |
| 3. Several | 9. few |
| 4. a great deal of | 10. Some |
| 5. a lot of | 11. a little |
| 6. Many | 12. a few |
| 7. a few | |

3

- | | |
|-------------|-------------|
| 1. b. a few | a. a little |
| c. many | b. few |
| d. much | c. a few |
| e. a few | d. little |
| f. a little | e. a few |

4

We had a big storm last week and we lost the electricity for ^a few days. Once I got over

being scared, it was fun - a bit like camping.

We've got an electric heater so we didn't have ^{any} some heat. We slept in our sleeping bags around the fireplace. We used up ^{a lot of} many wood! Mum baked some bread in a pan in the fireplace. She had to try several times but it was really good when it worked. We ate it with ^a Tittle butter. The first night, we had ^{a lot of} much problems working out what to do. It got dark early and we only had ^{few} a little candles - and no TV! Jane is five and she was really frightened until we made hot chocolate over the fire. Finally, everybody took turns telling stories. I found out that ^{of} Dad knows a lot good stories.

UNIT 58

Articles: Indefinite and Definite

CHECK POINT

There is only one Earth.

CHART CHECK

F, T, T

EXPRESS CHECK

a, The

1

- | | | |
|------|------|------|
| 2. a | 4. b | 6. a |
| 3. b | S. b | |

2

- | | | |
|-------|--------|---------|
| 2. an | 6. the | 10. the |
| 3. a | 7. a | 11. a |
| 4. an | 8. the | 12. the |
| 5. an | 9. the | 13. the |

3

- | | | |
|--------|--------|------------|
| 2. the | 5. a | 8. an, the |
| 3. the | 6. the | 9. the |
| 4. a | 7. The | |

4 Once there was a plumber called Mario.
The plumber a
Plumber had beautiful girlfriend. One day,
an
a ape fell in love with the girlfriend and
the
 kidnapped her. The plumber chased **a** ape to
 rescue his girlfriend.

This simple tale became *Donkey Kong*,
the
a first video game with a story. It was
an
 invented by Sigeru Matsumoto, **a** artist with
 Nintendo, Inc. Matsumoto loved **the** video
 games but he wanted to make them more
 interesting. He liked fairy tales so he
 invented **a** story similar to a famous fairy tale.
The story
 Story was an immediate success and
 Nintendo followed it with *The Mario Brothers*.
 The rest is video game history

place just after **the sun** sets. So check it out!
 You won't be disappointed.

- 2**
- | | | |
|--------|---------|---------|
| 2. 0 | 10. 0 | 18. the |
| 3. 0 | 11. 0 | 19. 0 |
| 4. 0 | 12. 0 | 20. the |
| 5. the | 13. the | 21. 0 |
| 6. 0 | 14. the | 22. 0 |
| 7. 0 | 15. the | 23. 0 |
| 8. 0 | 16. 0 | 24. the |
| 9. 0 | 17. the | 25. the |

- 3**
- | | | |
|--------|-------|---------|
| 2. the | 7. 0 | 11. The |
| 3. the | 8. 0 | 12. the |
| 4. 0 | 9. 0 | 13. the |
| 5. the | 10. 0 | 14. the |
| 6. 0 | | |

4 Hi! Blare Gardens is excellent! This is **the** best
 holiday we've ever been on! I love the rides
 here. I've been on **the** roller coasters before
 but nothing is like the one they've got here!
the

And food is great, too. I usually don't eat **the**
the
 hot dogs but **a** hot dogs here are great. So is
the
 pizza. Do you like **the** theme parks? If so,
 you've got to get your family to come. The
the
 only problem is **a** crowds here. People have to
 queue to get into *everything* — even the
 toilets! See you soon.

UNIT 59 0 (No Article) and The

CHECK POINT

the little girl

CHART CHECK

indefinite
 plural

EXPRESS CHECK

A: the B: 0 A: the B: 0

1 Do you enjoy **theme parks**? Tomorrow, Blare
 Gardens will open to **the public** for
the first time. **The park** features a wide
 variety of **rides** and **games** that will appeal
 to both **adults** and **children**. And, of course,
 a theme park would not be complete without
candy floss and **hot dogs**. **The food** at Blare
 Gardens promises to be very good. Come
 early, bring **the whole family** and be sure to
 stay for **the firework display** that takes

UNIT 60 Reflexive Pronouns and Reciprocal Pronouns

CHECK POINT

CHART CHECK

F, T

EXPRESS CHECK

A: yourself
 B: myself

1 Self-talk is the way we explain a problem to ourselves. It can affect the way we feel and the way we behave. Tom and Sara, for example, both lost their jobs when their company laid off a lot of people. Sara kept herself fit and spent time with friends. Tom gained ten pounds and spent all his time by himself. They were both unemployed so the situation itself can't explain why they acted so differently from each other. The main difference was the way Tom and Sara explained the problem to themselves. Sara believed that she herself could change her situation. Tom saw himself as helpless. Later, everyone got their jobs back. When they all talked to one another back at the office, Tom grumbled, 'They must have been desperate.' Sara replied, 'They finally realised they need us!'

1. yourselves
2. herself, ourselves
3. myself, yourself
4. each other, yourself
5. itself, ourselves
6. yourselves, one another

3

2. yourselves	7. myself
3. themselves	8. myself
4. himself	9. yourselves
5. yourselves	10. myself
6. each other	

OR one another

4 I forgot to call Sam on his birthday. I reminded myself all day and I still forgot! I felt terrible. My sister, Anna, said, 'Don't be so hard on yourself,' but I didn't believe herself. She prides her on remembering everything. Then I read an article on self-talk. It said that people can change the way they explain problems to themselves. I realised that the way I talk to me is

insulting - like the way our maths teacher used to talk to us. I thought, Sam and I treat each other well. He forgave me myself for my mistake straightaway and I forgave him for forgetting our dinner date two weeks ago. Sam and I could forgive each other themselves so I suppose I can forgive myself me.

SelfTest



(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. C | 4. C | 7. C | 10. C |
| B | 5. A | 8. C | 11. C |
| 3. D | 6. A | 9. C | 12. A |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|---------------------------------------|------------------------|
| 13. A (is) | 19. D (delete the) |
| 14. C (Christmas) | 20. B (much time) |
| 15. B (is starting) | 21. C (few) |
| 16. B (May) | 22. B (a little) |
| 17. D (the) | 23. B (one another's) |
| 18. A (delete A and capitalise Money) | 24. B (a little) |
| | 25. D (the accountant) |



The Passive: Overview

CHECK POINT

the number of years the magazine has existed

CHART CHECK

T, T, F

EXPRESS CHECK

were printed



- | | |
|------|-------|
| 2. A | 7. A |
| 3. P | 8. P |
| 4. A | 9. A |
| 5. P | 10. P |
| 6. P | |

- 2**
3. Tagalog is spoken
 4. is spoken by 417 million people
 5. Seventy-one million people speak
 6. Arabic is spoken by
 7. speak English
 8. Swahili is spoken OR
People speak Swahili

- 3**
3. is published (~~the publisher~~)
 4. is read (~~readers~~)
 5. have been hired by our
international offices
 6. were purchased (~~the company~~)
 7. are used (~~our writers~~)
 8. is advertised (~~advertisers~~)
 9. were (or was) interviewed by *Live at Ten TV*
 10. was seen by millions of viewers

4 Two-thirds of Bolivia's five million people are located ~~locate~~ in the cool western highlands known as the Altiplano. For centuries, the grain quinoa has been ^{grown} ~~grew~~ in the mountains. Llamas ^{are} ~~are~~ bred for fur, meat and transportation. And tin, Bolivia's richest natural resource, is ^{mined} ~~mining~~ ~~by miners~~ in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop and cows are raised for milk. Oil is also ^{found} ~~find~~ there.

Although Spanish is the official language, Native American languages are still spoken ~~by people~~. Traditional textiles are woven by hand and music ^{is} ~~is~~ played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.

UNIT
62

The Passive with Modals

CHECK POINT

somebody should do something about
Ed's snoring

CHART CHECK 1

T,F

CHART CHECK 2

a modal or an auxiliary verb

EXPRESS CHECK

- A: Will... be prepared
B: won't, will be prepared

- 1** Space Station *Unity* will be completed within the next decade and international teams of astronauts will then be sharing close quarters for long periods of time. What can be done to improve living conditions in space? Here's what former astronauts suggest:
- **FOOD** It doesn't taste as good in zero gravity. Food should be made spicier to overcome those effects. International tastes must also be considered.
 - **CLOTHING** Layered clothing could help astronauts stay comfortable. The top layer could be removed or added as temperatures vary.
 - **SLEEPING** Because of weightlessness, sleep is often interrupted in space. Comfortable restraints must be provided to give a sense of stability.
 - **EMOTIONAL NEEDS** People need rest time in space just as they do on Earth. Time ought to be provided for relaxation and privacy.

- 2**
2. Is . . . going to be prepared
 3. (is it going to be) squeezed
 4. will be prepackaged
 5. can be warmed up

(continued on next page)

6. should ... be chosen
7. has to be offered
8. could be selected
9. Will... be used
10. had better be attached
11. ought to be made

- 3**
2. should be kept
 - i. ought to be improved
 4. could be designed
 5. can be removed
 6. ought to be given
 7. are going to be delivered
 8. will be done
 9. will be stored

- 4** I used the sleeping restraints last night and slept a lot better. They ought to ^{be made} **make** more comfortable, though. I felt trapped. I've just looked in the mirror. My face is puffy and my eyes are red. I'd better ^{get} **be got** on the exercise bike right away. I can be ^{misunderstood} **misunderstanding** when I look like this.
- Last night, Max thought I was angry with him for turning on 'Star Trek'. Actually, I love that programme. I might be given early lunch shift today. I hope they have more chilli. It's nice and spicy and the sauce can actually ^{be} **been** tasted, even at zero gravity. ^{flown}
- Some of it had better be **fly** in on the shuttle pretty soon or there might be some unhappy astronauts! Speaking of unhappy, last night, Katy called and told me she was planning to ^{talked}
- leave school. I think she could be **talk** out of it but I'm afraid I'll ^{be} get angry and shout if we discuss it. I might ^{be} **overheard** by others. We need some privacy here!

UNIT 63

The Causative

CHECK POINT

went to a hairdresser's

CHART CHECK

F, T, F

EXPRESS CHECK

A: done

B: done, do

- 1**
- | | | |
|------|------|------|
| 2. T | 4. T | 6. T |
| 3. T | 5. F | |

- 2**
3. Amy had the dog groomed.
 4. They are going to get the windows cleaned.
 5. They had the carpets shampooed.
 6. Amy is going to have her ears pierced. Jake got his hair cut.
 8. They are going to have food and drinks delivered.

- 3**
1. OR have it shortened
 2. get (OR have) it dry cleaned
 3. 're getting (OR having) them cleaned OR 're going to get (OR have) them cleaned
 4. 'm getting (OR having) it cut OR 'm going to get (OR have) it cut
 5. get (OR have) it coloured
 6. Did . . . get (OR have) it painted

- 4** The party was last night. It went really well! The house looked great. Mum and Dad had the floors polished and all the windows ^{cleaned} **clean** professionally so everything sparkled. And of course we ^{painted the whole house} ~~had the whole house painted~~ ourselves last summer. (I'll never forget *that*. It took us two weeks!) I wore my new black dress that I ^{had} **have** shortened by Jill and I ^{got my hair cut} ~~got cut my hair~~ by Colin. He did a great job. There were a lot of guests at the party. We ^{had invited OR invited} ~~had almost fifty people invited~~

and they almost all turned up! The food was great too. Mum made most of the main dishes herself but she had the rest of the food *prepared* by a caterer. Mum and Dad hired a professional photographer so at the end of the party we ^{had our photos taken} all took our photos. Dad's getting them back next week. I can't wait to see them!

SelfTest

XII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. C | 4. B | 7. C | 9. D |
| D | 5. C | 8. B | 10. B |
| A | 6. B | | |

SECTION TWO

(Correct answers are in parentheses.)

11. C (by)
12. A (delete were)
13. C (be corrected)
D (delete by the printer)
15. A (delete was)
16. D (return)
17. C (them done)
18. C (be discussed)
19. A (was painted)
20. C (couldn't OR wasn't able to)
21. B (grown)
22. D (was working)
23. B (have to be replaced)
24. C (cleaned)
25. A (be made)

UNIT 64

Zero Conditionals

CHECK POINT

CHART CHECK

T, F, F

EXPRESS CHECK

- b 2. C 3. a

1

If you run into problems on your journey, remember your rights as a passenger. Often the airline company is required to compensate you for delays or damages. For example, the airline provides meals and hotel rooms if a flight is unduly delayed. However, the airline owes you a lot more if it caused the delay by overbooking. This can occur especially during holidays if airlines sell more tickets than there are seats. If all the passengers actually turn up, then the flight is overbooked. Airlines usually award upgrades or additional free travel to passengers who volunteer to take a later flight. However, if no one volunteers, your flight may be delayed. In that case, the airline must repay you 100 per cent of the cost of your ticket for a delay of up to four hours on an international flight. If the delay is more than four hours, you receive 200 per cent of the cost of your ticket.

2

1. OR The best time to go to Hong Kong is November or December if you hate hot weather.
2. If you're travelling with your children, take them to Lai Chi Kok Amusement Park in Kowloon. OR Take your children to Lai Chi Kok Amusement Park in Kowloon if you're travelling with them.
3. If you need a moderately priced hotel, I suggest the Harbour View International House. OR I suggest the Harbour View International House if you need a moderately priced hotel.
4. If you like seafood, there are wonderful seafood restaurants on Lamma Island, OR There are wonderful seafood restaurants on Lamma Island if you like seafood.
5. If you're fascinated by Chinese opera, you might like the street opera in the Shanghai Street Night Market, OR You might like the street opera in the

(continued on next page)

Shanghai Street Night Market if you're fascinated by Chinese opera.

6. If you'd like to get a good view of Hong Kong, you should take the funicular to the Peak. OR You should take the funicular to the Peak if you'd like to get a good view of Hong Kong.

- 3
2. I spend a lot of time at the pool if I stay at a hotel.
3. If I stay with friends, I spend time with them.
4. It's not so nice if I get a 'Dracula' flight.
5. It's very rewarding if you don't mind hard work.
6. If you have three flatmates, you don't have trouble finding dogwalkers.
7. If a flight has an empty seat, I travel free.

- 4
- What a great weekend! If Lou and Tony aren't the best hosts in the world, I won't know who is. I've invited them to London but if you live in the Bahamas, you rarely want to leave. Tomorrow at midnight, I am doing a round trip from London to Singapore. There's always a price to pay. If I get a free weekend, I always get a 'Dracula' flight afterwards. Oh, well. If I won't fall asleep, I can usually get a lot of reading done. Pat and Ken both flew to London yesterday. I hope someone can walk Frisky for me. Usually, if I'll be working, one of them is off. If Frisky is alone for a long time, he barked a lot. That disturbs the neighbours. Maybe I should just leave the TV on for him. He's always very calm if the TV is on. Or maybe I'd better call Pat and ask her about her timetable. If it was 6:00 p.m. here in Singapore, it's 11:00 a.m. in London.

UNIT 65

First Conditionals

CHECK POINT

F, F

CHART CHECK

the *if* clause

when the *if* clause comes first

EXPRESS CHECK

If she wins, she'll fight crime.

1

2. e 4. a 6. d
3. C 5. g 7. b

2

3. get
If
5. win
6. 'I'll take OR 'm going to take
If
8. am
9. 'I'll try OR 'm going to try
10. will... do OR are . . . going to do
11. if
12. lose
13. If
14. lose
15. 'I'll continue OR 'm going to continue
16. Unless
17. cooperate
18. won't be OR isn't going to be
19. if
20. don't elect
21. 'I'll be OR 'm going to be

3

(possible answers)

3. If I take out a student loan, I won't have to depend on my family, OR I won't have to depend on my family if I take out a student loan.
4. If I go to law school, I'll earn more money. OR I'll earn more money if I go to law school.
5. If I earn more money, I'll be able to pay back my (student) loan quickly, OR I'll be able to pay back my (student) loan quickly if I earn more money.
6. If I pay back my loan quickly, I'll be able to pay for my sister to go to university. OR I'll be able to pay for my sister to go to university if I pay back my loan quickly.

7. If I go to law school, I'll go into politics.
OR I'll go into politics if I go to law school.
8. If I go into politics, I'll be able to improve life for others, OR I'll be able to improve life for others if go into politics.
9. If I go into politics, I'll get elected as an MP. OR I'll get elected as an MP if I go into politics.
10. If I get elected as an MP, I'll sit in the House of Commons, OR I'll sit in the House of Commons if I get elected as an MP.

4 Should I campaign for student union president? I'll have to decide soon if I ^{want} wanted to run. If I'll be busy campaigning, I won't have much time to study. That's a problem, because I'm not going to get a good job ^{unless*} if I get good marks this year. On the other hand, there's so much to do in this university and nothing ^{will get OR is going to get} is getting done if John Healy becomes president again. A lot of people know that. But will I know what to do if I'll get the job? Never mind. I'll deal with that problem ^{don't} if I win.
*OR if I get

- 3**
2. If Schroeder didn't love Beethoven, he wouldn't play his sonatas all the time.
 3. If Charlie Brown had enough friends, he wouldn't feel lonely.
 4. If Sally knew her teacher's name, she could send her a card.
 5. If Linus weren't clever, he wouldn't find intelligent solutions to life's problems.
 6. If Woodstock and Snoopy didn't have a close relationship, Woodstock wouldn't confide in Snoopy.
 7. If Rerun's parents didn't refuse to let him have a dog, he wouldn't try to borrow Charlie's dog.
 8. If Pigpen had enough baths, he wouldn't be filthy.

I've got to stop staying up late reading 'Peanuts'! If I weren't always so tired, I ^{would} will be able to stay awake in class. Whenever the teacher asks me something, I don't know what to say. Then I get really embarrassed because of that nice red-haired girl that I like. I would talk to her if I ^{weren't} wouldn't be so shy. My friend, Jason, says, 'If I was you, I'd ask her to a party' but I'm too afraid that if I asked her, she would have said no. After school, I played football. Nobody wanted me in their team. If I ^{played} play better, I would get chosen sometimes. Life is hard! I can really understand that Charlie Brown character in 'Peanuts'. In fact, if I didn't laugh so hard while reading 'Peanuts', I would ^{cry} >cried!

UNIT 66 Second Conditionals

CHECK POINT

F

CHART CHECK

F, T, F

EXPRESS CHECK

would, if, were

- 1**
- | | | |
|------|------|------|
| 2. T | 4. F | 6. F |
| 3. T | 5. F | |

- 2**
2. wouldn't like
 3. weren't



Third Conditionals

CHECK POINT

F

CHART CHECK

the *if* clausethe *if* clause comes first

EXPRESS CHECK

would have studied

- 1** 2. F 4. F 6. T
3. T 5. F

- 2** could (OR would) have gone OR would have been able to go, hadn't lost could have gone, hadn't become wouldn't have known, hadn't shown hadn't helped, could have gone might not have led, hadn't married

3 (*Answers may vary slightly*)

- OR Clarence would have had more self-confidence if he had been a first-class angel.
- If George hadn't been unhappy about his business, he wouldn't have shouted at his daughter on Christmas Eve. OR George wouldn't have shouted at his daughter on Christmas Eve if he hadn't been unhappy about his business.
- Poor people couldn't have bought (OR wouldn't have been able to buy) houses if George's business hadn't lent them money, OR If George's business hadn't lent them money, poor people couldn't have bought (OR wouldn't have been able to buy) houses.
- If Mr Potter had been able to trick George, George would have sold Potter the business. OR George would have sold Mr Potter the business if Potter had been able to trick George.
- If George's Uncle Billy hadn't lost £8,000, George wouldn't have got into trouble with the law. OR George wouldn't have got into trouble with the law if his Uncle Billy hadn't lost £8,000.

6. If George's friends had known about his troubles, they would have helped him straightaway. OR George's friends would have helped him straightaway if they had known about his troubles.

7. If George's friends hadn't collected money for him, he would have gone to prison. OR George would have gone to prison if his friends hadn't collected money for him.

4 It's funny how things work out sometimes.

If George ^{hadn't} ~~hasn't~~ wanted to jump off that bridge on Christmas Eve, I might never have ^{got} ~~getting~~ an important job like saving

him. And if he hadn't been so stubborn, I would never ^{have} ~~had~~ thought of the idea of showing him life in Bedford Falls without him. One of the saddest things was seeing all those people who didn't have homes.

If George ^{had given up} ~~gave up~~ and sold his business to Mr Potter, then Potter would have rented run-down flats to all those people. But because of George, they now have good homes. By the time we were finished, George realised he really had a wonderful life. In fact, he ^{would} ~~will~~ have gone to prison happily, if his friends hadn't given him the money he needed. Well, luckily they helped him out and he didn't go to prison. And I got my wings and became a first-class angel!



Wish: Present and Past

CHECK POINT

that day

CHART CHECK 1

the past simple

CHART CHECK 2

the past perfect

EXPRESS CHECK

knew, had known

- 1** 2. T 4. F 6. T
 3. F 5. T

- 2** 2. would go away
 3. had
 4. didn't have to deal
 5. could entertain
 6. could have invited OR
 had been able to invite
 7. had known

2. I wish my husband would ask for a pay rise.
 3. I wish we'd saved some money last month.
 4. I wish my boyfriend weren't unfit OR were fit.
 5. I wish I weren't too old to go back to school.
 6. I wish I could stop (OR were able to stop) smoking.
 7. I wish my son would phone me.
 8. I wish my parents had understood me.

4 Today, I said to Dr Grimes, 'I wish there ^{were} ~~was~~ a way to spend more time with my boyfriend but we're both too busy' He just said, 'If wishes were horses, beggars would ride.' That's an easy thing to say but I wish I understood understand its meaning. Maybe it means that wishing won't solve problems. Well, that's why I went to see him!!! I wish he had told will toll me what to do right then and there but he refused. Speaking of wishful thinking, I wish Mark and I could have ^{spend} spent the weekend together next week. My exams are over but he's got to fly to Paris for his job.

If wishes were horses, I'd ride one to Paris. Hey! Mark is always saying, 'I wish you would come with me sometimes.' I suppose I can go with him to Paris. Dr Grimes must have meant that I can solve my own problems. Now I wish I ~~hadn't~~ ^{haven't} been so rude to him.

SelfTest XIII

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| C | 4. A | 7. B | 10. D |
| B | 5. D | 8. C | 11. A |
| 3. A | 6. C | 9. C | 12. D |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|--|------------------------------|
| 13. D (seen) | 20. D (were) |
| 14. B (could have) | 21. C (<i>delete</i> will) |
| 15. B (won't) | 22. C (<i>delete</i> comma) |
| 16. B (have) | 23. A (had) |
| 17. B (were) | 24. C (get) |
| 18. A (could have) | 25. C (could) |
| 19. A ('I'll eat OR
are going to eat) | |

UNIT 69

Relative Clauses with Subject Relative Pronouns

CHECK POINT

F

CHART CHECK

nouns
 in the middle of the main clause, after the main clause

EXPRESS CHECK

That's the man who works in the cafeteria.

1 Almost everyone has friends but ideas about friendship vary from person to person. For some, a friend is someone who chats with you on the internet. For others, a friend is a person who has known you all your life – someone whose family knows you, too. Others only use the term for someone who knows your innermost secrets. Although different people emphasise different aspects of friendship, there is one element which is always present and that is the element of choice. We may not be able to select our families, our colleagues or even the people that take the bus with us but we *can* choose our friends. As anthropologist Margaret Mead once said, 'A friend is someone who chooses and is chosen.' It is this freedom of choice that makes friendship such a special relationship.

- 2**
1. OR that have
 2. who (OR that) have
 3. that (OR which) are
 4. who (OR that) faces
 5. that (OR which) is
 6. whose . . . are
 7. whose . . . include
 8. that (OR which) appears OR appeared OR has appeared
 9. who (OR that) doesn't read OR hasn't read

- 3**
2. Mexico City is an exciting city that (OR which) attracts a lot of tourists.
 3. Steph has a brother whose name is Eric.
 4. He works for a magazine that (OR which) is very popular in Mexico.
 5. Eric writes a column that (OR which) deals with relationships.
 6. An article that (OR which) discussed friendships won a prize.
 7. A person who (OR that) has a lot of friends is lucky.

4 A writer once said that friends are born, not made. This means that we automatically become friends with people who they are compatible with us. I don't agree with this writer. Last summer, I made friends with some were OR are people who s completely different from me.

In July, I went to Barcelona to study Spanish for a month. In our group, there was a teacher who OR that which was much older than I am. We became really good friends. In my first week, I had a problem which was getting me down. Barcelona is a city that OR which who has a lot of distractions. As a result, I went out all the time and I stopped going to my classes. Bob helped me get back into my studies. After the trip, I kept writing to Bob. He always writes stories are that is interesting and encouraging. Next summer, he's leading another trip that OR which what sounds interesting. I hope I can go.

UNIT 70

Adjective Clauses with Object Relative Pronouns or *When* and *Where*

CHECK POINT

T

CHART CHECK

the subject of the relative clause
F

EXPRESS CHECK

I watch all the films that he directs.

1 At the age of nine, Eva Hoffman left Poland with her family. She was old enough to know what she was losing: Krakow, a city that she loved as one loves a person, the sun-baked villages where they had spent summer holidays and the conversations and escapades with her friends. Disconnected from a city where life was lived intensely, her father was overwhelmed by the transition to Canada. Eva lost the parent whom she had watched in lively conversation with friends in Krakow cafés. And nothing could replace her friendship with the boy whose home she visited daily, and whom she assumed she would marry one day. Worst of all, however, she missed her language. For years, she felt no connection to the English name of anything that she felt was important. *Lost in Translation: A Life in a New Language* (Penguin, 1989) tells how Eva came to terms with her new identity and language. It's a story that readers will find fascinating and moving.

- 2**
1. OR that
 3. who OR whom OR that
 4. stayed OR were staying
 3. which
 - 6 had
 7. that OR which
 - 8 wanted
 9. that OR which
 10. have experienced
 11. where OR in which
 12. were
 13. who OR whom OR that
 14. take care of

- 3**
1. OR ... in which I grew up . . .
 2. The house that (OR which) we lived in was beautiful. OR The house in which we lived . . .
 3. Emily and I shared a room where (OR in which) we spent a lot of time playing.

4. I had a good friend who (OR whom OR that) I went to school with, OR . . . with whom I went to school.
5. I took piano lessons from a woman who (OR whom OR that) I met at my mum's office.
6. I remember one summer when the whole family went to the seaside.
- 7 Those were good times that (OR which) I'll always remember.

4 Tai Dong is the small city in southeastern where OR in which OR that . . . in Taiwan **which** I grew up. My family moved there from Taipei the summer I was born. The house in which I grew up **in** is on a main street in Tai Dong. My father sold tea and my mother had a food stand in our front courtyard, where she sold omelettes early in the morning. A customer who I always chatted with **him** had a son my age. We were ^{whose} best friends. A cousin who his family I visited every summer lived with us. He was ^{who OR whom OR that} an apprentice **which** my father was teaching the tea business to. On the first floor of our ^{in which OR where} house, we had a huge kitchen **in-where** we all gathered for dinner. It was a noisy place. The bedrooms where the family slept ^{were} **was** upstairs. My two brothers slept in one ^{that OR which} bedroom. I slept in one **what** I shared with my older sister. My younger sister shared a ^{who OR whom OR that} bedroom with another cousin **which** my family had adopted.

*OR the house which (OR that) I grew up in



Relative Clauses:

Defining and
Non-Defining

CHECK POINT

F

CHART CHECK

non-defining

T

EXPRESS CHECK

It was the computer which we saw at
E-Lectronics.

- 1** 2. T 4. F 6. F
3. T 5. F

2 , tech • no • 'pho • bia (*noun*) a fear **that**

some people have about using technology

If you have it, you're one of the 85 per cent
of people **that** this new 'disease' has struck.

Maybe you've bought a phone on which you
can programme 99 numbers - but you can't
turn it on. Or perhaps you have just read
that your new CD player, which you have
finally learnt how to use, will soon be
replaced by DVD, which you had never even
heard of.

Some experts say that things have just
become too complex. William Staples, who
wrote a book on the electronic age, tried to
help a friend who had just bought a new
stereo. The stereo, which worked before,
wasn't working any more. 'On the front of
the stereo, there were literally twenty
buttons,' says Staples. Donald Norman, who
has written about the effects of technology
on people, blames the designers of these

devices, not the people who use them. 'The
best way to cure technophobia is to cure the
reasons that cause it - that is, to design
things **that** people can use and design things
that won't break,' claims Norman. Michael
Dyrenfurth, who is a university lecturer,
believes we cause our own problems by
buying technology **that** we just don't need.
'Do we really need electric toothbrushes?' he
asks. According to Williams, important
technology **that** we can't afford to run away
from actually exists. To prosper, we need to
overcome our technophobia and learn to use it.

- 3**
2. My new mobile, which I bought only a month ago, has become a necessary part of life.
 3. I remember the day when I was afraid to use my new computer.
 4. Now, there are psychologists who (OR that) help technophobes use technology.
 5. Dr Michelle Weil, who is a psychologist, wrote a book about 'technostress'.
 6. I work in an office where (OR in which) the software changes frequently.
 7. A lot of people who work in my office suffer from technostress.
 8. Some people dream of a job they can do without technology.

4 I've just read a book called *Technostress*, which was written by Dr Michelle Weil. Her co-author was Dr Larry Rosen, ^{who} **that** is her husband and also a psychologist. According to the authors, everybody feels stress about technology. Our mobiles and pagers, ^{which} **that** we buy for emergencies, soon invade our privacy. Just because they can, people contact us at places, where we are relaxing.

Another problem is having to learn too much, too fast. Technological changes, ^{which} used to come one at a time, now overwhelm us. Dr Weil suggests dealing with technostress using tips from her latest book, which can be purchased via her website.

SelfTest

XIV

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| B | 4. C | B | 10. C |
| 2. A | 5. B | 8. C | 11. B |
| 3. D | 6. B | 9. B | 12. C |

SECTION TWO

(Correct answers are in parentheses.)

13. C (where)
14. A (who)
15. C (delete he)
16. B (whose)
17. B (that OR which OR delete what)
18. D (delete it)
19. C (discuss)
20. B (which)
21. A (who)
22. C (in which OR where)
23. B (with whom)
24. C (when OR that OR delete which)
25. A (whose)

UNIT 72

Direct and Indirect Speech: Imperatives

CHECK POINT

'Don't eat a heavy meal before bed.'

CHART CHECK

direct speech
T

EXPRESS CHECK

to go, Don't work

1 Can't sleep? You're not alone. Millions of people are up tossing and turning instead of getting their beauty sleep. Dr Ray Thorpe, Director of the Sleep Disorders Clinic, says, 'Don't think that loss of sleep is just a minor inconvenience.' During an interview he told me to think about what can happen if people drive when they're tired. Every year up to 200,000 car accidents are caused by drowsy drivers. Then he asked me to think about a recent industrial disaster. Chances are that it was caused at least in part by sleep deprivation.

Being an insomniac myself, I asked Dr Thorpe for some suggestions. He told me to stop drinking coffee. He said to have a warm glass of milk instead. 'A lot of old-fashioned remedies work. Have a high-carbohydrate snack like a banana before you go to bed,' he said. But he advises patients not to eat a heavy meal before turning in for the night. What about exercise? 'Regular wexercise helps but don't exercise too close to bedtime,' he suggested. Finally, he told me not to despair. 'Don't worry about not sleeping. It's the worst thing to do,' he said. I don't know. After thinking about those industrial accidents, I doubt I'll be able to sleep at all!

- 2**
- | | |
|---------------|--------------|
| 2. that night | 7. there |
| 3. told | 8. explain |
| 4. my | 9. not to |
| 5. to watch | 10. the next |
| 6. said | 11. to get |

- 3**
1. OR He said to pull over and have a brief nap.
 2. OR He told them not to have a long nap.
 3. He told them (OR He said) to sing to themselves.
 4. He told them (OR He said) to tune their radios to an annoying station.
 5. He told them (OR He said) not to eat while driving.

(continued on next page)

6. He told them (OR He said) to open their windows.
7. He told them (OR He said) to let cold air in.
8. He told them (OR He said) to be careful when they stop their cars.
9. He told them (OR He said) not to stop in a deserted place.
10. He told them (OR He said) not to drink and drive.

4 In class today, John read one of his stories. It was wonderful. After the lesson, the teacher asked me ^{to} read a story in class next week. However, I begged her ^{not} to ask me next week because I'm having trouble getting ideas. She ^{told} ~~said~~ me not to worry and she said to wait for two weeks. Then I talked to John and I asked him ^{to} tell me the source of ~~your~~ ^{his} ideas. He said that they came from his dreams and he told me ^{to} keep a dream diary for ideas. He invited me ^{to} read some of his diary. ~~It~~ ^{It} was very interesting so I asked him to give me some tips on remembering dreams. He said ^{to get} getting a good night's sleep because the longer dreams come after a long period of sleep. He also ^{told} ~~tell~~ me to keep my diary by the bed and to write as soon as I wake up. He said ^{not to} ~~to no~~ move from the sleeping position. He also told me ^{not to} ~~to don't~~ think about the day at first. (If you think about your day, you might forget your dreams.) Most important - every night he tells himself ~~that~~ ^{the next} to remember his dreams ~~tomorrow~~ morning.

UNIT 73

Indirect Speech: Statements (1)

CHECK POINT

'It looks great on you!'

CHART CHECK

the punctuation
the verb tense in the statement
pronouns in the statement

EXPRESS CHECK

told, was

1 At 9:00, Rick Thompson's bank phoned and said that his credit card payment was late. 'The cheque is in the post,' Rick replied quickly. At 11:45, Rick left for a 12:00 meeting. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée wore a new dress. Rick hated it. 'It looks great on you,' he said.

Three lies in one day! Yet Rick is just an ordinary guy. Each time, he told himself that sometimes the truth causes too many problems. He told himself that his fiancée was happy with her purchase. Why should he hurt her feelings?

Is telling lies a new trend? The majority of people in a recent survey said that people were more honest ten years ago. Nevertheless, lying wasn't really born yesterday. In the eighteenth century, the French philosopher Vauvenargues was right about lying when he wrote, 'All men are born truthful and die liars.'

2

- | | |
|---------|----------------|
| 2. has | 7. had earned |
| 3. told | 8. had lied |
| 4. that | 9. was leaving |
| 5. had | 10. had fired |
| she | |

- 3
2. Lisa said (that) she had just heard about a job at a scientific research company.
 3. Ben said (that) he had got a B. Sc. in Biochemistry from London.
 4. Lisa told him (that) they wanted someone with some experience as a programmer.
 5. Ben told her (that) he worked as a programmer for Data Systems in Basingstoke.
 6. Lisa said (that) they didn't want a recent graduate.
 7. Ben told her (that) he had got his degree four years ago OR before.
 8. Lisa said (that) it sounded like the right job for him.

4

Once, when I was a teenager, I went to my aunt's house. She collected pottery and when I got there, she ^{told} ~~said~~ me that she ^{wanted} ~~wants~~ to show me a new bowl. She ^{told} ~~said~~ me ^{me} ~~she~~ ^{had} ~~has~~ just bought it. It was beautiful. When she went to answer the door, I picked up the bowl. It slipped out of my hands and smashed to pieces on the floor. When my aunt came back, I screamed and said ^{that} ~~what~~ the cat had just broken ^{her} ~~your~~ new bowl. My aunt looked at me in a funny way and told me that it ^{wasn't} ~~isn't~~ important. I couldn't sleep that night, and the next morning, I rang my aunt and confessed that I ^{had} ~~have~~ broken her ^{she} ~~her~~ bowl. She said ^{she} ~~i~~ had known that all along. I promised that I ^{was} ~~am~~ going to buy her a new one. We still laugh about it now.

^{said} *OR She ~~told~~ she . . .

UNIT
74 Indirect Speech:
Statements (2)

CHECK POINT

'It will be windy'

CHART CHECK

ought to, might, should have

EXPRESS CHECK

Jim said that he might move soon.

- 1
 2. "The wind may reach 170 miles per hour."
 3. "There will be more rain tomorrow."
 4. "You should try to leave the area."
 5. "We can expect a lot of damage."
- 2
 2. They said (that) it was going to pass north of there.
 3. They said (that) it might become a tropical storm when it landed there.
 4. They said (that) they had had to close some bridges the day before because of high tides.
 5. They said (that) they wouldn't restore the electricity until today.
 6. They said (that) the schools there might be closed for a while.
 7. They said (that) they ought to use bottled water for a few days.
- 3
 2. He said (that) it was true, and (that) they would probably become more frequent.
 3. He said (that) the planet might be getting warmer, and (that) that could cause more severe storms.
 4. He said (that) the emergency services should have arrived much more quickly.
 5. He said (that) the new satellites would help. He said (that) if we (OR they) didn't have them, we (OR they) wouldn't be able to warn people.
- 4

We had some excitement here because of the hurricane last week. Jim's mother ^{was} called just before the storm. She said she ~~is~~ listening to the weather report and that she was worried about us. She told Jim that if

(continued on next page)

^{we} you two weren't so stubborn, ^{would} we will pack up and leave immediately. Jim's father told us how to get ready for the storm. He said we should ^{have} put tape on our hotel windows ^{that night} tonight and that we ought to fill the bath with water. He also told Jim that we should buy a lot of batteries before the storm ^{struck that day} strikes today. My friend Sue called. She said that her place was too close to the coast and that she couldn't stay ^{there} here. She told me ^{she} I wanted to stay with me and Jim. She said she should ^{have} called us sooner. I told her she should come ^{then} now. Then we listened to the weather forecast and the weather forecaster said that the storm ^{was} is going to go out to sea. He said it ^{wouldn't} won't strike this area at all!

he asked who had written her application for her. Melissa was shocked but she handled herself very well. She asked the interviewer whether he was going to ask her any serious questions. Then she left.

Companies sometimes conduct stress interviews to see how candidates handle pressure. Suppose, for example, that there is an accident in a nuclear power plant. The plant's public relations officer must remain calm when reporters ask how the accident could have happened. Be aware, however, that in some countries, like the United States, certain questions are not allowed unless they are directly related to the job. If your interviewer asks how old you are, you can refuse to answer. The interviewer also should not ask whether you are married or how much money you owe. If you think a question is inappropriate, ask how it relates to the job. If it doesn't relate to it, you don't have to answer.

Items ticked: 2, 3, 5

UNIT 75

Indirect Questions

CHECK POINT

'Why are you still single?'

CHART CHECK 1

F,T

CHART CHECK 2

F,T

EXPRESS CHECK

why he had left his job.

1 A few weeks ago, Melissa Morrow had a stress interview, one which featured tough, tricky questions and negative evaluations. First, the interviewer asked why she couldn't work under pressure. Before she could answer,

2

2. He asked when the interview was.
3. He asked where the company was.
4. He asked if (OR whether) she needed directions.
5. He asked how long it took to get there.
6. He asked if (OR whether) she was going to drive.
7. He asked who was going to interview her.
8. He asked when they would let her know.

3

3. Pete asked if (OR whether) she was going for interviews with other companies.
4. Claire asked what her responsibilities would be.
5. Claire asked how job performance was rewarded.
6. Pete asked what her starting salary at her last job had been OR had been at her last job.
7. Pete asked if (OR whether) she had got on well with her last employer.
8. Claire asked if (OR whether) they (OR he) employed many women.

4 I did some stress questioning in my interview with Miles Denton this morning. I asked Mr Denton why ~~couldn't he~~ ^{he couldn't} work under pressure. I also asked him why ~~did~~ ^{disliked} his supervisor ~~dislike~~ ^{dislike} him. Finally, I enquired when he would leave our company. Mr Denton answered my questions calmly and he had some excellent questions of his own. He asked ~~if~~ ^{I had decided} we expected changes to the job. He also wanted to know how often ~~do~~ ^{do} we evaluate employees. I was impressed when he asked why ~~did I decide~~ ^{I had decided} to join this company. I think we should employ him.
*OR how often we evaluated

UNIT 76 Embedded Questions

CHECK POINT

Should we leave a tip?
Is the service included?

CHART CHECK

F,T

EXPRESS CHECK

A: ? B: .

1 Read this if...

you've ever wanted to know exactly how to tip.
you've ever cancelled a restaurant booking because you didn't know whether to tip or not.
you've ever forgotten to tip or not realised that you were supposed to tip.

you've ever left a small tip and then wondered if it should have been bigger,
you've ever left a large tip and then wondered if you needed to tip at all,
you've ever been uncertain whether the tip is included in the bill,
you've ever wondered why you should tip,
you've new to the United Kingdom and you're not sure who to tip.

- 2**
2. how to tell if the tip is included in the bill.
 3. why waiters in Iceland refused my tips?
 4. how much to tip airport porters.
 5. who expects a tip and who doesn't.
 6. I should tip my ski instructor.
 7. tipping is still illegal there.
 8. to tip anyway.

- 3**
2. how much to tip (OR how much we should tip) the taxi driver?
 3. where the Smithsonian Museum is?
 4. where we can buy (OR where to buy) metro tickets.
 5. we could rent a car and drive?
 6. what they put in the sauce.

4 When you live in a foreign country, even a small occasion can be an adventure! Before my date with James tonight, I didn't even know what ~~should I~~ ^{I should OR to} wear! Jeans? A dress? John's Grill isn't a smart restaurant but it was James's birthday and I wanted to make it a big occasion. Alison was very helpful, as always. I knew how to get to John's Grill but I didn't know how long it was going to take to get there. I left at 6:00, which should have given me plenty of time, but when I got off the bus, I wasn't sure ~~if~~ ^{whether} to

(continued on next page)

turn left or right. I asked a police officer
John's was where was John's and I was only a few
 minutes late. I had planned to take James
 out for a drink afterwards but I couldn't
 remember how ~~K~~to find the place Alison had
 suggested and James has been here even
 less time than me. Anyway, when we got the
 bill, I was wondering whether to tip or ~~no~~. I
 had to ask James did he know. Fortunately,
 he had read a great book called *Tips on*
Tipping so he told me to leave about
 15 per cent.

SelfTest

(Total = 100 points. Each item = 4 points.)

SECTION ONE

- | | | | |
|------|------|------|-------|
| 1. D | 4. C | 7. C | 9. C |
| 2. A | 5. A | 8. A | 10. D |
| 3. B | 6. C | | |

SECTION TWO

(Correct answers are in brackets.)

- | | |
|------------------------------|----------------------|
| 11. A (told OR said to) | 19. D (it costs) |
| 12. D(.) | 20. C (runs) |
| 13. D(then) | 21. D (?) |
| 14. D (was coming) | 22. D (,') |
| 15. D (there) | 23. B (if you could) |
| 16. B (whether or not OR if) | 24. C (not to) |
| 17. A (whether) | 25. B (I could) |
| 18. D (might have stopped) | |

Index

- Alan*, 250-251
A *few/few*, 246-247
A *great deal of*, 246-247
A *little/little*, 246-247
A *lot of*, 246-247
Ability, 116-117
 passive, 269
 with *wish*, 295
Active/passive, 264-265
Additions, 110-111
Adjective clauses (*see Relative clauses*)
Adjectives
 As ... as, 180-181
 comparatives, 184-185, 339, 344
 contrast with adverbs, 172-173
 followed by infinitives, 210-211, 215, 338
 irregular comparisons, 339
 participles used as, 176-177, 339
 with preposition
 combinations, 203, 338
 superlatives, 188-189, 339, 344
Adverbs
 As ... as, 180-181
 comparatives, 192-193, 339
 contrast with adjectives, 172-173
 ending in *-ly*, 172-173, 344
 of frequency, 7
 followed by infinitives, 215
 irregular comparisons, 339
 of manner, 173
 superlatives, 192-193
Advice, 128-129
 If I were you, 287
 imperative, 19
 passive, 268-269
After
 with future time clauses, 89
 with past perfect, 71
Agent
 with causative, 272-273
 with passive, 265
Ago, 25
Already
 future perfect, 97
 past perfect, 71
 present perfect, 50-51
Always, 7
American English, 350
Any, 246-247
Articles
 a/an, 243, 250-251
 no article, 250-251
 no article contrasted with *the*, 254-255
 the, 243, 250-251
As in comparative structures, 180-181
As soon as
 future time clauses, 89
 past perfect, 71
Auxiliary verbs
 in additions, 110-111
 in question tags, 106-107
 with questions about predicate, 103

Be
 contractions, 345
 past simple, 24-25, 28-29
 followed by reflexive pronoun, 259
Be able to, 116-117
Be (doing), 2-3
Be going to
 contractions, 346
 contrast with other future forms, 84-85
 first conditionals, 283
 future, 80-81, 84-85
 future continuous, 93
 with passive, 268-269
Be supposed to, 150-151
Be used to/used to, 33, 203
Before
 future time clauses, 89
 past perfect, 71
By
 followed by reflexive pronoun, 259
 with causative, 272-273
 with future perfect, 97
 with passive, 264-265
 with past perfect, 71
By the time, 89

Can
 ability, 116-117
 permission, 120-121
 requests, 124-125
 with verbs of perception, 11
Can't
 ability, 116-117
 deduction, 158-159
 deduction in the past, 166-167
 with passive, 269
 prohibition, 146-147
Can't have, 166-167
Causative, 272-273
Commands
 imperative, 18-19
 indirect speech, 315
Commas
 with first conditionals, 283
 with relative clauses, 309
 with second conditionals, 286-287
 with third conditionals, 290-291
 with time clauses, 41, 89
 with zero conditionals, 279
Common nouns, 242-243
Comparatives
 adjectives, 184-185, 339, 344
 adverbs, 192-193, 339
 irregular, 339

- Conditionals
 first, 282-283
 second, 286-287
 third, 290-291
 zero, 278-279
- Contractions
 with verb forms, 345-346
- Could**
 ability, 116-117
 deduction, 158-159
 deduction in the past, 166-167
 future possibility, 154-155
 indirect speech, 323
 with passive, 269
 permission, 120-121
 requests, 124-125
 suggestions, 132-133
 after *wish*, 295
- Couldn't**
 deduction, 158-159
 past ability, 116-117
- Could have**
 deduction in the past, 166-167
 regret about the past, 162-163
 after *wish*, 295
- Countable nouns/uncountable nouns, 242-243
 and articles, 250-251, 254-255
 and quantifiers, 246-247
- d** (*see* -ed)
- Deduction, 158-159, 166-167
- Defining relative clauses, 308-309
- Definite article, 250-251
- Direct speech
 imperative, 314-315
 punctuation rules, 347
 questions, 326-327
 statements, 318-319, 322-323
- Directions, 19
- Do**
 with additions, 110
- contractions, 345
 question tags, 106-107
Do you mind if, 120—121
Don't have to/must not, 146-147
- Each other/each other's**, 258-259
- ed**
 adjective ending, 176-177
 past participle, 46
 past tense, 24-25
- Embedded questions, 330-331
 phrases introducing, 340
- Enough**
 with countable and uncountable nouns, 246-247
 with infinitives, 214-215
- er**
 comparative adjectives, 184-185, 339, 344
 comparative adverbs, 192-193
- est**
 superlative adjectives, 188-189, 339, 344
 superlative adverbs, 192-193
- Ever**
 with past perfect, 71
 with present perfect, 55
 with superlatives, 189
- Expectations
be supposed to, 150-151
- Few/a few**, 246-247
- First conditionals
 future, 282-283
- For/since**, 46-47
- Future
be going to, **80-81**
 contrast of future forms, 84-85
 passive, 269
 present continuous, 85
 present simple, 85
 time clauses, 88-89
will, 81, 85
- Future continuous, 92-93
- Future perfect, 96-97
- Future perfect continuous, 96-97
- Future possibility, 154-155, 269
- Gerunds
 contrast with infinitives, 222-223
 after prepositions, 202-203, 223
 as subject or object, 198-199
 after certain verbs, 199, 223, 337-338
- Get** (*s.o. to do s.t.*), 226-227
Get/have (*s.t. done*), 272-273
Get used to/used to, **33, 203**
 Go + gerund, 199
Got (*see Have or have got*)
- Had been** (*doing*), 74-75
- Had better**
 advice, 128-129
 with passive, 269
- Had** (*done*), **70-71**
- Had to have**, 166-167
- Hardly**, 173
- Have**
 contractions, 346
 present perfect, 46—47, 50-51, 54-55
 present perfect continuous, 62-63
- Have been** (*doing*)
 present perfect continuous, 62
- Have** (*done*), 46-47, 50-51, 54-55
- Have/get** (*s.t. done*), 272-273
- Have** (*got*) *to*
 deduction, 158-159
 necessity, 142-143
 with passive, 269
- Have or have got**, 349
- Help** (*s.o. do s.t.*), 226-227
- How about**, 132-133
- How often**, **58**
- If**
 contrast with *unless*, 283

- in embedded questions, 330-331
- in indirect questions, 326-327
- If** clauses
 - first conditionals, 282-283
 - second conditionals, 286-287
 - third conditionals, 290-291
 - zero conditionals, 278-279
- If I were you**, 287
- Imperative, 18-19
 - direct and indirect speech, 314-315
 - reflexive pronouns, 259
 - zero conditionals, 279
- In order to**, 218-219
- Indefinite article, 250-251
- Indefinite past, 54-55
- Indirect questions, 326-327, 331
- Indirect speech
 - imperatives, 314-315
 - indirect questions, 326-327
 - pronoun changes, 315, 323
 - reporting verbs, 315, 340
 - statements, 318-319, 322-323
 - time word changes, 315, 323, 340
 - verb tense changes, 319, 322-323
- Infinitives
 - after certain adjectives, 210-211, 215, 338
 - after adverbs, 215
 - contrast with gerunds, 222-223
 - with indirect imperatives, 314-315
 - negative, 206-207, 218-219, 314-315
 - after certain nouns, 210-211
 - after objects, 206-207, 227
 - of purpose, 218-219
 - after question words, 330-331
 - with *too* and *enough*, 214-215
 - after certain verbs, 206-207, 338
- ing**
 - as adjective ending, 176-177
 - future continuous, 92-93
 - future perfect continuous, 96-97
 - gerunds, 198-199, 202-203
 - past continuous, 36-37
 - past perfect continuous, 74-75
 - present continuous, 2-3
 - present perfect continuous, 62-63
- Inseparable phrasal verbs, 232-233, 341-342
- Instructions
 - imperative, 18-19
 - indirect speech, 315
- Invitations
 - imperative, 19
 - indirect speech, 315
- Irregular plural nouns, 343
- Irregular verbs
 - lists, 336-337
 - past simple, 24-25, 28
- It's** + adjective + infinitive, 211
- Just**, 50-51
- Lately**, 55, 173
- Less/more**, 184, 192-193
- Let** (*s.o. do s.t.*), 226-227
- Let's**, 132-133
- Little/a little**, 246-247
- ly**
 - as adjective ending, 173
 - as adverb ending, 172-173, 344
- Make** (*s.o. do s.t.*), 226-227
- Many**, 246-247
- Managed to**, 117
- May**
 - deduction, 158-159
 - deduction in the past, 166-167
 - future possibility, 154-155, 269
 - permission, 120-121
- May have**, 166-167
- Maybe**
 - contrast with *may be*, 155
 - in suggestions, 132-133
- Me neither**, 111
- Me too**, 111
- Might**
 - deduction, 158-159
 - deduction in the past, 166-167
 - future possibility, 154-155, 269
 - indirect speech, 323
- Might have**
 - advisability in the past, 162-163
 - deduction in the past, 166-167
- Modals (*see also specific modals*)
 - first conditionals, 283
 - indirect speech, 323
 - and passive, 268-269
 - and second conditionals, 287
 - and third conditionals, 291
 - and zero conditionals, 279
- More/less**, 184-185, 192-193
- Most/least**, 188-189, 192-193
- Much**, 246-247
- Multi-word verbs (*see Phrasal verbs*)
- Must**
 - deduction, 158-159
 - deduction in the past, 166-167
 - necessity, 142-143
 - with passive, 268-269
- Must have**, 166-167
- Must not/don't have to**, 146-147
- Necessity
 - have (got) to* and *must*, 142-143
 - passive, 269
- Negative infinitives
 - imperatives, 315
 - of purpose, 218-219
 - after certain verbs, 206-207
- Neither/nor**, 110-111
- Never**
 - with past perfect, 71
 - with present perfect, 54
 - with present simple, 7
- Non-action verbs (*see Stative verbs*)

- Non-defining relative clauses, 308-309
- Nor** me, 111
- Not at all*, 120-121, 125
- Not either*, 110-111
- Not yet*, 50-51
- Nouns
 - common, 242-243
 - compound, 349
 - countable, 242-243, 246-247, 250-251, 254-255
 - definite, 254-255
 - indefinite, 254-255
 - followed by infinitives, 210-211
 - irregular plurals, 243, 343
 - plural, 243, 343
 - proper, 242-243
 - with quantifiers, 246-247
 - uncountable, 242-243, 246-247, 250-251, 254-255
- Object
 - gerunds, 198-199
 - before infinitives, 206-207, 227
 - with inseparable and separable phrasal verbs, 232-233, 236-237
- Object relative pronouns, 304-305, 309
- Often*, 7
- One another/one another's*, 258-259
- Ought to*
 - advice, 128-129
 - in indirect speech, 323
 - with passive, 269
- Ought to have*, 162-163

- Participles used as adjectives, 176-177
 - list, 339
- Particles
 - contrast with prepositions, 233, 237
 - inseparable phrasal verbs, 232-233, 341-342
 - separable phrasal verbs, 236-237, 341-342
- Passive
 - with agent, 264-265
 - contrast with active, 264-265
 - with modals, 268-269
- Past (*see Past simple*)
- Past participles
 - to form causative, 272-273
 - to form future perfect, 96-97
 - to form passive, 264-265, 268-269
 - to form past perfect, 70-71
 - to form present perfect, 46-47, 50-51, 54-55
- Past perfect, 70-71
 - with *already*, 71
 - with *ever*, 71
 - indirect speech, 323
 - with *never*, 71
 - with *yet*, 71
- Past perfect continuous, 74-75
- Past continuous, 36-37
 - contrast with past simple, 37, 41
 - with past simple, 40-41
 - with *while*, 37, 40-41
- Past simple, 24-25, 28-29
 - contrast with present perfect, 58-59
 - irregular verbs, 24-25, 336-337
 - with past continuous, 40-41
 - pronunciation rules, 348
 - spelling rules, 25, 344
- Permission, 120-121
 - polite answers, 121
- Phrasal verbs
 - inseparable, 232-233
 - list, 341-342
 - separable, 236-237
 - transitive, 233, 237
- Please**
 - with permission, 121
 - with requests, 125
- Plural nouns, 243, 343
- Possibility
 - future, 154-155, 269
 - questions, 166-167
- Predicate, 102-103
- Prefer**, 136-137
- Preferences, 136-137
- Prepositions
 - combined with adjectives, 338
 - combined with verbs, 338
 - contrast with particles, 233, 237
 - followed by gerunds, 202-203, 223
 - relative pronoun as object of, 305
- Present continuous, 2-3
 - contrast with present simple, 14-15
 - for future, 85
 - spelling rules, 343
- Present perfect
 - with *already*, *just* and *yet*, 50-51
 - contrast with past simple, 58-59
 - contrast with present perfect continuous, 66-67
 - with *ever*, 55
 - indefinite past, 54-55
 - with *lately*, 51
 - with *since* and *for*, 46-47
- Present perfect continuous, 62-63
 - contrast with present perfect, 66-67
- Present simple, 6-7
 - contrast with present continuous, 14-15
 - for future, 84-85
 - with future perfect, 97
 - with future perfect continuous, 97
 - in future time clauses, 89
 - pronunciation rules, 348
 - spelling rules, 343
- Prohibition
 - must not* and *can't*, 146-147
- Pronouns
 - reciprocal, 258-259
 - reflexive, 258-259
 - relative, 300-301, 304-305, 308-309
- Pronunciation
 - past simple of regular verbs, 348

- present simple, 348
- table, 347
- Proper nouns, 242-243
- Punctuation (*see also specific punctuation*)
 - direct speech, 347
 - after suggestions, 133
- Purpose, 218-219
- Quantifiers
 - and countable nouns, 246-247
 - irregular comparisons, 339
 - and uncountable nouns, 246-247
- Question marks
 - in embedded questions, 330-331
 - in indirect questions, 326-327
 - in suggestions, 132—133
- Questions (*see also Wh-questions; Yes/No questions*)
 - embedded, 330-331, 340
 - indirect, 326-327, 331
 - past simple, 28-29
 - permission, 120
 - possibility, 167
 - about predicate, 102-103
 - question tags, 106—107
 - requests, 124-125
 - about subject, 102-103
- Quiz, 351
- Quotation marks, 314-315, 347

- Rarely, 7**
- Recently, 55**
- Reciprocal pronouns, 258-259
- Reflexive expressions, 340
- Reflexive pronouns, 258-259
- Regret
 - about the past, 162
 - third conditionals, 291
 - with *wish*, 295
- Regular verbs
 - past simple, 24-25, 28
 - pronunciation rules, 348
- Relative clauses
 - defining and non-defining, 308-309
 - with object relative pronouns, 304-305
 - with subject relative pronouns, 300-301
 - with *when* and *where*, 305
- Relative pronouns
 - in defining and non-defining relative clauses, 308-309
 - object, 304-305
 - subject, 300-301
- Reported speech (*see Indirect speech*)
- Reporting verbs, 314-315, 340
- Requests, 124-125
 - imperatives, 19
 - indirect speech, 315
 - polite answers, 125

- Second conditionals, 286-287, 323
- Seldom, 7**
- Separable phrasal verbs, 236-237, 341
- Several, 246-247**
- Shall we, 132**
- Should**
 - advice, 128-129
 - indirect speech, 323
 - with passive, 269
- Should have, 162—163**
- Shouldn't, 129**
- Shouldn't have, 162—163**
- Since/for, 46-47**
- So, 110-111
- Some, 246-247, 250-251
- Sometimes, 7**
- Stative verbs, 10-11
 - list, 337
- Subject
 - gerunds, 198-199, 223
 - of imperative, 19
 - wh-* questions, 102-103
- Subject relative pronouns, 300-301
- Suggestions, 132-133
- imperative, 19
- Superlatives
 - adjectives, 188-189, 339, 844
 - adverbs, 192-193

- Tell/say, 315, 319**
- Than, 184-185, 192-193**
- That**
 - with indirect speech, 318-319
 - relative pronoun, 301, 304-305
- That/which, 301**
- The**
 - definite article, 250-251, 254-255
 - with superlative adjectives, 188-189
 - with superlative adverbs, 192-193
- Third conditionals, 290-291, 323
- Time clauses
 - future, 88-89, 93, 97
 - past, 40-41, 71, 75
 - with *since*, 47
- Too**
 - in additions, 110-111
 - with infinitives, 214-215
- Transitive phrasal verbs, 233, 237
- Two-word/part verbs (*see Phrasal verbs*)

- Uncountable nouns/countable nouns, 242-243
 - and articles, 250-251, 254-255
 - and quantifiers, 246-247
- Unless/if, 283**
- 'Unreal' past, 162-163
- Until, 89**
- Used to, 32-33**
 - contrast with *be/get used to*, 33, 203
 - or *would*, 349
- Usually, 7**

- Verbs
 - with both active and stative meanings, 10-11

- combined with prepositions, 203, 338
 - followed by gerund, 198-199, 222-223, 337-338
 - imperative form, 18-19
 - followed by infinitives, 206-207, 222-223, 338
 - irregular, 24-25, 28, 336-337
 - past simple, 24-25, 336-337, 344, 348
 - phrasal, 232-233, 236-237, 341-342
 - question tags and auxiliary, 106-107
 - regular, 24, 28, 344, 348
 - reporting, 314-315, 340
 - stative, 10-11, 15, 337
 - transitive, 233, 237
 - used reflexively, 340
- Warnings, 19
- Was/were (doing)**, 36-37
- Were**
- in second conditionals, 286-287
 - in wishes, 294-295
- When**
- future time clauses, 89
 - past perfect, 71
 - past perfect continuous, 75
- past simple, 40-41
 - with relative clauses, 305, 309
- Where**
- questions, 103
 - with relative clauses, 305, 309
- Whether**
- in embedded questions, 330-331
 - in indirect questions, 326-327
- Whether or not**, 327
- Which**
- defining and non-defining relative clauses, 308-309
 - relative pronoun, 301, 305, 309
- While**
- with future time clauses, 89
 - with past continuous, 40-41
- Who**
- with questions about subject and predicate, 102-103
 - relative pronoun, 300—301, 305, 309
- Whom**
- with questions about predicate, 103
 - relative pronoun, 305
- Whose**, 301, 305, 309
- Wh-** questions
- embedded, 330-331
 - indirect, 326-327
 - subject and predicate, 102-103
- Why don't**, 132-133
- Why not**, 132-133
- Will**, 80-81, 84-85
- contractions, 345
 - first conditionals, 283
 - with passive, 269
 - with requests, 124-125
- Will be (doing)**, 92-93
- Will have been (doing)**, 96-97
- Will have (done)**, 96-97
- Wish**, 294-295
- Would**
- conditionals, 286-287
 - with requests, 124-125
 - or *used to*, 349
 - with *wish*, 295
- Would have**, 290-291
- Would prefer**, 136-137
- Would rather**, 136-137
- Would you mind**, 124-125
- Yes/No** questions
- embedded, 331
 - indirect, 326-327
- Yet**
- with past perfect, 71
 - with present perfect, 50-51
- Zero conditionals, 278-279

Grammar Express

A user-friendly and practical tool for intermediate students to learn or review English grammar.

Balance – the perfect mix of grammar and practice

Versatility – for class, self study or reference use

Clarity – charts and explanations provide excellent models

Context – real-life situations help present and practise grammar

Take command of your English...

- Self-check activities throughout confirm your understanding of grammar points
- Be careful! notes warn you of typical learner errors
- Self tests check your progress
- 32 appendices provide you with useful information, from phrasal verbs to American and British English

For self study or the classroom

Book with Answer Key

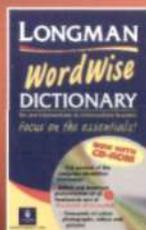
0 582 77645 7



PEARSON

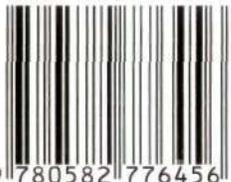
Longman

www.longman.com



We recommend *WordWise* as the Perfect Partner to Grammar Express

ISBN 058277645-7



9 780582 776456