

Si consiglia di svolgere esercizi facoltativi dai capitoli 1, 2, 3, 4, 6

Le soluzioni degli esercizi (Answer Key) sono riportate a partire da pag. 465,
dopo le Appendici 1 e 2

FUNDAMENTALS OF

E 
ENGLISH
GRAMMAR

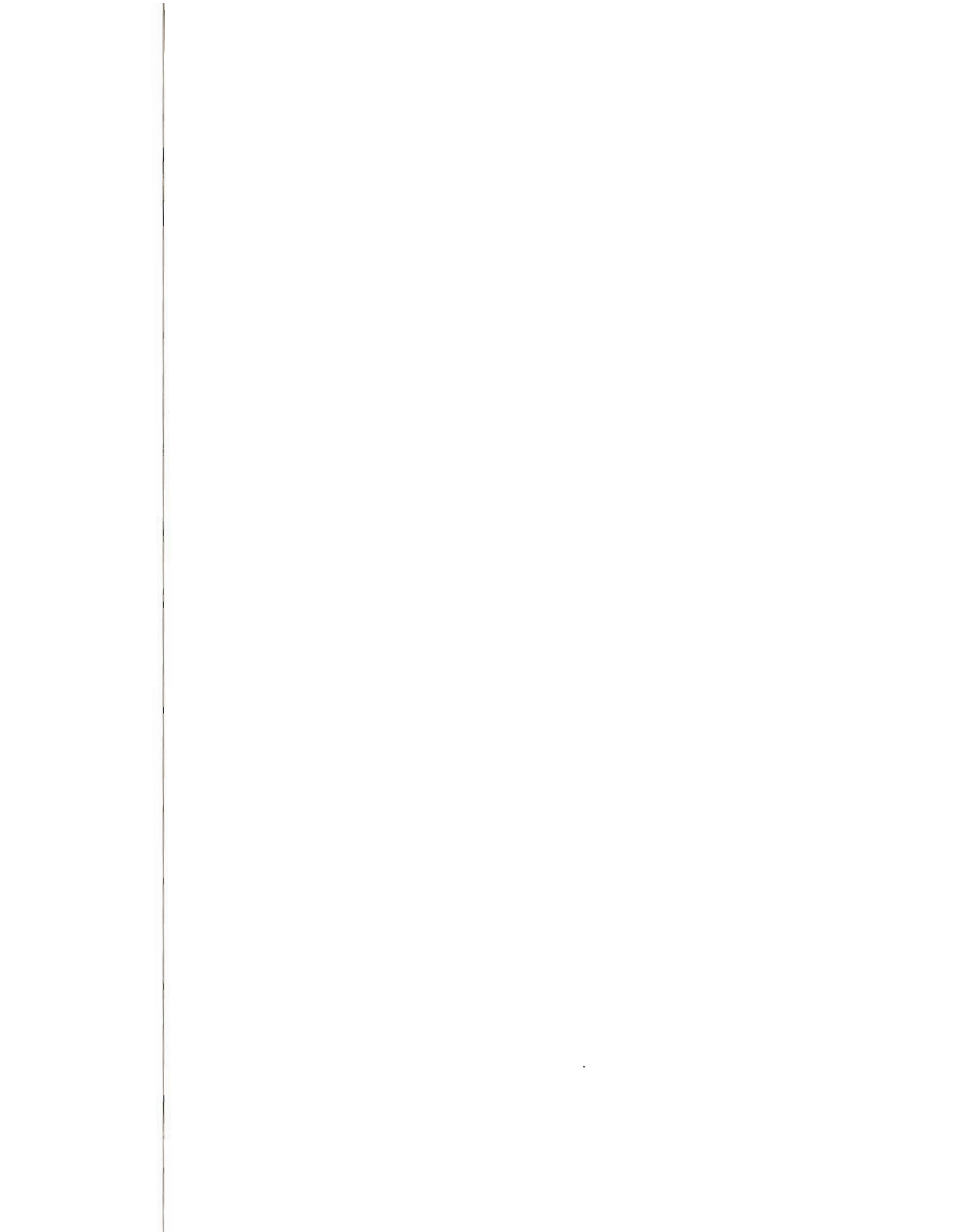
Third Edition

with Answer Key



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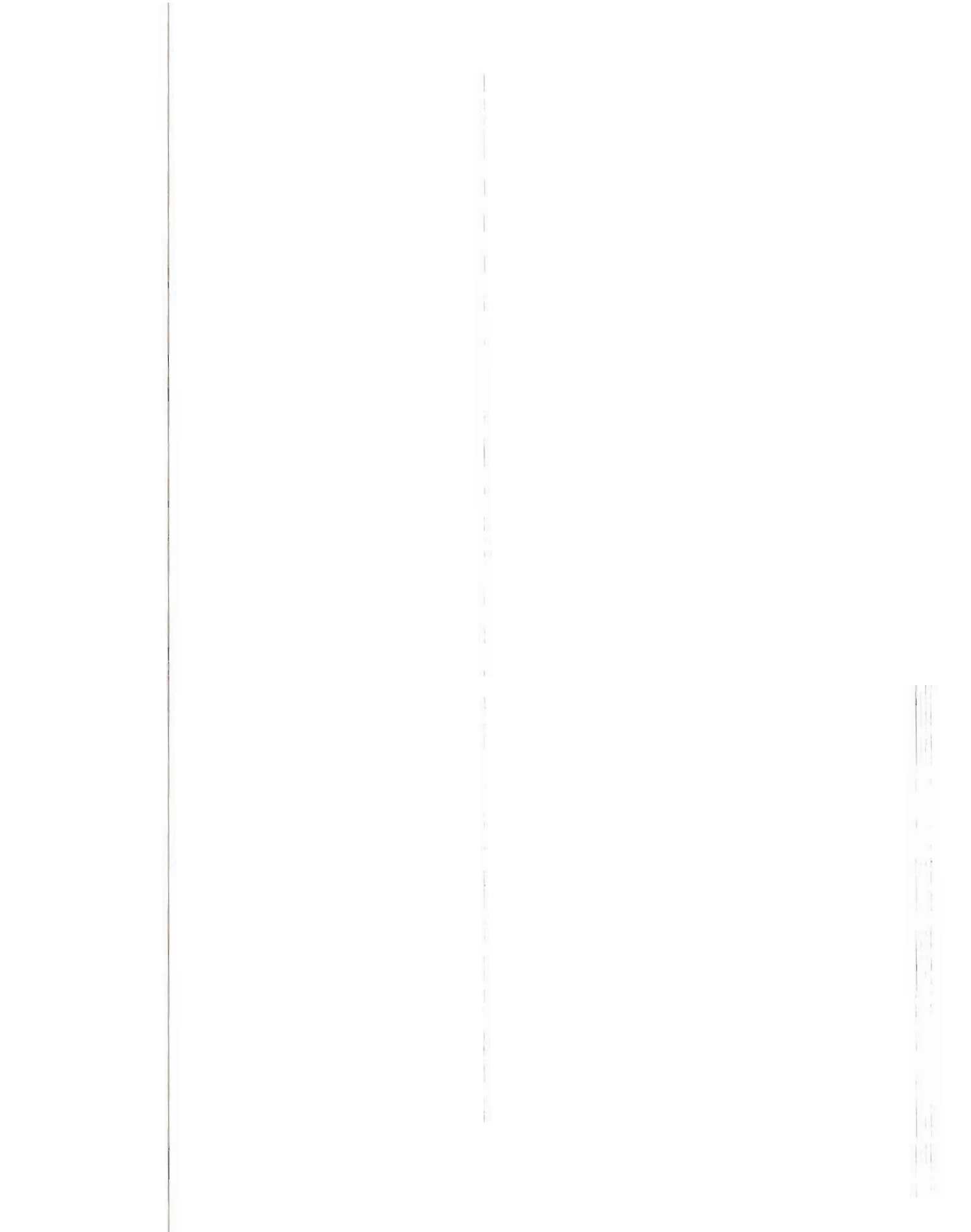
ENGLISH GRAMMAR

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FUNDAMENTALS OF

**E
ENGLISH
GRAMMAR**

Third Edition

with Answer Key



Betty Schramper Azar

**Fundamentals of English Grammar, Third Edition
with Answer Key**

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To my sister

~ ~ ~ ~

Jo



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Preface to the Third Edition

Fundamentals of English Grammar is a developmental skills text for lower-intermediate and intermediate students of English as a second or foreign language. It combines clear and understandable grammar information with a variety of exercises and activities.

Fundamentals of English Grammar is the second in a series of three texts: *Basic English Grammar* (red cover), *Fundamentals of English Grammar* (black cover), and *Understanding and Using English Grammar* (blue cover).

The principal aims of all three texts in this series are to present clear, cogent information about English grammar and usage, to provide extensive and varied practice that encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike. The approach is eclectic, with the texts seeking to balance form-focused language-learning activities with abundant opportunities for engaged and purposeful communicative interaction.

The new editions of the texts in the Azar Grammar Series include these changes:

- The communicative aspects are more fully developed and explicit in the third editions. This edition of *Fundamentals of English Grammar* includes a greatly increased number of “real communication” opportunities for the teacher to exploit. The text often uses the students’ own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions.

The Azar Grammar Series texts support the view of many experienced teachers that grammar-based and communicative approaches are not mutually exclusive, but rather mutually supportive, and can advantageously co-exist in the same language program, even in the same class, even in the same lesson.

- Similarly, the interactive aspects of the texts receive greater emphasis in the third editions. Many of the exercises formerly designated ORAL or ORAL (BOOKS CLOSED) are now reformatted to be more clearly available for pair work or group work, in addition to still being viable as class work led by a teacher. This edition of *Fundamentals of English Grammar* encourages interactivity but leaves it open for the users to decide what degree of interactivity best suits their needs.
- There is now an even wider variety of exercise types. This edition has a much larger number of free-response exercises and open-ended communicative tasks, while still providing ample controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target structures. It also includes more writing topics, more speaking activities, new error-analysis exercises in every chapter, and

additional extended-context exercises. Classroom teaching materials formerly found in the *Workbook* are now included in this student text, with the *Workbook* devoted solely to self-study exercises. The *Workbook* has a variety of practice approaches for independent study.

- A specific change in this edition of *Fundamentals of English Grammar* is the two Appendices, one with phrasal verbs and one with preposition combinations. Rather than asking students to study a whole chapter of these phrases at one time, the text uses appendices to present them in smaller groupings for teachers to intersperse throughout the teaching term. Another specific change is the omission of conditional sentences, which are presented in *Understanding and Using English Grammar*.
- The accompanying *Teacher's Guide* is written for both experienced and inexperienced teachers. It contains amplified grammar notes the teacher might want to present to the class or will find useful as background information. It outlines various ways of approaching the materials in the classroom and frequently suggests fresh teaching ideas for individual exercises beyond the directions in the text. It seeks to share with the teacher an understanding of the rationale behind the text's content and approaches. Its principal purpose is to make the busy teacher's job easier.

Fundamentals of English Grammar consists of

- a *Student Book* without an answer key
- a *Student Book* with an answer key
- a *Workbook*, consisting of self-study exercises for independent work
- a *Chartbook*, a reference book consisting of only the grammar charts
- a *Teacher's Guide*, with teaching suggestions and additional notes on grammar, as well as the answers to the exercises
- a *Test Bank*



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I wish to express special acknowledgment of the contributing writers for the previous edition of the *Workbook*: Rachel Spack Koch, Susan Jamieson, Barbara Andrews, and Jeanie Francis. Some of the exercise material originally created for that workbook has been woven into this third edition of the student book, and I thank them for the ways in which this material has enriched the text. I am additionally very grateful to Rachel Spack Koch for her devotion and expertise in answering grammar and usage questions from teachers on the current Azar Companion Web Site.

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CHAPTER 1

Present Time

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| 1-1 | The simple present and the present progressive | 1-4 | Final -s |
| 1-2 | Forms of the simple present and the present progressive | 1-5 | Spelling of final -s/-es |
| 1-3 | Frequency adverbs | 1-6 | Non-action verbs |
| | | 1-7 | Present verbs: short answers to yes/no questions |

□ EXERCISE 1. Introductions.

Directions: You and your classmates are going to interview each other and then introduce each other to the rest of the class.

PART I. Read and discuss the dialogue.

A: Hi. My name is Kunio.

B: Hi. My name is Maria. I'm glad to meet you.

KUNIO: I'm glad to meet you, too. Where are you from?

MARIA: I'm from Mexico. Where are you from?

KUNIO: I'm from Japan.

MARIA: Where are you living now?

KUNIO: On Fifth Avenue in an apartment. And you?

MARIA: I'm living in a dorm.

KUNIO: How long have you been in (this city)?

MARIA: Three days.

KUNIO: Why did you come here?

MARIA: To study English at this school before I go to another school to study computer programming. How about you?

KUNIO: I came here two months ago. Right now I'm studying English. Later, I'm going to study engineering at this school.

MARIA: What do you do in your free time?

KUNIO: I read a lot. How about you?

MARIA: I like to get on the Internet.

KUNIO: Really? What do you do when you're online?

MARIA: I visit many different Web sites. It's a good way to practice my English.

KUNIO: That's interesting. I like to get on the Internet, too.

MARIA: I have to write your full name on the board when I introduce you to the class. How do you spell your name?
 KUNIO: My first name is Kunio. K-U-N-I-O. My family name is Akiwa.
 MARIA: Kunio Akiwa. Is that right?
 KUNIO: Yes, it is. And what is your name again?
 MARIA: My first name is Maria. M-A-R-I-A. My last name is Lopez.
 KUNIO: Thanks. It's been nice talking with you.
 MARIA: I enjoyed it, too.

PART II. Use the information in the dialogue to complete Kunio's introduction of Maria to the class.

KUNIO: I would like to introduce Maria Lopez. Maria, would you please stand up?

Thank you. Maria is from Mexico. Right now, she's living _____ . She has been here _____ . She came here to _____ before she _____ . In her free time, she _____ .

PART III. Now it is Maria's turn to introduce Kunio to the class. What is she going to say? Create an introduction. Begin with "I would like to introduce Kunio"

PART IV. Pair up with another student in the class. Interview each other. Then introduce each other to the rest of the class. In your conversation, find out your classmate's:

| | |
|-----------------------------------|--|
| name | length of time in this city |
| native country or hometown | reason for being here |
| residence | free-time activities or hobbies |

Take notes during the interview.

PART V. Write the names of your classmates on a sheet of paper as they are introduced in class.

EXERCISE 2. Introducing yourself in writing.

Directions: Write answers to the questions. Use your own paper. With your teacher, decide what to do with your writing.

Suggestions:

- Give it to a classmate to read. Your classmate can then summarize the information in a spoken report to a small group.
- Pair up with a classmate and correct errors in each other's writing.
- Read your composition aloud in a small group and answer any questions about it.
- Hand it in to the teacher, who will correct the errors and return it to you.
- Hand it in to the teacher, who will keep it and return it at the end of the term, when your English has progressed, for you to correct your own errors.

QUESTIONS:

1. What is your name?
2. Where are you from?
3. Where are you living?
4. Why are you here (in this city)?
 - a. Are you a student? If so, what are you studying?
 - b. Do you work? If so, what is your job?
 - c. Do you have another reason for being here?
5. What do you like to do in your free time?
6. What is your favorite season of the year? Why?
7. What are your three favorite books? Why do you like them?
8. Describe your first day in this class.

EXERCISE 3. Pretest (error analysis): present verbs. (Charts 1-1 → 1-6)

Directions: All the sentences contain mistakes. Find and correct the mistakes.

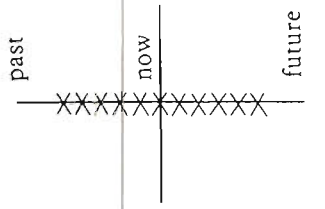
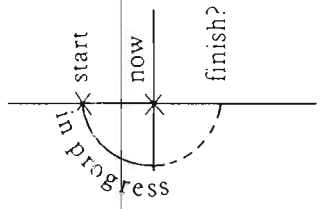
Example: I no like cold weather.

→ *I don't like cold weather.*

1. Student at this school.
2. I no living at home right now.
3. I be living in this city.
4. I am study English.
5. I am not knowing my teacher's name.
6. (*supply name*) teach our English class.
7. She/He* expect us to be in class on time.
8. We always are coming to class on time.
9. Omar does he going to school?
10. Tom no go to school.
11. My sister don't have a job.
12. Does Anna has a job?

*Choose the appropriate pronoun for your teacher, *he* or *she*.

1-1 THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

| | | |
|--|---|---|
| <p>THE SIMPLE PRESENT</p>  | <p>(a) Ann takes a shower <i>every day</i>. (b) I <i>usually</i> read the newspaper in the morning. (c) Babies cry. Birds fly. (d) NEGATIVE: It doesn't snow in Bangkok. (e) QUESTION: Does the teacher speak slowly?</p> | <p>The SIMPLE PRESENT expresses <i>daily habits</i> or <i>usual activities</i>, as in (a) and (b). The simple present expresses <i>general statements of fact</i>, as in (c). In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.</p> |
| <p>THE PRESENT PROGRESSIVE</p>  | <p>(f) Ann can't come to the phone <i>right now</i> because she is taking a shower. (g) I am reading my grammar book <i>right now</i>. (h) Jimmy and Susie are babies. They are crying. I can hear them <i>right now</i>. Maybe they are hungry. (i) NEGATIVE: It isn't snowing <i>right now</i>. (j) QUESTION: Is the teacher speaking <i>right now</i>?</p> | <p>The PRESENT PROGRESSIVE expresses <i>an activity that is in progress (is occurring, is happening) right now</i>. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future. FORM: am, is, are + -ing.</p> |

1-2 FORMS OF THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

| | SIMPLE PRESENT | PRESENT PROGRESSIVE |
|--------------|--|--|
| STATEMENT | I-You-We-They work . He-She-It works . | I am working . You-We-They are working . He-She-It is working . |
| NEGATIVE | I-You-We-They do not work . He-She-It does not work . | I am not working . You-We-They are not working . He-She-It is not working . |
| QUESTION | Do I-you-we-they work? Does he-she-it work? | Am I working? Are you-we-they working? Is he-she-it working? |
| CONTRACTIONS | I + am = I'm working. you, we, they + are = You're, We're, They're working. he, she, it + is = He's, She's, It's working. | |
| do + not | does + not = doesn't do + not = don't | <i>She doesn't work.</i> <i>I don't work.</i> |
| be + not | is + not = isn't are + not = aren't (am + not = am not*) | <i>He isn't working.</i> <i>They aren't working.</i> <i>I am not working.)</i> |

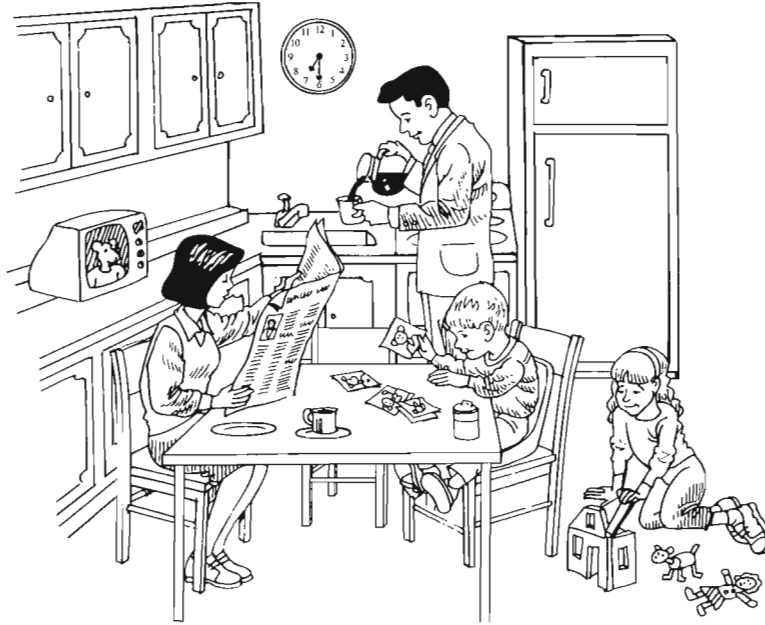
*Note: *am* and *not* are not contracted.

□ EXERCISE 4. Simple present vs. present progressive. (Charts 1-1 and 1-2)

Directions: Discuss the verbs in *italics>*. Is the activity of the verb

(a) a daily or usual habit? OR

(b) happening right now (i.e., in progress in the picture)?



It's 7:30 A.M., and the Wilsons are in their kitchen. Mrs. Wilson *is sitting* at the
1

breakfast table. She *is reading* a newspaper. She *reads* the newspaper every morning. Mr.
2 3

Wilson *is pouring* a cup of coffee. He *drinks* two cups of coffee every morning before he
4 5

goes to work. There is a cartoon on TV, but the children *aren't watching* it. They
6 7

are playing with their toys instead. They usually *watch* cartoons in the morning, but this
8 9

morning they *aren't paying* any attention to the TV. Mr. and Mrs. Wilson *aren't watching*
10 11

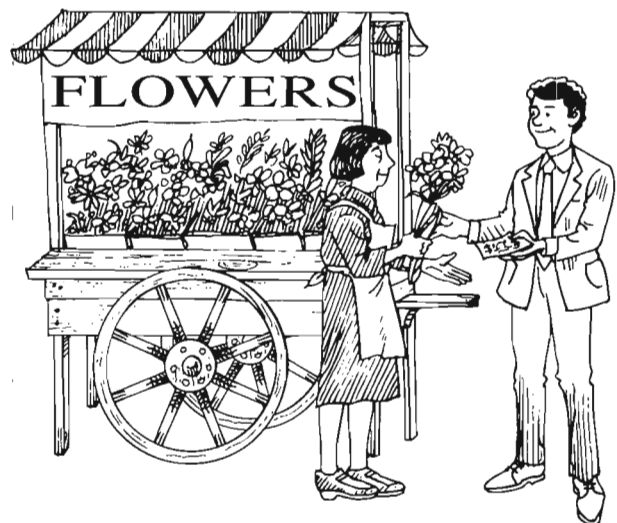
the TV either. They often *watch* the news in the evening, but they *don't watch* cartoons.
12 13

□ EXERCISE 5. Simple present vs. present progressive. (Charts 1-1 and 1-2)

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive.

- Shhh. The baby (*sleep*) is sleeping. The baby (*sleep*)
sleeps for ten hours every night.

2. Right now I'm in class. I (*sit*) _____ at my desk. I usually (*sit*) _____ at the same desk in class every day.
3. Ali (*speak*) _____ Arabic. Arabic is his native language, but right now he (*speak*) _____ English.
4. A: (*it, rain*) _____ a lot in southern California?
 B: No. The weather (*be*) _____ usually warm and sunny.
5. A: Look out the window. (*it, rain*) _____ ? Should I take my umbrella?
 B: It (*start*) _____ to sprinkle.
6. A: Look. It's Youssef.
 B: Where?
 A: Over there. He (*walk*) _____ out of the bakery.
7. A: Oscar usually (*walk*) _____ to work. (*walk, you*) _____ to work every day, too?
 B: Yes.
 A: (*Oscar, walk*) _____ with you?
 B: Sometimes.
8. A: Flowers! Flowers for sale!
 Yes sir! Can I help you?
 B: I'll take those—the yellow ones.
 A: Here you are, mister. Are they for a special occasion?
 B: I (*buy*) _____ them for my wife. I (*buy*) _____ her flowers on the first day of every month.



□ **EXERCISE 6. Activity: using the present progressive. (Charts 1-1 and 1-2)**

Directions: Student A performs an action. Student B describes the action, using Student A's name and the present progressive.

Example: stand next to your desk

TEACHER: (Maria), would you please stand next to your desk? Thank you.

STUDENT A: (*Student A stands up.*)

TEACHER: Who is standing next to her desk? OR What is (Maria) doing?

STUDENT B: (Maria) is standing next to her desk.

1. stand up
2. smile
3. whistle
4. open or close the door
5. hum
6. bite your fingernails
7. read your grammar book
8. erase the board
9. look at the ceiling
10. hold your pen in your left hand
11. rub your palms together
12. kick your desk (softly)
13. knock on the door
14. sit on the floor
15. shake hands with someone
16. look at your watch
17. count aloud the number of people in the room
18. shake your head "no"
19. scratch your head
20. Perform any action you choose. Use objects in the classroom if you wish.

□ **EXERCISE 7. Activity: using the present progressive. (Charts 1-1 and 1-2)**

Directions: Use the present progressive to discuss your classmates' immediate activities. Divide into two groups, I and II.

GROUP I. Do anything you each feel like doing (stand up, talk, look out the window, etc.). You may wish to do some interesting or slightly unusual things. Perform these activities at the same time.

GROUP II. Describe the immediate activities of the students in Group I (e.g., *Ali is talking to Ricardo. Yoko is scratching her chin. Spyros is leaning against the wall.*). Be sure to use your classmates' names.

Later, Group I and Group II should reverse roles, with Group II acting and Group I describing.

□ **EXERCISE 8. Activity: using the present progressive. (Charts 1-1 and 1-2)**

Directions: Use the present progressive to describe activities in progress. Work in groups or as a class.

FIRST: One member of the group pretends to do something, and the rest of the group tries to guess what the action is and describe it, using the present progressive.

Example: painting a wall

STUDENT A: (*pretends to be painting a wall*)

OTHERS: You're conducting an orchestra. (No.)

Are you washing a window? (No.)

You're painting a wall. (Yes!)



SECOND: Student A repeats the performance and describes his/her actions aloud.

Example:

STUDENT A: I am standing in front of an unpainted wall. I'm opening a can of paint. Now I'm picking up a paintbrush. I'm dipping the brush in the can of paint. I'm lifting the brush. Now I'm painting the wall.

Suggestions for actions:

painting a wall

drinking a cup of tea/coffee

petting a dog

dialing a telephone

climbing a tree

playing the piano

diving into a pool and swimming

driving a car

watching a tennis match

pitching a baseball

1-3 FREQUENCY ADVERBS

| | | |
|--|--|---|
| <p>100%</p> <p>↑</p> <p>positive</p> <p>↓</p> <p>0%</p> | <p><i>always</i></p> <p><i>almost always</i></p> <p><i>usually</i>[†]</p> <p><i>often</i>[†]</p> <p><i>frequently</i>[†]</p> <p><i>generally</i>[†]</p> <p><i>sometimes</i>[†]</p> <hr/> <p><i>occasionally</i>[†]</p> | <p>Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below. The adverbs with the symbol “†” may also occur at the beginning or end of a sentence.</p> <p><i>I sometimes get up at 6:30.</i></p> <p><i>Sometimes I get up at 6:30.</i></p> <p><i>I get up at 6:30 sometimes.</i></p> |
| | <p>negative</p> <p><i>seldom</i></p> <p><i>rarely</i></p> <p><i>hardly ever</i></p> <p><i>almost never</i></p> <p><i>not ever, never</i></p> | <p>The other adverbs in the list (the ones not marked by “†”) rarely occur at the beginning or end of a sentence. Their usual position is in the middle of a sentence.</p> |
| <p>SUBJECT + FREQ ADV + VERB</p> <p>(a) Karen always tells the truth.</p> | | <p>Frequency adverbs usually come between the subject and the simple present verb (except main verb <i>be</i>).</p> |
| <p>SUBJECT + BE + FREQ ADV</p> <p>(b) Karen is always on time.</p> | | <p>Frequency adverbs follow <i>be</i> in the simple present (<i>am, is, are</i>) and simple past (<i>was, were</i>).</p> |
| <p>(c) Do you always eat breakfast?</p> | | <p>In a question, frequency adverbs come directly after the subject.</p> |
| <p>(d) Ann usually doesn't eat breakfast.</p> | | <p>In a negative sentence, most frequency adverbs come in front of a negative verb (except <i>always</i> and <i>ever</i>).</p> |
| <p>(e) Sue doesn't always eat breakfast.</p> | | <p>Always follows a negative helping verb or negative <i>be</i>.</p> |
| <p>(f) CORRECT: Anna never eats meat.</p> <p>(g) INCORRECT: Anna doesn't never eat meat.</p> | | <p>Negative adverbs (<i>seldom, rarely, hardly ever, never</i>) are NOT used with a negative verb.</p> |
| <p>(h) — Do you ever take the bus to work?</p> <p>— Yes, I do. I often take the bus.</p> | | <p>Ever is used in questions about frequency, as in (h). It means “at any time.”</p> |
| <p>(i) I don't ever walk to work.</p> | | <p>Ever is also used with not, as in (i).</p> |
| <p>(j) INCORRECT: I ever walk to work.</p> | | <p>Ever is NOT used in statements.</p> |

□ EXERCISE 9. The meaning of frequency adverbs. (Chart 1-3)

Directions: Answer the questions. Discuss the meaning of the frequency adverbs.

What is something that . . .

1. you seldom do?
2. you often do before you go to bed?
3. a polite person often does?
4. a polite person never does?
5. I frequently do in class?
6. I usually don't do in class?
7. you rarely eat?
8. you occasionally do after class?
9. drivers generally do?
10. people in your country always or usually do to celebrate the New Year?

□ EXERCISE 10. Position of frequency adverbs. (Chart 1-3)

Directions: Add the word in *italics* to the sentence. Put the word in its usual midsentence position.

1. *always* Tom ^{always} studies at home in the evening.
2. *always* Tom is at home in the evening.
3. *usually* The mail comes at noon.
4. *usually* The mail is here by noon.
5. *generally* I eat lunch around one o'clock.
6. *generally* Tom is in the lunch room around one o'clock.
7. *generally* What time do you eat lunch?
8. *usually* Are you in bed by midnight?

□ EXERCISE 11. Frequency adverbs in negative sentences. (Chart 1-3)

Directions: Add the given words to the sentence. Put the adverbs in their usual midsentence position. Make any necessary changes in the sentence.

1. Sentence: Jack doesn't shave in the morning.
 - a. usually → *Jack usually doesn't shave in the morning.*
 - b. often → *Jack often doesn't shave in the morning.*
 - c. frequently
 - d. occasionally
 - e. sometimes
 - f. always
 - g. ever
 - h. never
 - i. hardly ever
 - j. rarely
 - k. seldom
2. I don't eat breakfast.
 - a. usually
 - b. always
 - c. seldom
 - d. ever
3. My roommate isn't home in the evening.
 - a. generally
 - b. sometimes
 - c. always
 - d. hardly ever

□ EXERCISE 12. Using the simple present with frequency adverbs. (Charts 1-1 → 1-3)

Directions: Work in pairs. Use frequency adverbs to talk about yourself.

Speaker A: Your book is open. Tell your classmate about yourself, using the given ideas and frequency adverbs.

Speaker B: Your book is closed. Repeat the information Speaker A just gave you.

Speaker A: If Speaker B did not understand correctly, repeat the information.

If Speaker B understood the information say, "Right. How about you?"

Speaker B: Answer the question, using a frequency adverb.

Example: walk to school

SPEAKER A (*book open*): I usually walk to school.

SPEAKER B (*book closed*): You usually walk to school.

SPEAKER A (*book open*): Right. How about you? Do you ever walk to school?

SPEAKER B (*book closed*): I seldom walk to school. I usually take the bus. OR I usually walk to school too.

1. wear a suit to class
2. go to sleep before eleven-thirty
3. get at least one e-mail a day
4. read in bed before I go to sleep
5. listen to the radio in the morning
6. speak to people who sit next to me on an airplane

Switch roles.

7. wear jeans to class
8. read poetry in my spare time
9. believe the things I read in newspapers
10. get up before nine o'clock in the morning
11. call my family or a friend if I feel homesick or lonely
12. have chocolate ice cream for dessert

□ **EXERCISE 13. Activity: topics for discussion or writing. (Charts 1-1 → 1-3)**

Directions: Discuss the topics in pairs, in groups, or as a class. Topics can also be used for writing practice. Use several frequency adverbs with each topic. See Chart 1-3 for a list of frequency adverbs.

Example: What are some of the things you do when you get up in the morning?

- *I generally turn on the news.*
I always brush my teeth.
I seldom make my bed.
I usually take a shower.
I never take a bath.

PART I. What are some things you do . . .

1. when you get ready to go to bed at night?
2. when you travel abroad?
3. in this classroom?
4. when you're on vacation?
5. when your airplane flight is delayed?
6. when you use a computer?

PART II. What are some things people in your country do . . .

7. at the dinner table?
8. to celebrate their birthdays?
9. when a child misbehaves?
10. when they meet someone for the first time?
11. when they want to have fun?
12. at a wedding?

1-4 FINAL -S

| | |
|--|--|
| (a) SINGULAR: <i>one bird</i> | SINGULAR = one, not two or more |
| (b) PLURAL: <i>two birds, three birds, many birds, all birds, etc.</i> | PLURAL = two, three, or more |
| (c) Birds sing. | A plural noun ends in -s , as in (c). |
| (d) A bird sings . | A singular verb ends in -s , as in (d). |
| (e) A bird <i>sings</i> outside my window. It <i>sings</i> loudly. Ann <i>sings</i> beautifully. She <i>sings</i> songs to her children. Tom <i>sings</i> very well. He <i>sings</i> in a chorus. | A singular verb follows a singular subject. Add -s to the simple present verb if the subject is (1) a singular noun (e.g., <i>a bird, Ann, Tom</i>) or (2) <i>he, she, or it</i> .* |

**He, she, and it* are third person singular personal pronouns. See Chart 6-10, p. 171, for more information about personal pronouns.

□ EXERCISE 14. Using final -S. (Chart 1-4)

Directions: Look at each word that ends in **-s**. Is it a noun or a verb? Is it singular or plural?

1. Ali lives in an apartment. → "*lives*" = *a singular verb*
2. Plants grow. → "*plants*" = *a plural noun*
3. Ann listens to the radio in the morning.
4. The students at this school work hard.
5. A doctor helps sick people.
6. Planets revolve around the sun.
7. A dictionary lists words in alphabetical order.
8. Mr. Lee likes to go to Forest Park in the spring. He takes the bus. He sits on a bench near a pond and feeds the birds. Ducks swim toward him for food, and pigeons land all around him.

□ EXERCISE 15. Preview: spelling of final -S/-ES. (Chart 1-5)

Directions: Add final **-s/-es**.

- | | | |
|-------------------|----------------|-----------------|
| 1. talk <u>s</u> | 6. kiss _____ | 11. study _____ |
| 2. wish <u>es</u> | 7. push _____ | 12. buy _____ |
| 3. hope _____ | 8. wait _____ | 13. enjoy _____ |
| 4. reach _____ | 9. mix _____ | 14. fly _____ |
| 5. move _____ | 10. blow _____ | 15. carry _____ |

1-5 SPELLING OF FINAL *-S/-ES*

| | |
|---|---|
| <p>(a) visit → visits speak → speaks</p> <p>(b) ride → rides write → writes</p> | <p>Final -s, not -es, is added to most verbs. <i>INCORRECT: visites, speakes</i></p> <p>Many verbs end in -e. Final -s is simply added.</p> |
| <p>(c) catch → catches wash → washes miss → misses fix → fixes buzz → buzzes</p> | <p>Final -es is added to words that end in -ch, -sh, -s, -x, and -z. PRONUNCIATION NOTE: Final -es is pronounced /əz/ and adds a syllable.*</p> |
| <p>(d) fly → flies</p> <p>(e) pay → pays</p> | <p>If a word ends in a consonant + -y, change the -y to -i and add -es. <i>(INCORRECT: flys)</i></p> <p>If a word ends in a vowel + -y, simply add -s.** <i>(INCORRECT: paies or payes)</i></p> |
| <p>(f) go → goes /gowz/ do → does /dɔz/ have → has /hæz/</p> | <p>The singular forms of the verbs <i>go</i>, <i>do</i>, and <i>have</i> are irregular.</p> |

*See Chart 6-1 for more information about the pronunciation of final **-s/-es**.

**Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.

□ EXERCISE 16. Simple present verbs: using final **-S/-ES**. (Charts 1-4 and 1-5)

Directions: Underline the verb in each sentence. Add final **-s/-es** to the verb if necessary. Do not change any other words.

1. A dog bark. → **barks**
2. Dogs bark. → OK (no change)
3. Wood float on water.
4. Rivers flow toward the sea.
5. My mother worry about me.
6. A student buy a lot of books at the beginning of each term.
7. Airplanes fly all around the world.
8. Mr. Wong teach Chinese at the university.
9. The teacher ask us a lot of questions in class every day.
10. Mr. Cook watch game shows on TV every evening.

11. Music consist of pleasant sounds.
12. Cats usually sleep eighteen hours a day.
13. The front page of a newspaper contain the most important news of the day.
14. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
15. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the pedestrian walkway.
16. Many parts of the world enjoy four seasons: spring, summer, autumn, and winter.
Each season last three months and bring changes in the weather.

□ **EXERCISE 17. Simple present verbs: using final -S/-ES. (Charts 1-4 and 1-5)**

Directions: Count aloud around the class to the number 24. Find your number(s) in the exercise list, and write the words that appear beside it on a slip of paper. Then close your book.

Walk around the classroom and read your words aloud to classmates. You are looking for the other half of your sentence.

When you find the person with the other half, combine the information on your two slips of paper into a sentence. Write the sentence on the chalkboard or on a piece of paper. Make changes in the verb if necessary.

Example (using items 1 and 8): A star shines in the sky at night.

- | | |
|--|--|
| 1. a star | 13. a hurricane |
| 2. causes air pollution | 14. produce one-fourth of the world's coffee |
| 3. stretch when you pull on it | 15. oceans |
| 4. a hotel | 16. use its long trunk like a hand to pick things up |
| 5. newspaper ink | 17. Brazil |
| 6. supports a huge variety of marine life | 18. supply its guests with clean towels |
| 7. a bee | 19. a rubber band |
| 8. shine in the sky at night | 20. gather nectar from flowers |
| 9. cause great destruction when it reaches land | 21. flow downhill |
| 10. a river | 22. stain my hands when I read the paper |
| 11. improves your circulation and general health | 23. automobiles |
| 12. an elephant | 24. does physical exercise |

□ **EXERCISE 18. The simple present and the present progressive. (Charts 1-1 → 1-5)**

Directions: Create three sentences about the activity shown in each picture. Work in pairs, in groups, or as a class.

Sentence 1: Activity in progress: Describe what the person in the picture is doing.

Sentence 2: Usual frequency: Describe how often this person probably does this activity.

Sentence 3: Generalization: Make a general statement or two about this activity.

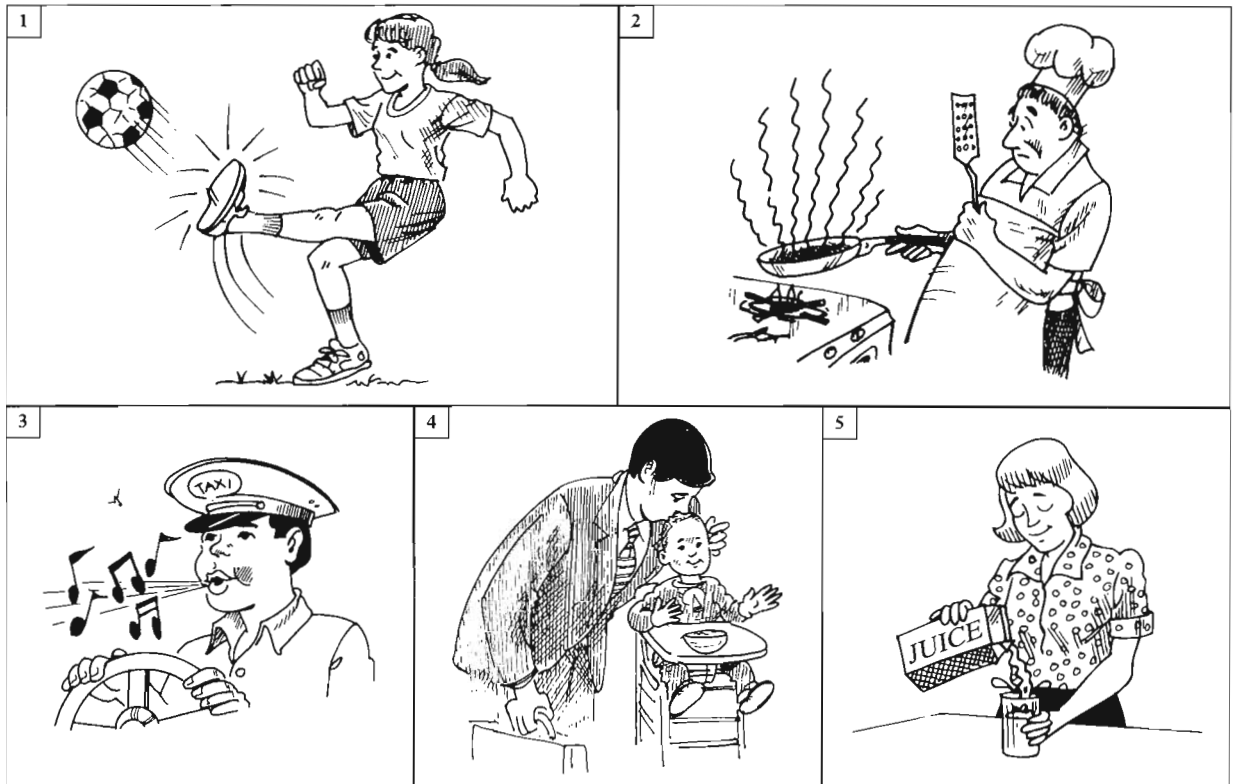
Example:



Sentence 1: The man in the picture *is swimming*.

Sentence 2: It looks like he's near a tropical island. If he's on vacation there, he probably *swims* every day. If he lives there all the time, he probably *swims* once or twice a week.

Sentence 3: People *swim* for enjoyment and exercise. Swimming in the ocean *is* fun.



6



7



8



9



10



11



12



1-6 NON-ACTION VERBS

- (a) I **know** Ms. Chen.
INCORRECT: I am knowing Ms. Chen.
- (b) I'm hungry. I **want** a sandwich.
INCORRECT: I am wanting a sandwich.
- (c) This book **belongs** to Mikhail.
INCORRECT: This book is belonging to Mikhail.

Some verbs are not used in progressive tenses. These verbs are called "non-action verbs." They express a situation that exists, not an action in progress.

NON-ACTION VERBS*

| | | | | | | |
|--------------|---------------------------|--------------|--------------------------|---------------|-------------|-----------------|
| <i>hear</i> | <i>believe</i> | <i>be</i> | <i>own</i> | <i>need</i> | <i>like</i> | <i>forget</i> |
| <i>see</i> | <i>think</i> [†] | <i>exist</i> | <i>have</i> [†] | <i>want</i> | <i>love</i> | <i>remember</i> |
| <i>sound</i> | <i>understand</i> | | <i>possess</i> | <i>prefer</i> | <i>hate</i> | |
| | <i>know</i> | | <i>belong</i> | | | |

[†]COMPARE

- (d) I **think** that grammar is easy.
- (e) I **am thinking** about grammar right now.
- (f) Tom **has** a car.
- (g) I'm **having** a good time.

Think and *have* can be used in the progressive.

In (d): When **think** means "believe," it is nonprogressive.

In (e): When **think** expresses thoughts that are going through a person's mind, it can be progressive.

In (f): When **have** means "own" or expresses possession, it is not used in the progressive.

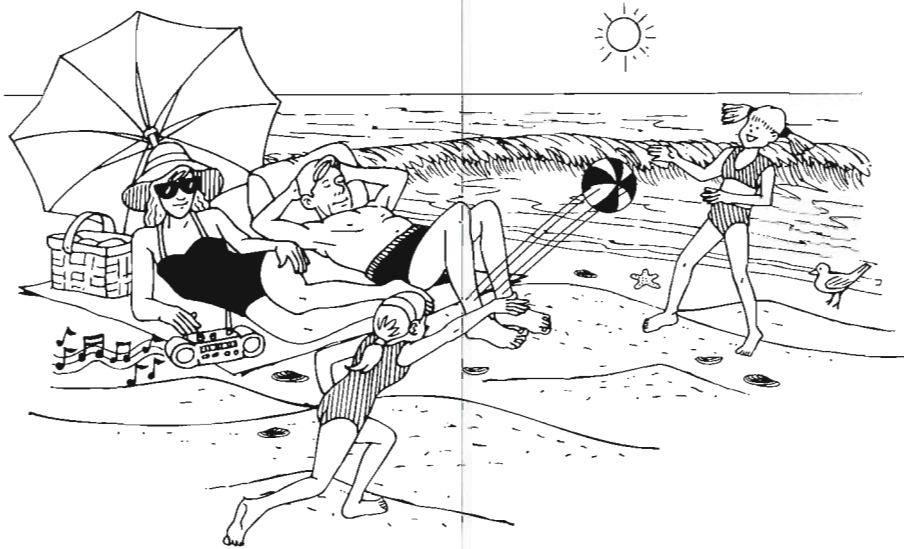
In (g): In expressions where **have** does not mean "own" (e.g., *have a good time, have a bad time, have trouble, have a problem, have company, have an operation*), **have** can be used in the progressive.

*Non-action verbs are also called "stative verbs" or "nonprogressive verbs."

□ EXERCISE 19. Progressive verbs vs. non-action verbs. (Chart 1-6)

Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

- Right now I (*look*) am looking at the board. I (*see*) _____ some words on the board.
- A: (*you, need*) _____ some help, Mrs. Brown?
(*you, want*) _____ me to carry that box for you?
B: Yes, thank you. That's very kind of you.
- A: Who is that man? I (*think*) _____ that I (*know*) _____ him, but I (*forget*) _____ his name.
B: That's Mr. Martinez.
A: That's right! I (*remember*) _____ him now.
- A: (*you, believe*) _____ in flying saucers?
B: What (*you, talk*) _____ about?
A: You know, spaceships from outer space with alien creatures aboard.
B: In my opinion, flying saucers (*exist*) _____ only in people's imaginations.



5. Right now the children *(be)* _____ at the beach. They *(have)* _____ a good time. They *(have)* _____ a beach ball, and they *(play)* _____ catch with it. They *(like)* _____ to play catch. Their parents *(sunbathe)* _____. They *(try)* _____ to get a tan. They *(listen)* _____ to music on a radio. They also *(hear)* _____ the sound of seagulls and the sound of the waves.
6. A: What *(you, think)* _____ about right now?
 B: I *(think)* _____ about seagulls and waves.
 A: *(you, like)* _____ seagulls?
 B: Yes. I *(think)* _____ seagulls are interesting birds.
7. A: Which color *(you, prefer)* _____, red or blue?
 B: I *(like)* _____ blue better than red. Why?
 A: I *(read)* _____ a magazine article right now. According to the article, people who *(prefer)* _____ blue to red *(be)* _____ calm and *(value)* _____ honesty and loyalty in their friends. A preference for red *(mean)* _____ that a person *(be)* _____ aggressive and *(love)* _____ excitement.
 B: Oh? That *(sound)* _____ like a bunch of nonsense to me.

8. A: Does the earth turn around and around?
 B: Yes, Jimmy. The earth (*spin*) _____ around and around on its axis as it circles the sun. The earth (*spin*) _____ rapidly at this very moment.
 B: Really? I can't feel it moving. (*you, try*) _____ to fool me?
 A: Of course not! (*you, think, really*) _____ that the earth isn't moving?
 B: I guess so. Yes. I can't see it move. Yes. It isn't moving.
 A: (*you, believe*) _____ only those things that you can see? Look at the trees out the window. All of them (*grow*) _____ at this very moment, but you can't see the growth. They (*get*) _____ bigger and bigger with every second that passes. You can't see the trees grow, and you can't feel the earth spin, but both events (*take*) _____ place at this moment while you and I (*speak*) _____.
 B: Really? How do you know?

1-7 PRESENT VERBS: SHORT ANSWERS TO YES/NO QUESTIONS

| | QUESTION | SHORT ANSWER | LONG ANSWER |
|-------------------------------|---------------------------|--|--|
| QUESTIONS WITH <i>DO/DOES</i> | <i>Does Bob like tea?</i> | Yes, he does . No, he doesn't . | Yes, he likes tea. No, he doesn't like tea. |
| | <i>Do you like tea?</i> | Yes, I do . No, I don't . | Yes, I like tea. No, I don't like tea. |
| QUESTIONS WITH <i>BE</i> | <i>Are you studying?</i> | Yes, I am . [*] No, I'm not . | Yes, I am (I'm) studying. No, I'm not studying. |
| | <i>Is Yoko a student?</i> | Yes, she is . [*] No, she's not . OR No, she isn't . | Yes, she is (she's) a student. No, she's not a student. OR No, she isn't a student. |
| | <i>Are they studying?</i> | Yes, they are . [*] No, they're not . OR No, they aren't . | Yes, they are (they're) studying. No, they're not studying. OR No, they aren't studying. |

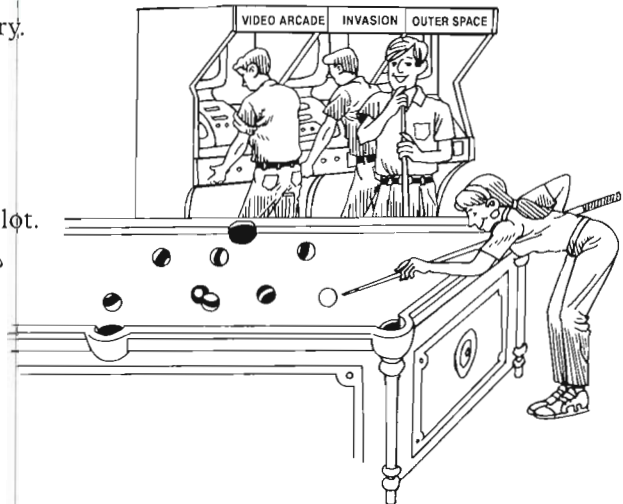
^{*}*Am, is, and are* are not contracted with pronouns in short answers.

INCORRECT SHORT ANSWERS: *Yes, I'm. Yes, she's. Yes, they're.*

□ EXERCISE 20. Short answers to yes/no questions. (Chart 1-7)

Directions: Complete the following dialogues by using the words in parentheses. Also give short answers to the questions as necessary. Use the simple present or the present progressive.

1. A: (*Mary, have*) Does Mary have a bicycle?
B: Yes, she does. She (*have*) has a ten-speed bike.
2. A: (*it, rain*) _____ right now?
B: No, _____. At least, I (*think, not*) _____ so.
3. A: (*your friends, write*) _____ a lot of e-mails?
B: Yes, _____. I (*get*) _____ lots of e-mails all the time.
4. A: (*the students, take*) _____ a test in class right now?
B: No, _____. They (*do*) _____ an exercise.
5. A: (*the weather, affect**) _____ your mood?
B: Yes, _____. I (*get*) _____ grumpy when it's rainy.
6. A: (*Jean, study*) _____ at the library this evening?
B: No, _____. She (*be*) _____ at the recreation center.
She (*play*) _____ pool with her friend.
A: (*Jean, play*) _____ pool every evening?
B: No, _____. She usually (*study*) _____ at the library.
A: (*she, be*) _____ a good player?
B: Yes, _____. She (*play*) _____ pool a lot.
A: (*you, play*) _____ pool?
B: Yes, _____.
But I (*be, not*) _____ very good.



*The word *affect* is a verb: *The weather affects my mood.*

The word *effect* is a noun: *Warm, sunny weather has a good effect on my mood.*

□ EXERCISE 21. Short answers to yes/no questions. (Chart 1-7)

Directions: Answer the questions with books closed. Give both a short and a long answer. Work in pairs or as a class.

Example: Is Texas south of the equator?

→ No, it isn't. Texas isn't south of the equator. OR I don't know.

1. Do you wear a wristwatch every day?
2. Is (. . .) sitting next to (. . .) today?*
3. Does (. . .) usually sit in the same place every day?
4. Are (. . .) and (. . .) standing up?
5. Are you interested in politics?
6. Is Toronto in western Canada?

(Switch roles if working in pairs.)

7. Do whales lay eggs?
8. Does your country have bears in the wild?
9. Are dogs intelligent?
10. Is (. . .) from Cambodia?
11. Is the earth turning on its axis and rotating around the sun at the same time?
12. Do all mosquitoes carry malaria?

□ EXERCISE 22. Review: present verbs. (Chapter 1)

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive. Supply the short answer to a question if necessary.

1. A: My sister (have) has a new car. She bought it last month.

B: (you, have) Do you have a car?

A: No, I don't. Do you?

B: No, but I have a ten-speed bike.

2. A: Where are the children?

B: In the living room.

A: What are they doing? (they, watch) _____ TV?

B: No, they _____. They (play) _____ a game.

3. A: Shhh. I (hear) _____ a noise. (you, hear) _____ it, too?

B: Yes, I _____. I wonder what it is.

4. A: Johnny, (you, listen) _____ to me?

B: Of course I am, Mom. You (want) _____ me to take out the garbage. Right?

A: Right! And right now!

*The symbol (. . .) means "supply the name of a person."

5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.

Where are you?

B: I (*be*) _____ in the bedroom.

A: What (*you, do*) _____ ?

B: I (*try*) _____ to sleep!

A: Oh. Sorry. I won't bother you. Tom, shhh. Bill (*rest*) _____ .

6. A: What (*you, think*) _____ about at night before you fall asleep?

B: I (*think*) _____ about all of the pleasant things that happened during the day. I (*think, not*) _____ about my problems.

7. A: A penny for your thoughts.

B: Huh?

A: What (*you, think*) _____ about right now?

B: I (*think*) _____ about English grammar. I (*think, not*) _____ about anything else right now.

A: I (*believe, not*) _____ you!

8. A: (*you, see*) _____ that man over there?

B: Which man? The man in the brown jacket?

A: No, I (*talk*) _____ about the man who (*wear*) _____ the blue shirt.

B: Oh, that man.

A: (*you, know*) _____ him?

B: No, I (*think, not*) _____ so.

9. A: (*you, know*) _____ any tongue-twisters?

B: Yes, I _____. Here's one: She sells seashells down by the seashore.

A: That (*be*) _____ hard to say! Can you say this: Sharon wears Sue's shoes to zoos to look at cheap sheep?

B: That (*make, not*) _____ any sense.

A: I (*know*) _____ .

□ EXERCISE 23. Error analysis: present verbs. (Chapter 1)

Directions: Correct the errors in verb tense usage.

(1) My friend Omar ^{owns.} ~~is owning~~ his own car now. It's brand new.* Today he driving to a small town north of the city to visit his aunt. He love to listen to music, so the CD player is play one of his favorite CDs—loudly. Omar is very happy: he is drive his own car and listen to loud music. He's look forward to his visit with his aunt.



(2) Omar is visiting his aunt once a week. She's elderly and live alone. She is thinking Omar a wonderful nephew. She love his visits. He try to be helpful and considerate in every way. His aunt don't hearing well, so Omar is speaks loudly and clearly when he's with her.

(3) When he's there, he fix things for her around her apartment and help her with her shopping. He isn't staying with her overnight. He usually is staying for a few hours and then is heading back to the city. He kiss his aunt good-bye and give her a hug before he is leaving. Omar is a very good nephew.

*Brand new means "completely new."



CHAPTER 2

Past Time

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| | | | |
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| 2-2 | Forms of the simple past: regular verbs | 2-7 | Irregular verbs: a reference list |
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| 2-5 | Spelling of <i>-ing</i> and <i>-ed</i> forms | 2-10 | Expressing past time: using time clauses |
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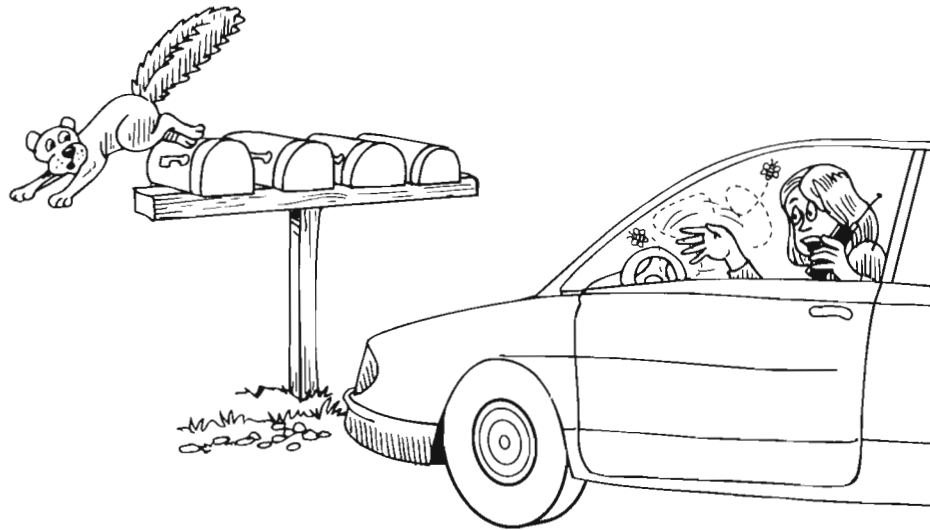
□ EXERCISE 1. Review of present verbs and preview of past verbs. (Chapters 1 and 2)

Directions: Discuss the *italicized* verbs. Do they express present time or past time? Do the verbs describe an activity or situation that . . .

- is in progress right now?
 - is usual or is a general statement of fact?
 - began and ended in the past?
 - was in progress at a time in the past?
- Jennifer *works* for an insurance company.
 - When people *need* help with their automobile insurance, they *call* her.
 - Right now it is 9:05 A.M., and Jennifer *is sitting* at her desk.
 - She *came* to work on time this morning.
 - Yesterday Jennifer *was* late to work because she *had* a minor auto accident.
 - While she *was driving* to work, her cell phone *rang*.
 - She *answered* it. It *was* her friend Rob.
 - She *was* happy to hear from him because she *likes* Rob a lot and always *enjoys* her conversations with him.
 - While they *were talking*, Jennifer, who *is* allergic to bee stings, *noticed* two bees in her car.



10. She quickly *opened* the car windows and *swatted* at the bees while she *was talking* to Rob on the phone.
11. Her hands *left* the steering wheel, and she *lost* control of the car. Her car *ran* into a row of mailboxes beside the road and *stopped*.



12. Fortunately, no one *was* hurt in the accident.
13. Jennifer *is* okay, but her car *isn't*. It *needs* repairs.
14. When Jennifer *got* to work this morning, she *talked* to her own automobile insurance agent.
15. That *was* easy to do because he *works* at the desk right next to hers.

2-1 EXPRESSING PAST TIME: THE SIMPLE PAST

| | |
|--|---|
| (a) Mary walked downtown <i>yesterday</i> . (b) I slept for eight hours <i>last night</i> . | The simple past is used to talk about activities or situations that began and ended in the past (e.g., <i>yesterday, last night, two days ago, in 1999</i>). |
| (c) Bob stayed home yesterday morning. (d) Our plane arrived on time last night. | Most simple past verbs are formed by adding -ed to a verb, as in (a), (c), and (d). |
| (e) I ate breakfast this morning. (f) Sue took a taxi to the airport yesterday. | Some verbs have irregular past forms, as in (b), (e), and (f). See Chart 2-7, p. 33. |
| (g) I was busy yesterday. (h) They were at home last night. | The simple past forms of be are was and were . |

2-2 FORMS OF THE SIMPLE PAST: REGULAR VERBS

| | |
|--------------|--|
| STATEMENT | I-You-She-He-It-We-They worked yesterday. |
| NEGATIVE | I-You-She-He-It-We-They did not (didn't) work yesterday. |
| QUESTION | Did I-you-she-he-it-we-they work yesterday? |
| SHORT ANSWER | Yes, I-you-she-he-it-we-they did . No, I-you-she-he-it-we-they didn't . |

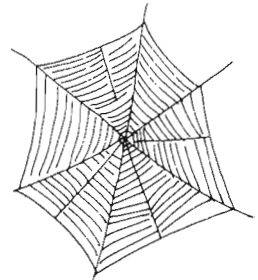
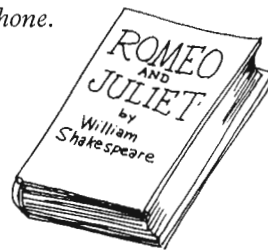
2-3 FORMS OF THE SIMPLE PAST: BE

| | |
|--------------|--|
| STATEMENT | I-She-He-It was in class yesterday. We-You-They were in class yesterday. |
| NEGATIVE | I-She-He-It was not (wasn't) in class yesterday. We-You-They were not (weren't) in class yesterday. |
| QUESTION | Was I-she-he-it in class yesterday? Were we-you-they in class yesterday? |
| SHORT ANSWER | Yes, I-she-he-it was . Yes, we-you-they were . No, I-she-he-it wasn't . No, we-you-they weren't . |

□ EXERCISE 2. Present and past time: statements and negatives. (Chapter 1 and Charts 2-1 → 2-3)

Directions: All of the following sentences have inaccurate information. Correct them by
(a) making a negative statement, and
(b) making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.
→ (a) *Thomas Edison didn't invent the telephone.*
(b) *Alexander Graham Bell invented the telephone.*
- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.



□ EXERCISE 3. Present and past time: statements and negatives.
(Chapter 1 and Charts 2-1 → 2-3)

Directions: Correct the inaccurate statements by using negative then affirmative sentences. Some verbs are past, and some are present. Work as a class (with the teacher as Speaker A) or in pairs. Only Speaker A's book is open.

Example: (. . .)* left the classroom ten minutes ago.

SPEAKER A (*book open*): Rosa left the classroom ten minutes ago.

SPEAKER B (*book closed*): No, that's not true. Rosa didn't leave the classroom.
Rosa is still here. She's sitting next to Kim.

1. You got up at 4:30 this morning.
2. (. . .) is standing in the corner of the classroom.
3. (. . .) stands in a corner of the classroom during class each day.
4. (. . .) stood in a corner during class yesterday.
5. This book has a green cover.
6. Shakespeare wrote novels.
7. A river flows from the bottom of a valley to the top of a mountain.
8. We cook food in a refrigerator.

(*Switch roles if working in pairs.*)

9. (. . .) taught this class yesterday.
10. Butterflies have ten legs.
11. This morning, you drove to school in a (*name of a kind of car*).
12. (. . .) takes a helicopter to get to school every day.
13. You speak (French and Arabic).
14. This room has (*supply an incorrect number*) windows.
15. (. . .) and you studied together at the library last night.
16. (. . .) went to (*an impossible place*) yesterday.

□ EXERCISE 4. Present and past time: statements and negatives.
(Chapter 1, Charts 2-1 → 2-3)

Directions: Work in pairs.

Speaker A: Your book is open. Complete each sentence to make an INACCURATE statement.

Speaker B: Your book is closed. Correct Speaker A's statement, first by using a negative sentence and then by giving correct information.

Example: . . . has/have tails.

SPEAKER A (*book open*): People have tails.

SPEAKER B (*book closed*): No, people don't have tails. Dogs have tails. Cats have tails. Birds have tails. But people don't have tails.

1. . . . is/are blue.
2. You ate . . . for breakfast this morning.

*The symbol (. . .) means "supply the name of a person."

3. Automobiles have
4. You . . . last night.
5. . . . sat next to you in class yesterday.
6. . . . is from Russia. He/She speaks Russian.
7. . . . is talking to . . . right now.
8. . . . was late for class today.

Switch roles.

9. . . . left class early yesterday.
10. . . . has/have six legs.
11. . . . was singing a song when the teacher walked into the room today.
12. . . . wore a black suit to class yesterday.
13. . . . is/are watching a video right now.
14. You . . . last weekend.
15. People . . . in ancient times.
16. . . . is/are delicious, inexpensive, and good for you.

2-4 REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS

| | |
|---|--|
| (a) talked = talk/t/ stopped = stop/t/ hissed = hiss/t/ watched = watch/t/ washed = wash/t/ | Final -ed is pronounced /t/ after voiceless sounds. You make a voiceless sound by pushing air through your mouth. No sound comes from your throat. Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/. |
| (b) called = call/d/ rained = rain/d/ lived = live/d/ robbed = rob/d/ stayed = stay/d/ | Final -ed is pronounced /d/ after voiced sounds. You make a voiced sound from your throat. Your voice box vibrates. Examples of voiced sounds: /l/, /n/, /v/, /b/, and all vowel sounds. |
| (c) waited = wait/əd/ needed = need/əd/ | Final -ed is pronounced /əd/ after “t” and “d” sounds. /əd/ adds a syllable to a word. |

□ EXERCISE 5. Pronunciation of -ED endings. (Chart 2-4)

Directions: Write the correct pronunciations and practice saying the words aloud.

- | | | |
|------------------------|----------------------|--------------------------|
| 1. cooked = cook/ t / | 6. dropped = drop/ / | 11. returned = return/ / |
| 2. served = serve/ d / | 7. pulled = pull/ / | 12. touched = touch/ / |
| 3. wanted = want/ əd / | 8. pushed = push/ / | 13. waved = wave/ / |
| 4. asked = ask/ / | 9. added = add/ / | 14. pointed = point/ / |
| 5. started = start/ / | 10. passed = pass/ / | 15. agreed = agree/ / |

□ EXERCISE 6. Pronunciation of -ED endings. (Chart 2-4)

Directions: Practice saying these words. Use them in sentences.

- | | | |
|--------------|-------------|---------------|
| 1. answered | 6. finished | 11. worked |
| 2. arrived | 7. fixed | 12. invited |
| 3. continued | 8. helped | 13. suggested |
| 4. ended | 9. looked | 14. smelled |
| 5. explained | 10. planned | 15. crossed |

2-5 SPELLING OF -ING AND -ED FORMS

| END OF VERB | DOUBLE THE CONSONANT? | SIMPLE FORM | -ING | -ED | |
|----------------------------|-----------------------|---|---|---|--|
| -e | NO | (a) smile hope | smiling hoping | smiled hoped | -ing form: Drop the <i>-e</i> , add -ing . -ed form: Just add <i>-d</i> . |
| Two Consonants | NO | (b) help learn | helping learning | helped learned | If the verb ends in two consonants, just add -ing or -ed . |
| Two Vowels + One Consonant | NO | (c) rain heat | raining heating | rained heated | If the verb ends in two vowels + a consonant, just add -ing or -ed . |
| One Vowel + One Consonant | YES | (d) stop plan | ONE-SYLLABLE VERBS stopping planning | stopped planned | If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ing or -ed form.* |
| | NO | (e) visit offer | TWO-SYLLABLE VERBS visiting offering | visited offered | If the first syllable of a two-syllable verb is stressed, do not double the consonant. |
| | YES | (f) prefer admit | preferring admitting | preferred admitted | If the second syllable of a two-syllable verb is stressed, double the consonant. |
| -y | NO | (g) play enjoy (h) worry study | playing enjoying worrying studying | played enjoyed worried studied | If the verb ends in a vowel + -y , keep the -y . Do not change the -y to -i . If the verb ends in a consonant + -y , keep the -y for the -ing form, but change the -y to -i to make the -ed form. |
| -ie | | (i) die tie | dying tying | died tied | -ing form: Change the -ie to -y and add -ing . -ed form: Just add <i>-d</i> . |

*Exceptions: Do not double "w" or "x": *snow, snowing, snowed, fix, fixing, fixed*.

□ EXERCISE 7. -ING and -ED forms. (Chart 2-5)

Directions: Write the **-ing** and **-ed** forms of the following verbs. (The simple past/past participle of irregular verbs is given in parentheses.)

| | -ING | -ED |
|-------------|----------|-----------------|
| 1. start | starting | started |
| 2. wait | | |
| 3. hit | | (hit) |
| 4. write | | (wrote/written) |
| 5. shout | | |
| 6. cut | | (cut) |
| 7. meet | | (met) |
| 8. hope | | |
| 9. hop | | |
| 10. help | | |
| 11. sleep | | (slept) |
| 12. step | | |
| 13. tape | | |
| 14. tap | | |
| 15. rain | | |
| 16. run | | (ran/run) |
| 17. whine | | |
| 18. win | | (won) |
| 19. explain | | |
| 20. burn | | |

□ EXERCISE 8. -ING and -ED forms. (Chart 2-5)

Directions: Write the **-ing** and **-ed** forms of the following verbs.

| | -ING | -ED |
|-----------|------|---------------|
| 1. open | | |
| 2. begin | | (began/begun) |
| 3. occur | | |
| 4. happen | | |

| | | |
|-----------|-------|----------|
| 5. refer | _____ | _____ |
| 6. offer | _____ | _____ |
| 7. listen | _____ | _____ |
| 8. admit | _____ | _____ |
| 9. visit | _____ | _____ |
| 10. omit | _____ | _____ |
| 11. hurry | _____ | _____ |
| 12. study | _____ | _____ |
| 13. enjoy | _____ | _____ |
| 14. reply | _____ | _____ |
| 15. stay | _____ | _____ |
| 16. buy | _____ | (bought) |
| 17. try | _____ | _____ |
| 18. tie | _____ | _____ |
| 19. die | _____ | _____ |
| 20. lie* | _____ | _____ |

EXERCISE 9. -ING and -ED forms. (Chart 2-5)

Directions: Write the *-ing* and *-ed* forms of the following verbs.

| | -ING | -ED |
|------------|---------|--------|
| 1. lift | lifting | lifted |
| 2. promise | _____ | _____ |
| 3. slap | _____ | _____ |
| 4. wipe | _____ | _____ |
| 5. carry | _____ | _____ |
| 6. cry | _____ | _____ |
| 7. pray | _____ | _____ |
| 8. smile | _____ | _____ |

**Lie* is a regular verb when it means "not tell the truth." *Lie* is an irregular verb when it means "put one's body flat on a bed or another surface": *lie, lay, lain*.

| | | |
|------------|--|--|
| 9. fail | | |
| 10. file | | |
| 11. drag | | |
| 12. use | | |
| 13. prefer | | |
| 14. sign | | |
| 15. point | | |
| 16. appear | | |
| 17. relax | | |
| 18. borrow | | |
| 19. aim | | |
| 20. cram | | |

2-6 THE PRINCIPAL PARTS OF A VERB

| | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | PRESENT PARTICIPLE |
|--|--|---|---|---|
| REGULAR VERBS | finish stop hope wait play try | finished stopped hoped waited played tried | finished stopped hoped waited played tried | finishing stopping hoping waiting playing trying |
| IRREGULAR VERBS | see make sing eat put go | saw made sang ate put went | seen made sung eaten put gone | seeing making singing eating putting going |
| PRINCIPAL PARTS OF A VERB (1) the simple form | English verbs have four principal forms or “parts.” The simple form is the form that is found in a dictionary. It is the base form with no endings on it (no final <i>-s</i> , <i>-ed</i> , or <i>-ing</i>). | | | |
| (2) the simple past | The simple past form ends in <i>-ed</i> for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2-7. | | | |
| (3) the past participle | The past participle also ends in <i>-ed</i> for regular verbs. Some verbs are irregular. It is used in perfect tenses (see Chapter 4) and the passive (Chapter 10). | | | |
| (4) the present participle | The present participle ends in <i>-ing</i> (for both regular and irregular verbs). It is used in progressive tenses (e.g., the present progressive and the past progressive). | | | |

2-7 IRREGULAR VERBS: A REFERENCE LIST

| SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE |
|-------------|----------------|-----------------|-------------|-------------|-----------------|
| awake | awoke | awoken | lie | lay | lain |
| be | was, were | been | light | lit/lighted | lit/lighted |
| beat | beat | beaten | lose | lost | lost |
| become | became | become | make | made | made |
| begin | began | begun | mean | meant | meant |
| bend | bent | bent | meet | met | met |
| bite | bit | bitten | pay | paid | paid |
| blow | blew | blown | prove | proved | proved/proven |
| break | broke | broken | put | put | put |
| bring | brought | brought | quit | quit | quit |
| broadcast | broadcast | broadcast | read | read | read |
| build | built | built | ride | rode | ridden |
| burn | burned/burnt | burned/burnt | ring | rang | rung |
| buy | bought | bought | rise | rose | risen |
| catch | caught | caught | run | ran | run |
| choose | chose | chosen | say | said | said |
| come | came | come | see | saw | seen |
| cost | cost | cost | seek | sought | sought |
| cut | cut | cut | sell | sold | sold |
| dig | dug | dug | send | sent | sent |
| dive | dived/dove | dived | set | set | set |
| do | did | done | shake | shook | shaken |
| draw | drew | drawn | shave | shaved | shaved/shaven |
| dream | dreamed/dreamt | dreamed/dreamt | shoot | shot | shot |
| drink | drank | drunk | shut | shut | shut |
| drive | drove | driven | sing | sang | sung |
| eat | ate | eaten | sink | sank | sunk |
| fall | fell | fallen | sit | sat | sat |
| feed | fed | fed | sleep | slept | slept |
| feel | felt | felt | slide | slid | slid |
| fight | fought | fought | speak | spoke | spoken |
| find | found | found | spend | spent | spent |
| fit | fit | fit | spread | spread | spread |
| fly | flew | flown | stand | stood | stood |
| forget | forgot | forgotten | steal | stole | stolen |
| forgive | forgave | forgiven | stick | stuck | stuck |
| freeze | froze | frozen | strike | struck | struck |
| get | got | got/gotten | swear | swore | sworn |
| give | gave | given | sweep | swept | swept |
| go | went | gone | swim | swam | swum |
| grow | grew | grown | take | took | taken |
| hang | hung | hung | teach | taught | taught |
| have | had | had | tear | tore | torn |
| hear | heard | heard | tell | told | told |
| hide | hid | hidden | think | thought | thought |
| hit | hit | hit | throw | threw | thrown |
| hold | held | held | understand | understood | understood |
| hurt | hurt | hurt | upset | upset | upset |
| keep | kept | kept | wake | woke/waked | woken/waked |
| know | knew | known | wear | wore | worn |
| lay | laid | laid | weave | wove | woven |
| lead | led | led | weep | wept | wept |
| leave | left | left | win | won | won |
| lend | lent | lent | withdraw | withdrew | withdrawn |
| let | let | let | write | wrote | written |

□ EXERCISE 10. Simple past: irregular verbs. (Chart 2-7)

Directions: Complete each sentence with the simple past of any irregular verb that makes sense. There may be more than one possible completion.

1. Maria walked to school today. Rebecca drove her car. Olga _____ her bicycle. Yoko _____ the bus.
2. Last night I had a good night's sleep. I _____ nine hours.
3. Ann _____ a beautiful dress to the wedding reception.
4. It got so cold last night that the water in the pond _____.
5. Frank was really thirsty. He _____ four glasses of water.
6. Karen had to choose between a blue raincoat and a tan one. She finally _____ the blue one.
7. My husband gave me a painting for my birthday. I _____ it on a wall in my office.
8. Last night around midnight, when I was sound asleep, the telephone _____. It _____ me up.
9. The sun _____ at 6:04 this morning and will set at 6:59.
10. I _____ an e-mail to my cousin after I finished studying yesterday evening.
11. Ms. Manning _____ chemistry at the local high school last year.
12. The police _____ the bank robbers. They are in jail now.
13. Oh my gosh! Call the police! Someone _____ my car!
14. Today Victor has on slacks and a sports jacket, but yesterday he _____ jeans and a sweatshirt to work.
15. My friend told me that he had a singing dog. When the dog _____, I _____ my hands over my ears.



16. When I introduced Pedro to Ming, they _____ hands and greeted each other.
17. I _____ the kitchen floor with a broom.
18. A bird _____ into our apartment through an open window.
19. I caught the bird and _____ it gently in my hands until I could put it back outside.
20. The children had a good time at the park yesterday. They _____ the ducks small pieces of bread.
21. My dog _____ a hole in the yard and buried his bone.
22. Ahmed _____ his apartment in a hurry this morning because he was late for school. That's why he _____ to bring his books to class.

□ **EXERCISE 11. Simple past: irregular verbs. (Chart 2-7)**

Directions: Complete each sentence with the simple past of any irregular verb that makes sense. There may be more than one possible completion.

1. Alex hurt his finger when he was fixing his dinner last night. He accidentally _____ it with a sharp knife.
2. I don't have any money in my pocket. I _____ it all yesterday. I'm flat broke.
3. Ann didn't throw her old shoes away. She _____ them because they were comfortable.
4. I _____ an interesting article in the newspaper yesterday.
5. Jack _____ his pocketknife at the park yesterday. This morning he _____ back to the park to look for it. Finally, he _____ it in the grass. He was glad to have it back.
6. Mr. Litovchenko was very happy but a little nervous when he _____ his baby in his arms for the first time.
7. I _____ Jennifer's parents when they visited her. She introduced me to them.
8. A: Is Natasha still angry with you?
B: No, she _____ me for what I did, and she's speaking to me again.

9. I dropped my favorite vase. It fell on the floor and _____ into a hundred pieces.
10. When I went shopping yesterday, I _____ some light bulbs and a cooking pot.
11. The soldiers _____ the battle through the night and into the morning.
12. I used to have a camera, but I _____ it because I needed the money.
13. Jane didn't want anyone to find her diary, so she _____ it in a shoe box in her closet.
14. I didn't want anyone else to see the note, so I _____ it into tiny pieces and _____ them in the wastebasket.
15. The children _____ pictures of themselves in art class yesterday.
16. I have a cold. Yesterday I _____ terrible, but I'm feeling better today.
17. Last night I _____ a strange noise in the house around 2:00 A.M., so I _____ up to investigate.
18. Sam ran the fastest, so he _____ the race.
19. My dog isn't very friendly. Yesterday she _____ my neighbor's leg. Luckily, my dog is very old and doesn't have sharp teeth, so she didn't hurt my neighbor.
20. Steve _____ on the campfire to make it burn.
21. When I went fishing yesterday, I _____ a fish right away. But the fish was too small to keep. I carefully returned it to the water. It quickly _____ away.
22. Amanda _____ a lie. I didn't believe her because I _____ the truth.



□ EXERCISE 12. Simple past. (Charts 2-1 → 2-7)

Directions: Perform the action and then describe the action, using the simple past. Most of the verbs are irregular; some are regular.

Work in groups or as a class. Only Speaker A's book is open.

Example: Give (. . .) your pen.

SPEAKER A (book open): Give Pablo your pen.

SPEAKER B (book closed): (Speaker B performs the action.)

SPEAKER A (book open): What did you do?

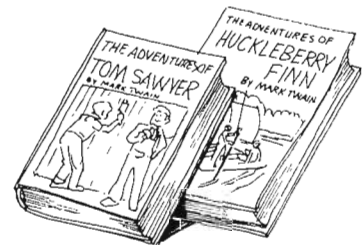
SPEAKER B (book closed): I gave Pablo my pen.

- | | |
|------------------------------------|---|
| 1. Give (. . .) your dictionary. | 17. Throw your pen to (. . .). |
| 2. Open your book. | 18. Draw a triangle on the board. |
| 3. Shut your book. | 19. Turn to page ten in your book. |
| 4. Stand up. | 20. Choose a pen, this one or that one. |
| 5. Hold your book above your head. | 21. Invite (. . .) to have lunch with you. |
| 6. Put your book in your lap. | 22. Thank (. . .) for the invitation. |
| 7. Bend your elbow. | 23. Steal (. . .)'s pen. |
| 8. Touch the tip of your nose. | 24. Sell your pen to (. . .) for a (penny). |
| 9. Spell the word "happened." | 25. Hit your desk with your hand. |
| 10. Shake hands with (. . .). | 26. Stick your pen in your pocket/purse. |
| 11. Bite your finger. | 27. Read a sentence from your book. |
| 12. Hide your pen. | 28. Repeat my sentence: This book is black. |
| 13. Leave the room. | 29. Hang your (jacket) on your chair. |
| 14. Speak to (. . .). | 30. Take (. . .)'s grammar book. |
| 15. Tear a piece of paper. | 31. Write your name on the board. |
| 16. Tell (. . .) to stand up. | |

□ EXERCISE 13. Simple past: questions and short answers. (Charts 2-1 → 2-7)

Directions: Use the words in parentheses. Give short answers to questions where necessary.

1. A: (you, sleep) _____ Did you sleep _____ well last night?
 B: Yes, _____ I did _____. I (sleep) _____ slept _____ very well.
2. A: (Tom's plane, arrive) _____ on time yesterday?
 B: Yes, _____. It (get) _____ in at 6:05 on the dot.
3. A: (you, go) _____ to class yesterday?
 B: No, _____. I (stay) _____ home because I
 (feel, not) _____ good.
4. A: (Mark Twain, write) _____
 Tom Sawyer?
 B: Yes, _____. He also (write)
 _____ Huckleberry Finn.



5. A: (*you, eat*) _____ breakfast this morning?

B: No, _____. I (*have, not*) _____ enough time. I was late for class because my alarm clock (*ring, not*) _____.

□ EXERCISE 14. Simple past: questions, short answers, and irregular verbs. (Charts 2-1 → 2-7)

Directions: Pair up with a classmate.

Speaker A: Ask questions beginning with “*Did you . . . ?*” Listen carefully to Speaker B’s answers to make sure he or she is using the irregular verbs correctly. Look at Chart 2-7 if necessary to check the correct form of an irregular verb. Your book is open.

Speaker B: In order to practice using irregular verbs, answer “yes” to all of Speaker A’s questions. Give both a short answer and a long answer. Your book is closed.

Example: eat breakfast this morning

SPEAKER A (*book open*): Did you eat breakfast this morning?

SPEAKER B (*book closed*): Yes, I did. I ate breakfast this morning.

- | | |
|--------------------------------|-------------------------------------|
| 1. sleep well last night | 6. lose your grammar book yesterday |
| 2. wake up early this morning | 7. find your grammar book |
| 3. come to class early today | 8. take a bus somewhere yesterday |
| 4. bring your books to class | 9. ride in a car yesterday |
| 5. put your books on your desk | 10. drive a car |

Switch roles.

- | | |
|-------------------------------------|---|
| 11. hear about the earthquake | 17. have a good time |
| 12. read the newspaper this morning | 18. think about me |
| 13. catch a cold last week | 19. meet (. . .) the first day of class |
| 14. feel terrible | 20. shake hands with (. . .) when you first met him/her |
| 15. see a doctor | |
| 16. go to a party last night | |

Switch roles.

- | | |
|---------------------------------|--------------------------------|
| 21. buy some books yesterday | 26. send your parents a letter |
| 22. begin to read a new novel | 27. lend (. . .) some money |
| 23. fly to this city | 28. wear a coat yesterday |
| 24. run to class today | 29. go to the zoo last week |
| 25. write your parents a letter | 30. feed the birds at the park |

Switch roles.

- | | |
|--------------------------------------|---|
| 31. make your own dinner last night | 36. break your arm |
| 32. leave home at eight this morning | 37. understand the question |
| 33. drink a cup of tea before class | 38. speak to (. . .) yesterday |
| 34. fall down yesterday | 39. tell him/her your opinion of this class |
| 35. hurt yourself when you fell down | 40. mean what you said |

□ EXERCISE 15. Past time. (Charts 2-1 → 2-7)

Directions: Pair up with a classmate.



Speaker A: Tell Speaker B about your activities yesterday. Think of at least five things you did yesterday to tell Speaker B about. Also think of two or three things you didn't do yesterday.

Speaker B: Listen carefully to Speaker A. Make sure that Speaker A is using past tenses correctly. Ask Speaker A questions about his/her activities if you wish. Take notes while Student A is talking.

When Speaker A finishes talking, switch roles: Speaker B tells Speaker A about his/her activities yesterday.

Use the notes from the conversation to write a composition about the other student's activities yesterday.

2-8 THE SIMPLE PAST AND THE PAST PROGRESSIVE

| | | |
|--|--|--|
| <p>THE SIMPLE PAST</p>  | <p>(a) Mary walked downtown yesterday.</p> <p>(b) I slept for eight hours last night.</p> | <p>The SIMPLE PAST is used to talk about <i>an activity or situation that began and ended at a particular time in the past</i> (e.g., <i>yesterday, last night, two days ago, in 1999</i>), as in (a) and (b).</p> |
| <p>THE PAST PROGRESSIVE</p>  | <p>(c) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M. I was eating dinner <i>when Tom came</i>.</p> <p>(d) I went to bed at 10:00. The phone rang at 11:00. I was sleeping <i>when the phone rang</i>.</p> | <p>The PAST PROGRESSIVE expresses <i>an activity that was in progress (was occurring, was happening) at a point of time in the past</i> (e.g., <i>at 6:10</i>) or at the time of another action (e.g., <i>when Tom came</i>).</p> <p>In (c): eating was in progress at 6:10; eating was in progress <i>when Tom came</i>.</p> <p>FORM: was/were + -ing.</p> |
| <p>(e) When the phone rang, I was sleeping.</p> <p>(f) The phone rang while I was sleeping.</p> | | <p>when = at that time while = during that time (e) and (f) have the same meaning.</p> |

2-9 FORMS OF THE PAST PROGRESSIVE

| | |
|--------------|--|
| STATEMENT | I-She-He-It was working . You-We-They were working . |
| NEGATIVE | I-She-He-It was not (wasn't) working . You-We-They were not (weren't) working . |
| QUESTION | Was I-she-he-it working? Were you-we-they working? |
| SHORT ANSWER | Yes, I-she-he-it was . Yes, you-we-they were . No, I-she-he-it wasn't . No, you-we-they weren't . |

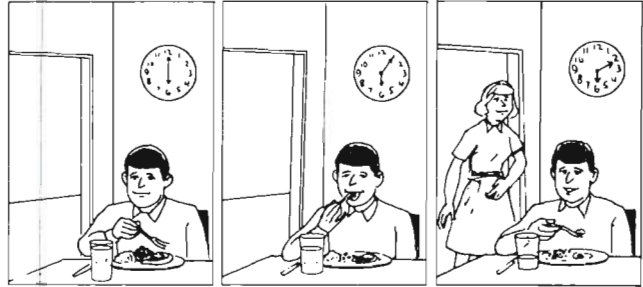
□ EXERCISE 16. Simple past and past progressive. (Charts 2-8 and 2-9)

Directions: Complete the sentences with the words in parentheses. Use the simple past or the past progressive.

1. At 6:00 P.M., Bob sat down at the table and began to eat. At 6:05, Bob (eat) was eating dinner.

2. While Bob (eat) _____ dinner, Ann (come) _____ through the door.

3. In other words, when Ann (come) _____ through the door, Bob (eat) _____ dinner.



4. Bob went to bed at 10:30. At 11:00 Bob (sleep) _____.

5. While Bob (sleep) _____, the phone (ring) _____.

6. In other words, when the phone (ring) _____, Bob (sleep) _____.

7. Bob left his house at 8:00 A.M. and (begin) _____ to walk to class.

8. While he (walk) _____ to class, he (see) _____ Mrs. Smith.

9. When Bob (see) _____ Mrs. Smith, she (stand) _____ on her front porch. She (hold) _____ a broom.

10. Mrs. Smith (wave) _____ at Bob when she (see) _____ him.



□ EXERCISE 17. Using the past progressive. (Charts 2-8 and 2-9)

Directions: Perform the actions and answer the questions. Only the teacher's book is open.

Example: A: write on the board B: open the door

To STUDENT A: Please write on the board. Write anything you wish. (*Student A writes on the board.*) What are you doing?

Response: I'm writing on the board.

To STUDENT A: Good. Please continue.

To STUDENT B: Open the door. (*Student B opens the door.*) What did you just do?

Response: I opened that door.

To STUDENT A: (*Student A*), thank you. You may stop now.

To STUDENT C: Describe the two actions that just occurred, using *when*.

Response: When (*Student B*) opened the door, (*Student A*) was writing on the board.

To STUDENT D: Again, using *while*.

Response: While (*Student A*) was writing on the board, (*Student B*) opened the door.

1. A: write a note to (. . .) B: knock on the door
2. A: walk around the room B: clap your hands once
3. A: talk to (. . .) B: come into the room
4. A: read your book B: tap (Student A)'s shoulder
5. A: look out the window B: ask (Student A) a question
6. A: whistle B: leave the room
7. A: look at your watch B: ask (Student A) a question
8. A: pantomime eating (pretend to eat) B: sit down next to (Student A)
9. A: pantomime sleeping B: take (Student A)'s grammar book
10. A: pantomime drinking a glass of water B: come into the room

□ EXERCISE 18. Present progressive and past progressive. (Charts 1-1, 2-8, and 2-9)

Directions: Underline the present progressive and past progressive verbs in the following pairs of sentences. Discuss their use. What are the similarities between the two tenses?

1. A: Where are Ann and Rob? I haven't seen them for a couple of weeks.
B: They're out of town. They're traveling.
2. A: I invited Ann and Rob to my birthday party, but they didn't come.
B: Why not?
A: They were out of town. They were traveling.
3. A: What was I talking about when the phone interrupted me? I lost my train of thought.
B: You were describing the website you found on the Internet yesterday.
4. A: I missed the beginning of the news report. What's the announcer talking about?
B: She's describing conditions in Bangladesh after the flood.

5. A: Good morning, Kim.
 B: Hello, Tom. Good to see you.
 A: Good to see you, too. On your way to work?
 B: Yup. I'm walking to work today to take advantage of the beautiful spring morning.
 A: It certainly is a beautiful spring morning.
6. A: Guess who I saw this morning.
 B: Who?
 A: Jim.
 B: Oh? How is he?
 A: He looks fine.
 B: Where did you see him?
 A: On the sidewalk near the corner of 5th and Pine. He was walking to work.

□ EXERCISE 19. Present and past verbs. (Chapters 1 and 2)

Directions: Complete the sentences with the simple present, present progressive, simple past, or past progressive.

PART I. PRESENT TIME

SITUATION:

Right now Toshi (*sit*) _____ is sitting _____ at his desk. He
 (*study*) _____ is studying _____ his grammar book. His roommate, Oscar, (*sit*)
 _____ is sitting _____ at his desk, but he (*study, not*) _____
 _____ isn't studying _____ out the window. Toshi (*want*)
 _____ wants to know _____ to know what Oscar (*look*) _____ is looking _____ at.
 TOSHI: Oscar, what (*you, look*) _____ are you looking _____ at?



OSCAR: I (*watch*) _____ the bicyclists. They are very skillful. I

 (*know, not*) _____ how to ride a bike, so I (*admire*)
 _____ anyone who can. Come over to the window. Look at
 that guy in the blue shirt. He (*steer*) _____ his bike with one
 hand while he (*drink*) _____ a soda with the other. At the
 same time, he (*weave*) _____ in and out of the heavy street
 traffic. He (*seem*) _____ fearless.

TOSHI: Riding a bike (*be, not*) _____ as hard as it (*look*) _____ .
 I'll teach you to ride a bicycle if you'd like.

OSCAR: Really? Great!

TOSHI: How come you don't know how to ride a bike?*

OSCAR: I (*have, never*) _____ a bike when I (*be*) _____
 a kid. My family (*be*) _____ too poor. Once I (*try*)
 _____ to learn on the bike of one of my friends, but the other kids
 all (*laugh*) _____ at me. I never (*try*) _____ again
 because I (*be*) _____ too embarrassed. But I'd really like to learn
 now! When can we start?

PART II. PAST TIME

Yesterday, Toshi (*sit*) _____ was sitting _____ at his desk and (*study*)
 _____ his grammar book. His roommate, Oscar, (*sit*)
 _____ at his desk, but he (*study, not*) _____ .
 He (*stare*) _____ out the window. He (*watch*) _____
 bicyclists on the street below.

*"How come?" means "Why?" For example, "How come you don't know how to ride a bike?" means "Why don't you know how to ride a bike?"

Toshi (*walk*) _____ over to the window. Oscar (*point*) _____
 31 32
 out one bicyclist in particular. This bicyclist (*steer*) _____ with one
 33
 hand while he (*drink*) _____ a soda with the other. At the same
 34
 time, he (*weave*) _____ in and out of the heavy traffic. To Oscar,
 35
 the bicyclist (*seem*) _____ fearless.
 36
 Oscar (*learn, never*) _____ how to ride a bike when he (*be*)
 37
 _____ a child, so Toshi (*offer*) _____ to teach him. Oscar
 38 39
 (*accept*) _____ gladly.
 40

□ EXERCISE 20. Verb tense and irregular verb review. (Chapters 1 and 2)

Directions: Complete the sentences with the verbs in parentheses. Use the simple past, simple present, or past progressive.

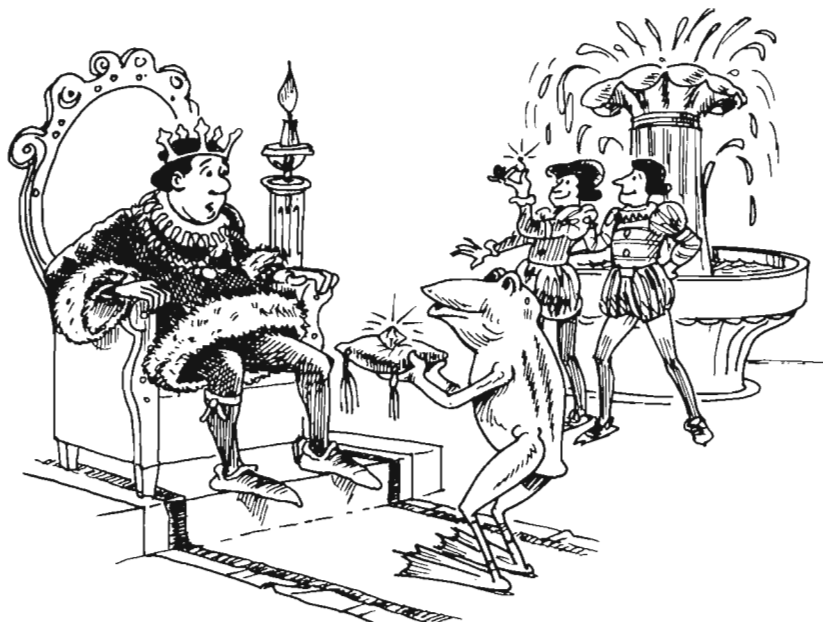
(1) Once upon a time, a king and his three daughters (*live*) lived in a castle in a faraway land. One day while the king (*think*) was thinking about his daughters, he (*have*) had an idea. He (*form*) formed a plan for finding husbands for them.

(2) When it (*come*) came time for the three daughters to marry, the king (*announce*) announced his plan. He said, "I'm going to take three jewels to the fountain in the center of the village. The young men (*meet*) meet* together there every day. The three young men who find the jewels will become my daughters' husbands."

(3) The next day, the king (*choose*) _____ three jewels—an emerald, a ruby, and a diamond—and (*take*) _____ them into the village. He (*hold*) _____ them in his hand and (*walk*) _____ among the young men. First he (*drop*) _____ the emerald, then the ruby, and then the diamond. A handsome man (*pick*) _____ up the emerald. Then a wealthy prince (*spot*) _____ the ruby and (*bend*) _____ down to pick it up. The king (*be*) _____ very pleased.

*The simple present is used here because the story is giving the king's exact words in a quotation. Notice that quotation marks ("...") are used. See Chart 14-8, p. 420, for more information about quotations.

(4) But then a frog (*hop*) _____ toward the diamond and (*pick*) _____ it up. The frog (*bring*) _____ the diamond to the king and said, "I (*be*) _____ the Frog Prince. I (*claim*) _____ your third daughter as my wife."



(5) When the king (*tell*) _____ Tina, his third daughter, about the Frog Prince, she (*refuse*) _____ to marry him. When the people of the land (*hear*) _____ the news about the frog and the princess, they (*laugh*) _____ and (*laugh*) _____. "Have you heard the news?" the people (*say*) _____ to each other. "Princess Tina is going to marry a frog!"

(6) Tina (*feel*) _____ terrible. She said, "I (*be*) _____ the unluckiest person in the world." She (*fall*) _____ to the floor and (*sob*) _____. No one (*love*) _____ her, she (*believe*) _____. Her father (*understand, not*) _____ her. She (*hide*) _____ from her friends and (*keep*) _____ her pain in her heart. Every day, she (*grow*) _____ sadder and sadder. Her two sisters (*have*) _____ grand weddings. Their wedding bells (*ring*) _____ with joy across the land.

(7) Eventually, Tina (*leave*) _____ the castle. She (*run*) _____ away from her family and (*go*) _____ to live in the woods by herself. She (*eat*) _____ simple food, (*drink*) _____ water from the lake, (*cut*) _____ her own firewood, (*wash*) _____ her own clothes, (*sweep*) _____ the floor herself, (*make*) _____ her own bed, and (*take*) _____ care of all her own needs. But she (*be*) _____ very lonely and unhappy.

(8) One day Tina (*go*) _____ swimming. The water (*be*) _____ deep and cold. Tina (*swim*) _____ for a long time and (*become*) _____ very tired. While she (*swim*) _____ back toward the shore, she (*lose*) _____ the desire to live. She (*quit*) _____ trying to swim to safety. She (*drown*) _____ when the frog suddenly (*appear*) _____ and with all his strength (*push*) _____ Tina to the shore. He (*save*) _____ her life.

(9) “Why (*save, you*) _____ my life, Frog?”
“Because you (*be*) _____ very young and you (*have*) _____ a lot to live for.”

“No, I (*do, not*) _____,” said the princess. “I (*be*) _____ the most miserable person in the whole universe.”

(10) “Let’s talk about it,” (*say*) _____ the frog. And they (*begin*) _____ to talk. Tina and the Frog Prince (*sit*) _____



together for hours and hours. Frog (*listen*) _____ and (*understand*) _____. He (*tell*) _____ her about himself and his own

unhappiness and loneliness. They (*share*) _____ their minds and hearts. Day after day, they (*spend*) _____ hours with each other. They (*talk*) _____, (*laugh*) _____, (*play*) _____, and (*work*) _____ together.

(11) One day while they (*sit*) _____ near the lake, Tina (*bend*) _____ down and, with great affection, (*kiss*) _____ the frog on his forehead. Poof! Suddenly the frog (*turn*) _____ into a man! He (*take*) _____ Tina in his arms, and said, "You (*save*) _____



me with your kiss. Outside, I (*look*) _____ like a frog, but you (*see*) _____ inside and (*find*) _____ the real me. Now I (*be*) _____ free. An evil wizard had turned me into a frog until I found the love of a woman with a truly good heart." When Tina (*see*) _____ through outside appearances, she (*find*) _____ true love.

(12) Tina and the prince (*return*) _____ to the castle and (*get*) _____ married. Her two sisters, she discovered, (*be*) _____ very unhappy. The handsome husband (*ignore*) _____ his wife and (*talk, not*) _____ to her. The wealthy husband (*make*) _____ fun of his wife and (*give*) _____ her orders all the time. But Tina and her Frog Prince (*live*) _____ happily ever after.

□ EXERCISE 21. Past time. (Chapter 2)

Directions: Write a story that begins “Once upon a time, . . .”

Choose one:

1. Invent your own story. For example, write about a lonely bee who finds happiness, a poor orphan who succeeds in life with the help of a fairy godmother, a hermit who rediscovers the joys of human companionship, etc. Discuss possible story ideas in class.

2. Write a fable that you are familiar with, perhaps one that is well known in your culture.

3. Write a story with your classmates. Each student writes one or two sentences at a time. One student begins the story. Then he or she passes the paper on to another student, who then writes a sentence or two and passes the paper on—until everyone in the class has had a chance to write part of the story, or until the story has an ending. This story can then be reproduced for the class to revise and correct together. The class may want to “publish” the final product on the Internet or in a small booklet.

2-10 EXPRESSING PAST TIME: USING TIME CLAUSES

| | |
|--|--|
| <p>(a) time clause <i>After I finished my work,</i> main clause <i>I went to bed.</i></p> <p>(b) main clause <i>I went to bed</i> time clause <i>after I finished my work.</i></p> | <p><i>After I finished my work</i> = a time clause* <i>I went to bed</i> = a main clause* (a) and (b) have the same meaning. A time clause can (1) come in front of a main clause, as in (a). (2) follow a main clause, as in (b).</p> |
| <p>(c) I went to bed <i>after</i> I finished my work.</p> <p>(d) <i>Before</i> I went to bed, I finished my work.</p> <p>(e) I stayed up <i>until</i> I finished my work.</p> <p>(f) <i>As soon as</i> I finished my work, I went to bed.</p> <p>(g) The phone rang <i>while</i> I was watching TV.</p> <p>(h) <i>When</i> the phone rang, I was watching TV.</p> | <p>These words introduce time clauses:</p> <p><i>after</i> <i>before</i> <i>until</i> <i>as soon as</i> <i>while</i> <i>when</i> } + subject and verb = a time clause</p> <p>In (e): <i>until</i> = “to that time and then no longer”** In (f): <i>as soon as</i> = “immediately after”</p> <p>PUNCTUATION: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause): time clause + comma + main clause main clause + NO comma + time clause</p> |
| <p>(i) When the phone <i>rang</i>, I <i>answered</i> it.</p> <p>(j) While I <i>was doing</i> my homework, my roommate <i>was watching</i> TV.</p> | <p>In a sentence with a time clause introduced by <i>when</i>, both the time clause verb and the main verb can be simple past. In this case, the action in the <i>when</i>-clause happened first. In (i): <i>First: The phone rang. Then: I answered it.</i></p> <p>In (j): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.</p> |

*A clause is a structure that has a subject and a verb.

**Until can also be used to say that something does NOT happen before a particular time: *I didn't go to bed until I finished my work.*

□ EXERCISE 22. Past time clauses. (Chart 2-10)

Directions: Combine the two sentences into one sentence by using time clauses. Discuss correct punctuation.

1. *First:* I got home.
Then: I ate dinner.

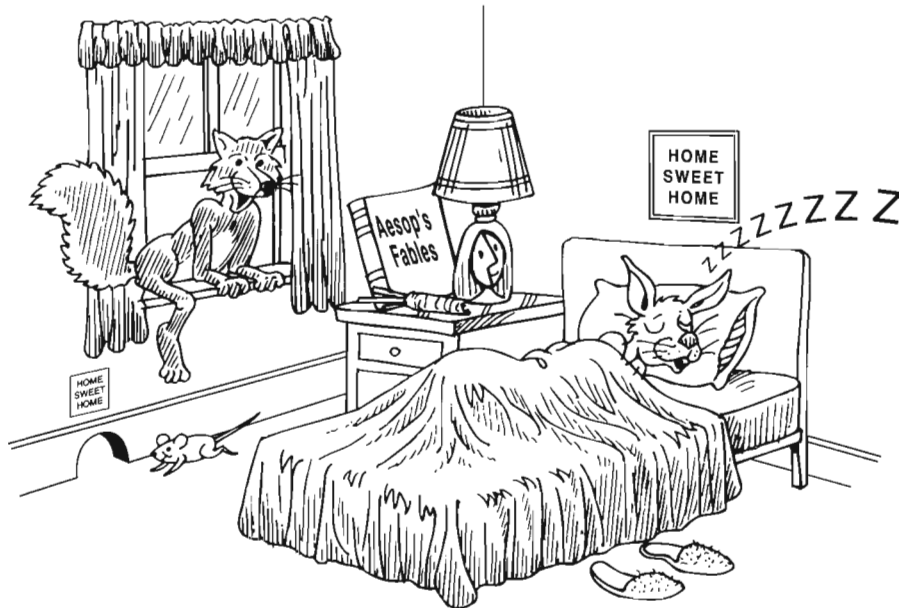
→ After OR ... after
After I got home, I ate dinner. OR I ate dinner after I got home.

2. *First:* I unplugged the coffee pot.
Then: I left my apartment this morning.
→ Before OR ... before

3. *First:* I lived on a farm.
Then: I was seven years old.
→ Until OR ... until

4. *First:* I heard the doorbell.
Then: I opened the door.
→ As soon as OR ... as soon as

5. *First:* The rabbit was sleeping.
Then: The fox climbed through the window.
→ While OR ... while
→ When OR ... when



6. *First:* It began to rain.
Then: I stood under a tree.
→ When OR ... when

7. *At the same time:* I was lying in bed with the flu.
My friends were swimming at the beach.
→ While OR ... while

□ EXERCISE 23. Past time clauses. (Charts 2-1 → 2-10)

Directions: Complete the sentences using the words in parentheses. Use the simple past or the past progressive. Identify the time clauses.

- My mother called me around 5:00. My husband came home a little after that.
[When he (*come*) came home,] I (*talk*) was talking to my mother on the phone.
- I (*buy*) _____ a small gift before I (*go*) _____ to the hospital yesterday to visit my friend.
- Yesterday afternoon I (*go*) _____ to visit the Smith family. When I (*get*) _____ there around two o'clock, Mrs. Smith (*be*) _____ in the yard. She (*plant*) _____ flowers in her garden. Mr. Smith (*be*) _____ in the garage. He (*work*) _____ on their car. He (*change*) _____ the oil. The children (*play*) _____ in the front yard. In other words, while Mr. Smith (*change*) _____ the oil in the car, the children (*play*) _____ with a ball in the yard.



4. I (*hit*) _____ my thumb while I (*use*) _____ the hammer. Ouch! That (*hurt*) _____.
5. As soon as we (*hear*) _____ the news of the approaching hurricane, we (*begin*) _____ our preparations for the storm.
6. It was a long walk home. Mr. Chu (*walk*) _____ until he (*get*) _____ tired. Then he (*stop*) _____ and (*rest*) _____ until he (*be*) _____ strong enough to continue.
7. While I (*lie*) _____ in bed last night, I (*hear*) _____ a strange noise. When I (*hear*) _____ this strange noise, I (*turn*) _____ on the light. I (*hold*) _____ my breath and (*listen*) _____ carefully. A mouse (*chew*) _____ on something under the floor.
8. I work at a computer all day long. Yesterday while I (*look*) _____ at my computer screen, I (*start*) _____ to feel a little dizzy, so I (*take*) _____ a break. While I (*take*) _____ a short break outdoors and (*enjoy*) _____ the warmth of the sun on my face, an elderly gentleman (*come*) _____ up to me and (*ask*) _____ me for directions to the public library. After I (*tell*) _____ him how to get there, he (*thank*) _____ me and (*go*) _____ on his way. I (*stay*) _____ outside until a big cloud (*come*) _____ and (*cover*) _____ the sun, and then I reluctantly (*go*) _____ back inside to work. As soon as I (*return*) _____ to my desk, I (*notice*) _____ that my computer (*make*) _____ a funny noise. It (*hum*) _____ loudly, and my screen was frozen. I (*think*) _____ for a moment, then I (*shut*) _____ my computer off, (*get*) _____ up from my desk, and (*leave*) _____. I (*spend*) _____ the rest of the day in the sunshine.

2-11 EXPRESSING PAST HABIT: *USED TO*

| | |
|---|--|
| <p>(a) I <i>used to live</i> with my parents. Now I live in my own apartment.</p> <p>(b) Ann <i>used to be</i> afraid of dogs, but now she likes dogs.</p> <p>(c) Al <i>used to smoke</i>, but he doesn't anymore.</p> | <p><i>Used to</i> expresses a past situation or habit that no longer exists at present.</p> <p>FORM: <i>used to</i> + the simple form of a verb</p> |
| <p>(d) <i>Did</i> you <i>used to live</i> in Paris? (OR <i>Did</i> you <i>use to live</i> in Paris?)</p> | <p>QUESTION FORM: <i>did</i> + subject + <i>used to</i> (OR <i>did</i> + subject + <i>use to</i>)*</p> |
| <p>(e) I <i>didn't used to drink</i> coffee at breakfast, but now I always have coffee in the morning. (OR I <i>didn't use to drink</i> coffee.)</p> <p>(f) I <i>never used to drink</i> coffee at breakfast, but now I always have coffee in the morning.</p> | <p>NEGATIVE FORM: <i>didn't used to</i> (OR <i>didn't use to</i>)*</p> <p><i>Didn't use(d)</i> to occurs infrequently. More commonly, people use <i>never</i> to express a negative idea with <i>used to</i>, as in (f).</p> |

*Both forms (spelled *used to* or *use to* in questions and negatives) are possible. There is no consensus among English language authorities on which is preferable.

□ EXERCISE 24. Past habit with USED TO. (Chart 2-11)

Directions: Correct the errors.

- Alex used to ~~living~~^{live} in Cairo.
- Jane used to worked at an insurance company.
- Margo was used to teach English, but now she works at a publishing company.
- Where you used to live?
- I didn't was used to get up early, but now I do.
- Were you used to live in Singapore?
- My family used to going to the beach every weekend, but now I don't.

□ EXERCISE 25. Past habit with USED TO. (Chart 2-11)

Directions: Make sentences with a similar meaning by using ***used to***. Some of the sentences are negatives, and some of them are questions.

- When I was a child, I was shy. Now I'm not shy.
→ I used to be shy, but now I'm not.
- When I was young, I thought that people over forty were old.
→ I _____ that people over forty were old.

3. Now you live in this city. Where did you live before you came here?
→ Where _____?
4. Did you at some time in the past work for the telephone company?
→ _____ for the telephone company?
5. When I was younger I slept through the night. I never woke up in the middle of the night.
→ I _____ in the middle of the night, but now I do.
→ I _____ through the night, but now I don't.
6. When I was a child, I watched cartoons on TV. I don't watch cartoons anymore. Now I watch news programs. How about you?
→ I _____ cartoons on TV, but I don't anymore.
→ I _____ news programs, but now I do.
→ What _____ on TV when you were a little kid?

□ **EXERCISE 26. Past habit with USED TO. (Chart 2-11)**

Directions: Complete the sentences with a form of **used to** and your own words.

1. I used to ride my bicycle to work, but now I take the bus.
2. What time did you use(d) to go to bed when you were a child?
3. I didn't use(d) to stay up past midnight, but now I often go to bed very late because I have to study.
4. Tom _____ tennis after work every day, but now he doesn't.
5. I _____ breakfast, but now I always have something to eat in the morning because I read that students who eat breakfast do better in school.
6. I _____ interested in _____, but now I am.
7. A: When you were a little kid, what _____ after school?
B: I _____. How about you?
A: I _____.

□ EXERCISE 27. Past habit with USED TO. (Chart 2-11)

Directions: Work in pairs. Use **used to**.

Speaker A: Ask the given question.

Speaker B: Answer the question, using **used to**. Then ask Speaker A the same question.

Example: Where did you used to live?

SPEAKER A: Where did you used to live?

SPEAKER B: I used to live in Tel Aviv. How about you? Where did you used to live?

SPEAKER A: I used to live in Manila.

1. What did you used to watch on TV when you were a child, and what do you watch now?
2. You are living in a foreign country (OR a different city). What did you used to do in your own country (OR your hometown) that you don't do now?
3. You are an adult now. What did you used to do when you were a child that you don't do now?
4. Think of a particular time in your past (for example, when you were in elementary school, when you lived in Paris, when you worked at your uncle's store). Describe a typical day in your life at that time. What did you used to do?

□ EXERCISE 28. Past habit with USED TO. (Chart 2-11)

Directions: Write about the following topics. Use **used to**. Try to think of at least two or three differences for each topic.

Topics:

1. Compare past and present clothing. How are they different?
(e.g., *Shoes used to have buttons, but now they don't.*)
2. Compare past and present means of transportation.
(e.g., *It used to take months to cross the Atlantic Ocean by ship, but now people fly from one continent to another in a few hours.*)
3. Compare the daily lives of people fifty years ago to the daily lives of people today.
(e.g., *Fifty years ago people didn't use to watch rented movies on TV, but today people often watch movies at home for entertainment.*)
4. Compare past and present beliefs.
(e.g., *Some people used to believe the sun revolved around the earth, but now we know that the earth revolves around the sun.*)



CHAPTER 3

Future Time

CONTENTS

| | | | |
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| 3-6 | Expressing the future in time clauses and if -clauses | | |

□ EXERCISE 1. Preview: future time. (Charts 3-1 → 3-6)

Directions: Use the given words to make sentences about the future. Work in pairs, in groups, or as a class.

Examples: I . . . around four this afternoon.
 → *I'm going to go home around four this afternoon.*

you . . . tomorrow?
 → *Will you be in class tomorrow?*

1. I . . . this evening.
2. the teacher . . . next week?
3. I . . . probably . . . later today.
4. what time . . . you . . . tomorrow morning?
5. you . . . later this (morning/afternoon/evening)?
6. computers . . . in the future.*
7. what . . . you . . . this weekend?
8. I may . . . in a few days.
9. we . . . after we finish this exercise.
10. I . . . before I . . . tomorrow.

**In the future* = American English; *in future* = British English.

3-1 EXPRESSING FUTURE TIME: *BE GOING TO* AND *WILL*

| | | |
|---|---|--|
| FUTURE | (a) I am going to leave at nine tomorrow morning. (b) I will leave at nine tomorrow morning. (c) Marie is going to be at the meeting today.* (d) Marie will be at the meeting today. | Be going to and will are used to express future time. (a) and (b) have the same meaning. (c) and (d) have the same meaning. Will and be going to often give the same meaning, but sometimes they express different meanings. The differences are discussed in Chart 3-5, p. 63. |
| (e) I shall leave at nine tomorrow morning. (f) We shall leave at nine tomorrow morning. | The use of <i>shall</i> (with <i>I</i> or <i>we</i>) to express future time is possible but infrequent. | |

**Today, tonight, and this + morning, afternoon, evening, week, etc.*, can express present, past, or future time.

PRESENT: Sam **is** in his office **this morning**.

PAST: Ann **was** in her office **this morning** at eight, but now she's at a meeting.

FUTURE: Bob **is going to be** in his office **this morning** after his dentist appointment.

3-2 FORMS WITH *BE GOING TO*

| | | | | | | | | | | | | |
|---|--|----------------|---------------|--------------------------|--------------------------|--------------------------|-------------|---------------|--|---------------|----------------|--------------------------------------|
| (a) We are going to be late. (b) She's going to come tomorrow. <i>INCORRECT: She's going to comes tomorrow.</i> | Be going to is followed by the simple form of the verb, as in (a) and (b). | | | | | | | | | | | |
| (c) <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;">Am</td> <td style="padding-right: 10px;">I</td> <td rowspan="3" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="3" style="padding-left: 10px;">going to be late?</td> </tr> <tr> <td>Is</td> <td>he, she, it</td> </tr> <tr> <td>Are</td> <td>they, we, you</td> </tr> </table> | Am | I | } | going to be late? | Is | he, she, it | Are | they, we, you | QUESTION: be + subject + going to | | | |
| Am | I | } | | | going to be late? | | | | | | | |
| Is | he, she, it | | | | | | | | | | | |
| Are | they, we, you | | | | | | | | | | | |
| (d) <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;"></td> <td style="padding-right: 10px;">I</td> <td style="padding-right: 10px;">am not</td> <td rowspan="3" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="3" style="padding-left: 10px;">going to be late.</td> </tr> <tr> <td></td> <td>He, she, it</td> <td>is not</td> </tr> <tr> <td></td> <td>They, we, you</td> <td>are not</td> </tr> </table> | | I | am not | } | going to be late. | | He, she, it | is not | | They, we, you | are not | NEGATIVE: be + not + going to |
| | I | am not | } | | | going to be late. | | | | | | |
| | He, she, it | is not | | | | | | | | | | |
| | They, we, you | are not | | | | | | | | | | |
| (e) "Hurry up! We're gonna be late!" | Be going to is more common in speaking and in informal writing than in formal writing. In informal speaking, it is sometimes pronounced "gonna" /gənə/. "Gonna" is not usually a written form. | | | | | | | | | | | |

□ EXERCISE 2. BE GOING TO. (Charts 3-1 and 3-2)

Directions: Complete the sentences with **be going to** and the words in parentheses.

- A: What (*you, do*) are you going to do this afternoon?
 B: I (*work*) am going to work on my report.
- A: Where (*Alex, be*) _____ later tonight?
 B: He (*be*) _____ at Kim's house.

3. A: (*you, finish*) _____ this exercise soon?
 B: Yes, I (*finish*) _____ it in less than a minute.
4. A: When (*you, call*) _____ your sister?
 B: I (*call, not*) _____ her. I (*send*) _____ her an e-mail.
5. A: What (*Dr. Price, talk*) _____ about in her speech tonight?
 B: She (*discuss*) _____ the economy of Southeast Asia.

□ EXERCISE 3. BE GOING TO. (Charts 3-1 and 3-2)

Directions: Pair up with a classmate. Use **be going to** to talk about plans and intentions. (NOTE: You may wish to practice saying “gonna,” but also practice enunciating the full form.)

Speaker A: Ask a question using **be going to** and the given words. Your book is open.

Speaker B: Answer the question in a complete sentence, using **be going to**. Your book is closed.

Example: What . . . do next Monday?

SPEAKER A (*book open*): What are you going to do next Monday?

SPEAKER B (*book closed*): I'm going to go to my classes as usual.

Example: watch TV tonight?

SPEAKER A (*book open*): Are you going to watch TV tonight?

SPEAKER B (*book closed*): Yes, I'm going to watch TV tonight. OR No, I'm not going to watch TV tonight.

1. where . . . go after your last class today?
2. have pizza for dinner tonight?
3. what . . . do this evening?
4. when . . . visit my hometown?
5. visit . . . sometime in the future?
6. what . . . do this coming Saturday?

Switch roles.

7. what time . . . go to bed tonight?
8. what . . . wear tomorrow?
9. wear your . . . tomorrow too?
10. how long . . . stay in this city?
11. take a trip sometime this year or next?
12. where . . . go and what . . . do?

□ EXERCISE 4. Review of verb forms: past, present, and future.
(Chapters 1 and 2; Charts 3-1 and 3-2)

Directions: Complete the dialogue with your own words. The dialogue reviews the forms (statement, negative, question, short answer) of the simple present, simple past, and **be going to**.

Example:

- A: I *hitchhiked* to school yesterday.
 B: Oh? That's interesting. *Do you hitchhike to school every day?*
 A: Yes, I *do*. I *hitchhike to school every day*.
 B: *Do you also hitchhike home every day?*
 A: No, I *don't*. Etc.

1. A: I _____ yesterday.
2. B: Oh? That's interesting. _____ you _____ every day?
3. A: Yes, I _____. I _____ every day.
4. B: _____ you also _____ every day?
5. A: No, I _____. I _____ every day.
6. B: _____ you _____ yesterday?
7. A: Yes, I _____. I _____ yesterday.
8. B: _____ you also _____ yesterday?
9. A: No, I _____. I _____ yesterday.
10. B: Are you _____ tomorrow?
11. A: Yes, I _____. I _____ tomorrow.
12. B: _____ you also _____ tomorrow?
13. A: No, I _____. I _____ tomorrow.

□ EXERCISE 5. Present, past, and future time. (Chapters 1 and 2; Charts 3-1 and 3-2)

Directions: Pair up with a classmate.

Speaker A: Ask Speaker B a question about his or her activities. Use **what** and the given time expressions. Your book is open.

Speaker B: Answer the question in a complete sentence. Your book is closed.

Example: this evening

SPEAKER A (*book open*): What are you going to do this evening?

SPEAKER B (*book closed*): I'm going to get on the Internet for a while and then read.

Switch roles.

- | | |
|-----------------------------|---------------------------|
| 1. yesterday | 7. tonight |
| 2. tomorrow | 8. the day after tomorrow |
| 3. right now | 9. last week |
| 4. every day | 10. next week |
| 5. later today | 11. every week |
| 6. the day before yesterday | 12. this weekend |

3-3 FORMS WITH WILL

| | | |
|--------------|---|--|
| STATEMENT | I-You-She-He-It-We-They will come tomorrow. | |
| NEGATIVE | I-You-She-He-It-We-They will not (won't) come tomorrow. | |
| QUESTION | Will I-you-she-he-it-we-they come tomorrow? | |
| SHORT ANSWER | Yes, } I-you-she-he-it-we-they { will.* No, } won't. | |
| CONTRACTIONS | <i>I'll she'll we'll</i> <i>you'll he'll they'll</i> <i> it'll</i> | Will is usually contracted with pronouns in both speech and informal writing. |
| | Bob + will = "Bob'll" the teacher + will = "the teacher'll" | Will is often contracted with nouns in speech, but usually not in writing. |

*Pronouns are NOT contracted with helping verbs in short answers.

CORRECT: Yes, I will.

INCORRECT: Yes, I'll.

□ EXERCISE 6. Forms with WILL. (Chart 3-3)

Directions: Practice using contractions with **will**. Write the correct contraction for the words in parentheses. Practice pronunciation.

- (I will) I'll be home at eight tonight.
- (We will) do well in the game tomorrow.
- (You will) probably get a letter today.
- Karen is collecting shells at the beach. (She will) be home around sundown.
- Henry hurt his heel climbing a hill. (He will) probably stay home today.
- (It will) probably be too cold to go swimming tomorrow.
- I invited some guests for dinner. (They will) probably get here around seven.

□ EXERCISE 7. Forms with WILL. (Chart 3-3)

Directions: Read the following sentences aloud. Practice contracting **will** with nouns in speech.

- Rob will probably call tonight. ("Rob'll probably call tonight.")
- Dinner will be at seven.
- Mary will be here at six tomorrow.
- The weather will probably be a little colder tomorrow.
- The party will start at eight.
- Sam will help us move into our new apartment.
- My friends will be here soon.
- The sun will rise at 6:08 tomorrow morning.

3-4 SURENESS ABOUT THE FUTURE

| | | |
|-----------|--|--|
| 100% sure | (a) I will be in class tomorrow. OR I am going to be in class tomorrow. | In (a): The speaker uses will or be going to because he feels sure about his future activity. He is stating a fact about the future. |
| 90% sure | (b) Po will probably be in class tomorrow. OR Po is probably going to be in class tomorrow. (c) Anna probably won't be in class tomorrow. OR Anna probably isn't going to be in class tomorrow. | In (b): The speaker uses probably to say that he expects Po to be in class tomorrow, but he is not 100% sure. He's almost sure, but not completely sure. Word order with probably :* (1) in a statement, as in (b): <i>helping verb + probably</i> (2) with a negative verb, as in (c): probably + helping verb |
| 50% sure | (d) Ali may come to class tomorrow, or Ali may not come to class tomorrow. I don't know what he's going to do. (e) Maybe Ali will come to class, and maybe he won't . OR Maybe Ali is going to come to class, and maybe he isn't . | May expresses a future possibility: maybe something will happen, and maybe it won't happen.** In (d): The speaker is saying that maybe Ali will come to class, or maybe he won't come to class. The speaker is guessing. Maybe + will/be going to gives the same meaning as may . (d) and (e) have the same meaning. Maybe comes at the beginning of a sentence. |

*See Chart 1-3, p. 9, for more information about placement of midsentence adverbs such as **probably**.

See Chart 7-3, p. 193, for more information about **may.

□ EXERCISE 8. Sureness about the future. (Chart 3-4)

Directions: Discuss how sure the speaker is in each sentence.

1. The bank will be open tomorrow.
→ *The speaker is very sure.*
2. I'm going to go to the bank tomorrow.
3. I'll probably go to the post office too.
4. I may stop at the market on my way home.
5. Ms. White will probably be in the office around nine tomorrow morning.
6. Mr. Wu will be in the office at seven tomorrow morning.
7. Mr. Alvarez may be in the office early tomorrow morning.
8. The sun will rise tomorrow.
9. I'm going to go to the art museum this Saturday, and I may go to the natural history museum too.
10. Abdul is probably going to come with me.

□ EXERCISE 9. Sureness about the future: using PROBABLY. (Chart 3-4)

Directions: For each situation, predict what will probably happen and what probably won't happen. Include **probably** in your prediction. Use either **will** or **be going to**.

1. Antonio is late to class almost every day.
(be on time tomorrow? be late again?)
→ *Antonio probably won't be on time tomorrow. He'll probably be late again.*
2. Rosa has a terrible cold. She feels miserable.
(go to work tomorrow? stay home and rest?)
3. Sam didn't sleep at all last night.
(go to bed early tonight? stay up all night again tonight?)
4. Ms. Bok needs to travel to a nearby city. She hates to fly.
(take a plane? travel by bus or train?)
5. Mr. Chu is out of town on business. He needs to contact his assistant right away.
(call her on the phone or e-mail her? wait until she calls him?)
6. Gina loves to run, but right now she has sore knees and a sore ankle.
(run in the marathon race this week? skip the race?)

□ EXERCISE 10. Sureness about the future. (Chart 3-4)

Directions: First the teacher will find out some information from Speaker A, and then ask Speaker B a question. Speaker B will answer using **may** or **maybe** if s/he's simply guessing or **probably** if s/he's fairly sure. Only the teacher's book is open.

Example:

TEACHER (*book open*): Who's going to visit an interesting place in this city soon?

SPEAKER A (*book closed*): (*Speaker A raises his/her hand.*) I am.

TEACHER (*book open*): Where are you going to go?

SPEAKER A (*book closed*): To the zoo.

TEACHER (*book open*): (*Speaker B*), how is (*Speaker A*) going to get to the zoo?

SPEAKER B (*book closed*): I have no idea. He may walk, or he may take a bus. Maybe he'll ride his bike. OR Well, it's pretty far from here, so he'll probably take a bus.

1. Who's going to visit an interesting place soon?
Where are you going to go?
Question to Speaker B: How is (Speaker A) going to get to (name of place)?
2. Who is going to stay home tonight?
Question to Speaker B: What is (Speaker A) going to do at home tonight?
3. Who's going to go out this evening?
Question to Speaker B: What is (Speaker A) going to do this evening?
4. Who's going to take a trip soon?
Where are you going?
Question to Speaker B: How is (Speaker A) going to get to (name of place)?
5. (*Speaker A*), please tell us three things you would like to do this weekend.
Question to Speaker B: What is (Speaker A) going to do this weekend?

□ EXERCISE 11. Sureness about the future. (Chart 3-4)

Directions: Answer the questions using **will**, **be going to**, or **may**. Include **probably** or **maybe** as appropriate. Work in pairs or as a class.

Example: What will you do after class tomorrow?

→ *I'll probably go back to my apartment.* OR

I'm not sure. I may go to the bookstore.

1. Will you be in class tomorrow?
2. Will (. . .) be in class tomorrow?
3. Is (. . .) going to be in class a month from now?
4. What will the weather be like tomorrow?
5. Will the sun rise tomorrow morning?
6. Is (. . .) going to sit in the same seat in class again tomorrow?

(Switch roles if working in pairs.)

7. What are you going to do after class tomorrow?
8. What is (. . .) going to do after class tomorrow?
9. Will we (*do a particular activity*) in class tomorrow?
10. Who will be the next (*head of state in this country*)?
11. How will the Internet change students' lives?
12. How will the Internet change everyone's life?

□ EXERCISE 12. Activity: using WILL, BE GOING TO, and MAY. (Charts 3-1 → 3-4)

Directions: In groups or as a class, use the given topics to discuss the future. The topics can also be used for writing practice.

1. *Clothes:* Will clothing styles change much in the next 10 years? The next 100 years? What kind of clothing will people wear in the year 3000?
2. *Education:* Will computers replace teachers?
3. *Communications:* Will computers take the place of telephones? Will we be able to see the people we're talking to?
4. *Space:* Will we discover other forms of life in the universe? Will humans colonize other planets someday?
5. *Environment:* What will the earth's environment—its water, air, and land—be like in 100 years? Will we still have rainforests? Will animals live in the wild? Will the sea still be a plentiful source of food for humans?
6. *Music:* Will any of today's popular music still be popular 50 years from now? Which songs or singers will last?
7. *Transportation:* Will we still use fossil fuels to power automobiles by the end of this century? Will most automobiles use electric motors in the future? Will cars use other sources of power?
8. *Science:* How will genetic engineering affect our food supply in the future?

3-5 BE GOING TO vs. WILL

| | |
|--|--|
| <p>(a) She <i>is going to succeed</i> because she works hard. (b) She <i>will succeed</i> because she works hard.</p> | <p><i>Be going to</i> and <i>will</i> mean the same when they are used to make predictions about the future. (a) and (b) have the same meaning.</p> |
| <p>(c) I bought some wood because I <i>am going to build</i> a bookcase for my apartment.</p> | <p><i>Be going to</i> (but not <i>will</i>) is used to express a prior plan (i.e., a plan made before the moment of speaking). In (c): The speaker plans to build a bookcase.</p> |
| <p>(d) This chair is too heavy for you to carry alone. I'll <i>help</i> you.</p> | <p><i>Will</i> (but not <i>be going to</i>) is used to express a decision the speaker makes at the moment of speaking. In (d): The speaker decides to help at the immediate present moment; he did not have a prior plan or intention to help.</p> |

□ EXERCISE 13. BE GOING TO vs. WILL. (Charts 3-1 → 3-5)

Directions: Discuss the *italicized* verbs in the following dialogues. Are the speakers expressing

- (1) plans they made **before** the moment of speaking, or
- (2) decisions they are making **at** the moment of speaking?

1. A: Did you return Pam's phone call?
 B: No, I forgot. Thanks for reminding me. *I'll call* her right away.
 → *Speaker B makes the decision at the moment of speaking.*
2. A: *I'm going to call* Martha later this evening. Do you want to talk to her too?
 B: No, I don't think so.
3. A: Jack is in town for a few days.
 B: Really? Great! *I'll give* him a call. Is he staying at his Aunt Rosa's?
4. A: Alex is in town for a few days.
 B: I know. He called me yesterday. *We're going to get* together for a drink after I get off work tonight.
5. A: Are you leaving?
 B: Yes. *I'm going to go* for a short walk. I need some fresh air.
 A: *I'll join* you.
 B: Great! Where should we go?
6. A: *I'm going to take* Mohammed to the airport tomorrow morning. Do you want to come along?
 B: Sure.
7. A: *We're going to go* to Uncle Jacob's over the holiday. Do you want to come with us?
 B: Gee, I don't know. *I'll think* about it. When do you need to know?
8. A: Children, I have a very special job to do, and I need some help. *I'm going to feed* Mr. Whiskers, the rabbit. Who would like to help me?
 B: Me!
 C: *I will!*
 D: Me! Me! *I will!*
 E: *I will! I will!*

□ EXERCISE 14. BE GOING TO vs. WILL. (Charts 3-1 → 3-5)

Directions: Complete the sentences with *be going to* or *will*.

1. A: Why did you buy this flour?
B: I 'm going to make some bread.
2. A: Could someone get me a glass of water?
B: Certainly. I 'll get you one. Would you like some ice in it?
3. A: Are you going to go to the post office soon?
B: Yes. Why?
A: I need to send this letter today.
B: I _____ mail it for you.
A: Thanks.
4. A: Why are you carrying that box?
B: I _____ mail it to my sister. I'm on my way to the post office.
5. A: Could someone please open the window?
B: I _____ do it.
A: Thanks.
6. A: What are your vacation plans?
B: We _____ spend two weeks on a Greek island.
7. A: I have a note for Joe from Rachel. I don't know what to do with it.
B: Let me have it. I _____ give it to him. He's in my algebra class.
A: Thanks. But you have to promise not to read it.
8. A: Did you know that Sara and I are moving? We found a great apartment on 45th Street.
B: That's terrific. I _____ help you on moving day if you like.
A: Hey, great! We'd really appreciate that.
9. A: Do you have a car?
B: Yes, but I _____ sell it. I don't need it now that I live in the city.
10. A: Do you want to walk to the meeting together?
B: Okay. I _____ meet you by the elevator. Okay?
A: Okay. I _____ wait for you there.

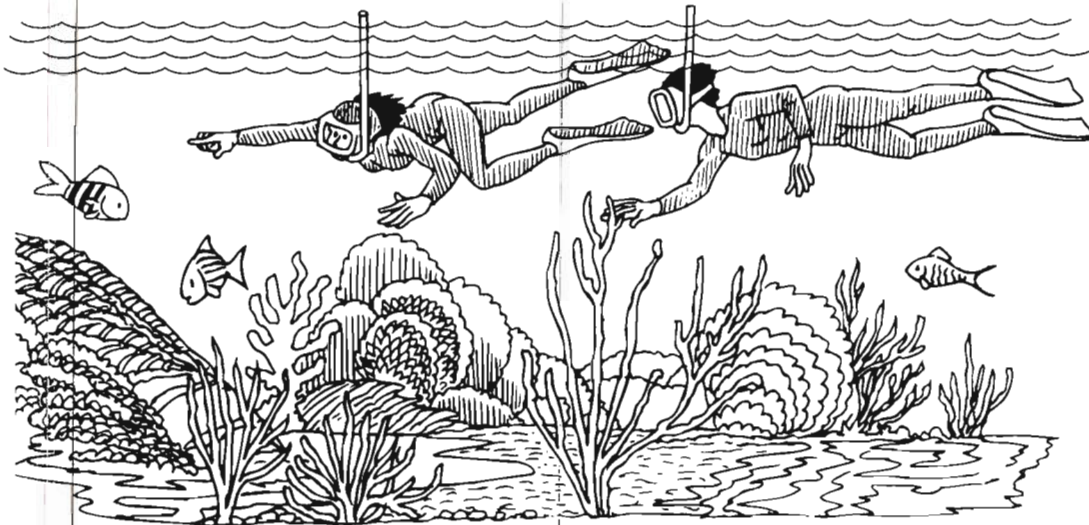
3-6 EXPRESSING THE FUTURE IN TIME CLAUSES AND IF-CLAUSES

| | |
|--|--|
| <p style="text-align: center;">time clause</p> <p>(a) <u>Before I go to class tomorrow</u>, I'm going to eat breakfast.</p> <p>(b) I'm going to eat breakfast <u>before I go to class tomorrow.</u></p> | <p>In (a) and (b): <i>before I go to class tomorrow</i> is a future time clause.</p> <p><i>before</i> <i>after</i> <i>when</i> <i>as soon as</i> <i>until</i> <i>while</i> } + subject and verb = a time clause</p> |
| <p>(c) <i>Before I go home tonight</i>, I'm going to stop at the market.</p> <p>(d) I'm going to eat dinner at 6:00 tonight. <i>After I eat dinner</i>, I'm going to study in my room.</p> <p>(e) I'll give Rita your message <i>when I see her</i>.</p> <p>(f) It's raining right now. <i>As soon as the rain stops</i>, I'm going to walk downtown.</p> <p>(g) I'll stay home <i>until the rain stops</i>.</p> <p>(h) <i>While you're at school tomorrow</i>, I'll be at work.</p> | <p>The simple present is used in a future time clause. Will and be going to are NOT used in a future time clause.</p> <p><i>INCORRECT: Before I will go to class, I'm going to eat breakfast.</i></p> <p><i>INCORRECT: Before I am going to go to class tomorrow, I'm going to eat breakfast.</i></p> <p>All of the example sentences, (c) through (h), contain future time clauses.</p> |
| <p>(i) Maybe it will rain tomorrow. <i>If it rains tomorrow</i>, I'm going to stay home.</p> | <p>In (i): <i>If it rains tomorrow</i> is an if-clause. if + subject and verb = an if-clause</p> <p>When the meaning is future, the simple present (not will or be going to) is used in an if-clause.</p> |

EXERCISE 15. Future time clauses and IF-clauses. (Chart 3-6)

Directions: Underline the time clauses and correct any errors in verb use.

1. Before I 'm going to return to my country next year, I'm going to finish my graduate degree in computer science.
2. The boss will review your work after she will return from vacation next week.
3. I'll give you a call on my cell phone as soon as my plane will land.
4. I don't especially like my current job, but I'm going to stay with this company until I will find something better.
5. I need to know what time the meeting starts. Please be sure to call me as soon as you will find out anything about it.



6. When you will be in Australia next month, are you going to go snorkeling at the Great Barrier Reef?
7. If it won't be cold tomorrow, we'll go to the beach. If it will be cold tomorrow, we'll go to a movie.

□ **EXERCISE 16. Future time clauses and IF-clauses. (Chart 3-6)**

Directions: Use the given verbs to complete the sentences. Give a future meaning to the sentences.

1. *take/read*

I 'll read the textbook **before** I take the final exam next month.

2. *return/call*

Mr. Lee _____ his wife **as soon as** he _____ to the hotel tonight.

3. *come/be, not*

I _____ home tomorrow **when** the painters _____ to paint my apartment. Someone else will have to let them in.

4. *prepare/go*

Before I _____ to my job interview tomorrow, I _____ a list of questions I want to ask about the company.

5. *visit/take*

When Sandra _____ us this coming weekend, we _____ her to our favorite seafood restaurant.

6. *stay/call*

I _____ by the phone **until** Rosa _____.*

7. *miss/come, not*

If Adam _____ to work tomorrow morning, he _____ a very important meeting.

8. *get/be/eat*

If Barbara _____ home on time tonight, we _____ dinner at 6:30. **If** she _____ late, dinner _____ late.

□ EXERCISE 17. Future IF-clauses. (Chart 3-6)

Directions: Make sentences about the following possible conditions. Use **if** and add your own ideas. Pay special attention to the verb in the **if**-clause. Work in pairs.

Speaker A: Give the cue as written in the text. Your book is open.

Speaker B: Use the cue to create a sentence with an **if**-clause. Your book is closed.

Example:

SPEAKER A: Maybe you'll go downtown tomorrow.

SPEAKER B: If I **go** downtown tomorrow, I'm going to buy some new clothes/go to the post office/etc.

1. Maybe you'll have some free time tomorrow.
2. Maybe it'll rain tomorrow.
3. Maybe it won't rain tomorrow.
4. Maybe the teacher will be absent tomorrow.

Switch roles.

5. Maybe you'll be tired tonight.
6. Maybe you won't be tired tonight.
7. Maybe it'll be nice tomorrow.
8. Maybe we won't have class tomorrow.

*Time clauses beginning with **until** usually **follow** the main clause.

Usual: I'm going to stay by the phone **until** Rosa calls.

Possible but less usual: **Until** Rosa calls, I'm going to stay by the phone.

□ EXERCISE 18. Future time clauses with BEFORE and AFTER. (Chart 3-6)

Directions: Each item consists of two actions. Decide which action you want to do first. Use **before** or **after** to say what you intend to do. Then perform the actions. Work in pairs, groups, or as a class. Pay special attention to the verb in the time clause.

1. touch your ear / close your grammar book
→ *I'm going to close my grammar book before/after I touch my ear.* OR
Before/After I close my grammar book, I'm going to touch my ear.
2. raise your hand, touch your foot
3. sit down, stand up
4. clap your hands, slap your knee
5. shake hands with (. . .), shake hands with (. . .)
6. scratch your chin, pick up your pen
7. *Think of other actions to perform.*

□ EXERCISE 19. Future time clauses with UNTIL and AS SOON AS. (Chart 3-6)

Directions: Listen to the directions; state what you're going to do; then perform the actions. Work as a class with the teacher as the leader or in groups with one student designated as leader. Only the leader's book is open; everyone else has a closed book.

Example: (Student A), stand up **until** (Student B) stands up. Then sit down.
(Student A), please tell us what you're going to do.
(Student B), please tell us what (Student A) is going to do.
(Student C), please tell us what (Student A) is going to do **until** (Student B) stands up.

LEADER: Ali, I'd like you to stand up **until** Kim stands up, and then sit down.
Ali, please tell us what you're going to do.

ALI: I'm going to stand up **until** Kim stands up. Then I'm going to sit down.

LEADER: Kim, please tell us what Ali is going to do.

KIM: He's going to stand up **until** I stand up. Then he's going to sit down.

LEADER: Maria, tell us what Ali is going to do **as soon as** Kim stands up.

MARIA: **As soon as** Kim stands up, Ali is going to sit down.

Students A and B then perform the actions.

1. (Student A), sit at your desk **until** (Student B) knocks on the door. Then get up and walk to the door.
(Student A), please tell us what you're going to do.
(Student B), please tell us what (Student A) is going to do.
(Student C), please tell us what (Student A) is going to do **as soon as** (Student B) knocks on the door.
2. (Student A), hold your breath **until** (Student B) snaps his/her fingers. Then breathe again.
(Student A), please tell us what you're going to do.
(Student B), please tell us what (Student A) is going to do.
(Student C), please tell us what (Student A) is going to do **as soon as** (Student B) snaps his/her fingers.

3. (*Student A*), clap your hands **until** (*Student B*) bows. Then stop clapping your hands.
 (*Student A*), please tell us what you're going to do.
 (*Student B*), please tell us what (*Student A*) is going to do.
 (*Student C*), please tell us what (*Student A*) is going to do **as soon as** (*Student B*) bows.

□ **EXERCISE 20. Review of time clauses and IF-clauses. (Chapters 1 → 3)**

Directions: Complete the sentences by using a form of the words in parentheses. Read carefully for time expressions.

1. a. Before Tom (*go*) goes to bed, he always (*brush*) _____ his teeth.
 b. Before Tom (*go*) _____ to bed later tonight, he (*e-mail*) _____ his girlfriend.
 c. Before Tom (*go*) _____ to bed last night, he (*take*) _____ a shower.
 d. While Tom (*take*) _____ a shower last night, the phone (*ring*) _____.
 e. As soon as the phone (*ring*) _____ last night, Tom (*jump*) _____ out of the shower to answer it.
 f. As soon as Tom (*get*) _____ up tomorrow morning, he (*brush*) _____ his teeth.
 g. Tom always (*brush*) _____ his teeth as soon as he (*get*) _____ up.
2. a. After I (*get*) _____ home from work every afternoon, I usually (*drink*) _____ a cup of tea.
 b. After I (*get*) _____ home from work tomorrow afternoon, I (*drink*) _____ a cup of tea.
 c. I (*have, not*) _____ any tea until I (*get*) _____ home from work tomorrow.
 d. After I (*get*) _____ home from work yesterday, I (*drink*) _____ a cup of tea.
 e. While I (*drink*) _____ a cup of tea yesterday afternoon, my neighbor (*come*) _____ over, so I (*offer*) _____ her a cup of tea too.
 f. My neighbor (*drop, probably*) _____ over again tomorrow. If she (*come*) _____, I (*make*) _____ a cup of tea for her.

□ EXERCISE 21. Writing about the past and the future. (Chapters 2 and 3)

Directions: Write two paragraphs. Show the time relationships by using words such as *before, after, when, while, as soon as, next, then, later, after that.*

Paragraph 1: a detailed description of your day yesterday.

Paragraph 2: a detailed description of your day tomorrow.

3-7 USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME

| | |
|--|---|
| <p>(a) Tom is going to come to the party tomorrow. (b) Tom is coming to the party tomorrow. (c) We're going to go to a movie tonight. (d) We're going to a movie tonight. (e) I'm going to stay home this evening. (f) I'm staying home this evening. (g) Ann is going to fly to Chicago next week. (h) Ann is flying to Chicago next week.</p> | <p>The present progressive can be used to express future time. Each pair of example sentences has the same meaning. The present progressive describes <i>definite plans for the future, plans that were made before the moment of speaking.</i> A future meaning for the present progressive is indicated either by future time words (e.g., <i>tomorrow</i>) or by the situation.*</p> |
| <p>(i) You're going to laugh when you hear this joke. (j) INCORRECT: You're <i>laughing</i> when you hear this joke.</p> | <p>The present progressive is NOT used for predictions about the future. In (i): The speaker is predicting a future event. In (j): The present progressive is not possible; laughing is a prediction, not a planned future event.</p> |

*COMPARE: Present situation: *Look! Mary's coming. Do you see her?*
 Future situation: *Are you planning to come to the party? Mary's coming. So is Alex.*

□ EXERCISE 22. Using the present progressive to express future time. (Chart 3-7)

Directions: Complete the dialogues with any of the following verbs that make sense. Use the present progressive if possible. Discuss whether the present progressive expresses present or future time.

| | | |
|--------------|--------------|--------------|
| <i>cut</i> | <i>go</i> | <i>spend</i> |
| <i>do</i> | <i>leave</i> | <i>stay</i> |
| <i>drive</i> | <i>meet</i> | <i>take</i> |
| <i>fly</i> | | |

1. A: What are you doing tomorrow afternoon?
 B: I am going to the mall.
 A: Why?
 B: I am going shopping for some new clothes. How about you?
 What _____ you _____ tomorrow afternoon?
 A: I _____ to a movie with Tom. After the movie, we
 _____ out to dinner. Would you like to meet us for dinner?

B: No, thanks. I can't. I _____ Heidi at 6:30 at the new seafood restaurant on Fifth Street.

2. A: What courses _____ you _____ this year?

B: I _____ English, biology, math, and psychology.

A: What courses _____ you _____ next year?

B: I _____ English literature, chemistry, calculus, and history.

A: That should keep you busy!

3. A: I _____ on vacation tomorrow.

B: Where _____ you _____?

A: To San Francisco.

B: How are getting there? _____ you _____ or _____ your car?

A: I _____. I have to be at the airport by seven tomorrow morning.

B: Do you need a ride to the airport?

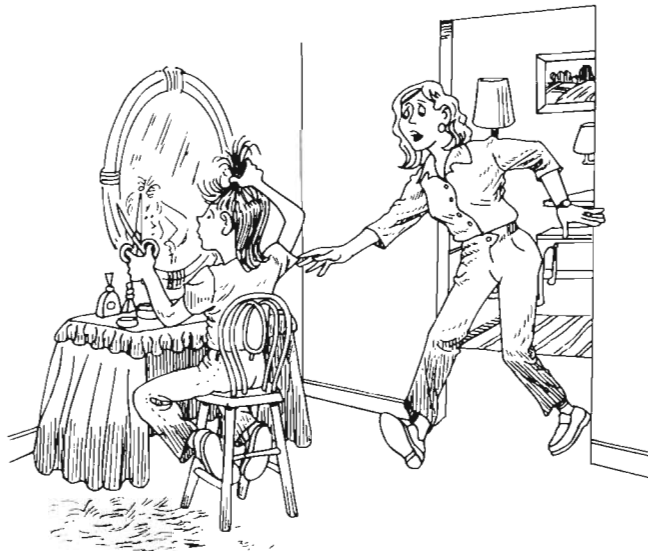
A: No, thanks. I _____ a taxi. Are you planning to go somewhere over vacation?

B: No. I _____ here.

4. A: Stop! Annie! What _____ you _____?

B: I _____ my hair, Mom.

A: Oh dear!



5. A: You haven't seen my passport, have you?

B: No. Why?

A: I need it because I _____ for Taipei next Monday.

B: Oh? How long will you be there?

A: A week. I _____ the first few days with my brother, who _____ to school there. After that I _____ some old friends I went to school with in Australia several years ago. They've invited me to be their house guest.

B: Sounds like a great trip. Hope you find your passport.

□ EXERCISE 23. Using the present progressive to express future time. (Chart 3-7)

Directions: Pair up with a classmate. Tell each other your plans. Use the present progressive.

Example: What are your plans for this evening?

SPEAKER A: I'm staying home. How about you?

SPEAKER B: I'm going to a cybercafe to send some e-mails. Then I'm going to the English Conversation Club. I'm meeting Anna there.

What are your plans . . .

1. for the rest of today?
2. for tomorrow or the next day?
3. for this coming weekend?
4. for the rest of this month?

□ EXERCISE 24. Writing: using the present progressive to express future time. (Chart 3-7)

Directions: Think of a place you would like to visit. Pretend you are going to take a trip there this weekend. You have already made all of your plans. Write a paragraph in which you describe your trip. Use the present progressive where appropriate.

Example: This coming weekend, my friend Gisella and I are taking a trip. We're going to Nashville, Tennessee. Gisella likes country music and wants to go to some shows. I don't know anything about country music, but I'm looking forward to going to Nashville. We're leaving Friday afternoon as soon as Gisella gets off work. (Etc.)

Possible questions to answer in your paragraph:

1. Where are you going?
2. When are you leaving?
3. Are you traveling alone?
4. How are you getting there?
5. Where are you staying?
6. Are you visiting anyone? Who?
7. How long are you staying there?
8. When are you getting back?

3-8 USING THE SIMPLE PRESENT TO EXPRESS FUTURE TIME

| | |
|---|--|
| <p>(a) My plane arrives at 7:35 <i>tomorrow evening</i>. (b) Tom's new job starts <i>next week</i>. (c) The semester ends <i>in two more weeks</i>. (d) There is a meeting at ten <i>tomorrow morning</i>.</p> | <p>The simple present can express future time when events are on a definite schedule or timetable. Only a few verbs are used in the simple present to express future time. The most common are arrive, leave, start, begin, end, finish, open, close, be.</p> |
| <p>(e) INCORRECT: <i>I wear my new suit to the wedding next week.</i> CORRECT: <i>I am wearing/am going to wear my new suit to the wedding next week.</i></p> | <p>Most verbs cannot be used in the simple present to express future time. For example, in (e): The verb wear does not express an event on a schedule or timetable. It cannot be used in the simple present to express future time.</p> |

□ EXERCISE 25. Using present verb forms to express future time. (Charts 3-7 and 3-8)

Directions: Circle the correct possible completions and cross out those that are incorrect.

- The concert _____ at eight tonight.
 - begins
 - is beginning/is going to begin
- I _____ seafood pasta for dinner tonight.
 - ~~make~~
 - am making/am going to make
- I _____ to school tomorrow morning. I need the exercise.
 - walk
 - am walking/am going to walk
- The bus _____ at 8:15 tomorrow morning.
 - leaves
 - is leaving/is going to leave
- I _____ the championship game on TV at Jim's house tomorrow.
 - watch
 - am watching/am going to watch
- The game _____ at one tomorrow afternoon.
 - starts
 - is starting/is going to start
- Alex's plane _____ at 10:14 tomorrow morning.
 - arrives
 - is arriving/is going to arrive
- I can't pick him up tomorrow, so he _____ the airport bus into the city.
 - takes
 - is taking/is going to take



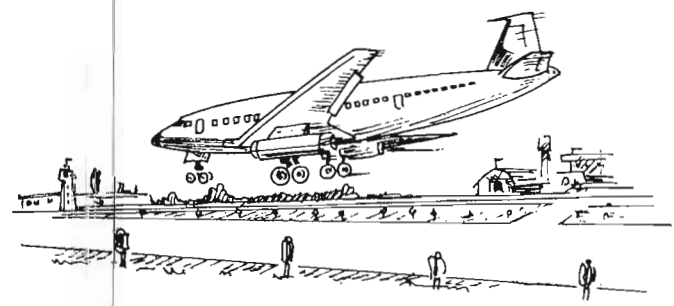

3-9 IMMEDIATE FUTURE: USING *BE ABOUT TO*

- (a) Ann's bags are packed, and she is wearing her coat. She *is about to leave* for the airport.
(b) Shhh. The movie *is about to begin*.

The idiom "be about to do something" expresses an activity that will happen *in the immediate future*, usually within minutes or seconds. In (a): Ann is going to leave sometime in the next few minutes.

□ EXERCISE 26. Using *BE ABOUT TO*. (Chart 3-9)

Directions: Describe the actions that are about to happen in the pictures. Use *be about to*.

| | |
|---|--|
| <p>1</p>  <p>The chimpanzee is about . . .</p> | <p>2</p>  |
| <p>3</p>  | <p>4</p>  |

□ EXERCISE 27. Using *BE ABOUT TO*. (Chart 3-9)

Directions: What are the following people probably about to do? Create pictures of them in your imagination.

1. Jack is holding his camera to his eye. He has his finger on the button.
→ *He's about to take a picture.*
2. The door is closed. Sally has her hand on the doorknob.
3. Eric is on the last question of the examination.

4. Nancy has dirty hands from working in the garden. She is holding a bar of soap. She is standing at the bathroom sink.
5. Ben is putting on his coat and heading for the door.
6. Rita is holding a fly swatter and staring at a fly on the kitchen table.
7. Mr. Tomko has just checked to make sure the doors are locked and turned off the lights in the living room. He's heading toward the bedroom.



□ EXERCISE 28. Using BE ABOUT TO. (Chart 3-9)

Directions: Think of an action to perform. Don't reveal what it is. Get ready to do it, but just before you perform the action, ask the class to describe what you are about to do. Perform with a partner if you wish.

Examples: (. . .) walks to the chalkboard and picks up the eraser. The class guesses correctly that he is about to erase the board.

(. . .) and (. . .) hold out their hands to each other. They are about to shake hands.

Suggestions for actions to prepare to perform:

1. stand up
2. open the door
3. close the window
4. pick up your pen
5. close your book
6. etc.

□ EXERCISE 29. Preview: parallel verbs. (Chart 3-10)

Directions: Correct the errors.

1. Fifteen years from now, my wife and I will retire and travel ~~ing~~ all over the world.
2. I opened the door and invite my friend to come in.
3. If I feel tense, I close my eyes and thinking about nothing at all.
4. Pete is in the other room. He's listening to music and study for his chemistry exam.
5. It's hot in here. I'm going to open the window and turning on the fan.

3-10 PARALLEL VERBS

| | |
|--|---|
| <p>(a) Jim $\overset{v}{\text{makes}}$ his bed $\overset{and}{\text{and}}$ $\overset{v}{\text{cleans}}$ up his room every morning.</p> | <p>Often a subject has two verbs that are connected by and. We say that the two verbs are parallel: $v + \text{and} + v$ <i>makes and cleans</i> = parallel verbs</p> |
| <p>(b) Ann <i>is cooking</i> dinner <i>and (is) talking</i> on the phone at the same time. (c) I <i>will stay</i> home and <i>(will) study</i> tonight. (d) I <i>am going to stay</i> home and <i>(am going to) study</i> tonight.</p> | <p>It is not necessary to repeat a helping verb (an auxiliary verb) when two verbs are connected by and.</p> |

□ EXERCISE 30. Parallel verbs. (Chart 3-10)

Directions: Complete the sentences with the correct forms of the words in parentheses.

- When I (*walk*) walked into the living room yesterday, Grandpa (*read*) _____ a newspaper and (*smoke*) _____ his pipe.
- Helen will graduate soon. She (*move*) _____ to New York and (*look*) _____ for a job after she (*graduate*) _____.
- Every day my neighbor (*call*) _____ me on the phone and (*complain*) _____ about the weather.
- Look at Erin! She (*cry*) _____ and (*laugh*) _____ at the same time. I wonder if she is happy or sad?
- I'm beat! I can't wait to get home. After I (*get*) _____ home, I (*take*) _____ a hot shower and (*go*) _____ to bed.
- Yesterday my dog (*dig*) _____ a hole in the back yard and (*bury*) _____ a bone.
- I'm tired of this cold weather. As soon as spring (*come*) _____, I (*play*) _____ tennis and (*jog*) _____ in the park as often as possible.
- While Paul (*carry*) _____ brushes and paint and (*climb*) _____ a ladder, a bird (*fly*) _____ down and (*sit*) _____ on his head. Paul (*drop*) _____ the paint and (*spill*) _____ it all over the ground.



9. When I first (*arrive*) _____ in this city and (*start*) _____ going to school here, I knew no one. I was lonely and felt that I didn't have a friend in the world.

One day while I (*watch*) _____ TV alone in my room and (*feel*) _____ sorry for myself, a woman I had met in one of my classes (*knock*) _____ on my door and (*ask*) _____ me if I wanted to accompany her to the student center. That was the beginning of my friendship with Lisa King.

Now we (*see*) _____ each other every day and usually (*spend*) _____ time talking on the phone, too. Later this week we (*borrow*) _____ her brother's car and (*go*) _____ to visit her aunt in the country. Next week we (*take*) _____ a bus to Fall City and (*go*) _____ to a football game. I'm really enjoying our friendship.

□ **EXERCISE 31. Review: verb forms. (Chapters 1 → 3)**

Directions: Complete the sentences with the correct forms of the words in parentheses.

1. I usually (*ride*) ride my bicycle to work in the morning, but it (*rain*) _____ when I left my house early this morning, so I (*take*) _____ the bus. After I (*arrive*) _____ at work, I (*discover*) _____ that I had left my briefcase at home.
2. A: Are you going to take the kids to the amusement park tomorrow morning?
B: Yes. It (*open*) _____ at 10:00. If we (*leave*) _____ here at 9:30, we'll get there at 9:55. The kids can be the first ones in the park.
3. A: Ouch!
B: What happened?
A: I (*cut*) _____ my finger.
B: It (*bleed*) _____!
A: I know!
B: Put pressure on it. I (*get*) _____ some antibiotic and a bandage.
A: Thanks.

4. A: I (*go*) _____ to a lecture on Shakespeare tomorrow evening.
Want to join me?
- B: Nah. Brian and I (*go*) _____ to a movie—*Godzilla Eats the Earth*.
5. A: Your phone (*ring*) _____.
- B: I (*know*) _____.
- A: (*you, answer*) _____ it?
- B: No.
- A: (*you, want*) _____ me to get it?
- B: No thanks.
- A: Why (*you, want, not*) _____ to answer your phone?
- B: I (*expect*) _____ another call from the bill collector. I have a bunch of bills I haven't paid. I (*want, not*) _____ to talk to her.
- A: Oh.
6. A: What (*you, wear*) _____ to Eric's wedding tomorrow?
- B: My blue dress, I guess. How about you?
- A: I (*plan*) _____ to wear my new outfit. I (*buy*) _____ it just a few days ago. It (*be*) _____ a yellow suit with a white blouse. Just a minute. I (*show*) _____ it to you. Wait right here. I (*get*) _____ it from my closet and (*bring*) _____ it out.
7. A: Look! There (*be*) _____ a police car behind us. Its lights (*flash*) _____.
- B: I (*know*) _____! I (*know*) _____! I (*see*) _____ it.
- A: What (*go*) _____ on? (*you, speed*) _____?
- B: No, I'm not. I (*drive*) _____ the speed limit.
- A: Ah, look. The police car (*pass*) _____ us.
- B: Whew!
8. A: (*the sun, keep*) _____ burning forever, or (*it, burn, eventually*) _____ itself out?
- B: It (*burn, eventually*) _____ itself out, but that (*happen, not*) _____ for billions of years.

9. Sometime in the next twenty-five years, a spaceship with a human crew (*land*) _____ on Mars. I (*think*) _____ they (*find*) _____ evidence of some kind of life forms there, but I (*expect, not*) _____ them to encounter sentient beings.



Someday, however, I (*believe*) _____ that humans (*make*) _____ contact with other intelligent beings in the universe.

□ **EXERCISE 32. Review: verb forms. (Chapters 1 → 3)**

Directions: Complete the sentences with a form of the verb in parentheses.

(1) Three hundred and fifty years ago, people (*make*) made their own clothes. They (*have, not*) _____ machines for making clothes. There (*be, not*) _____ any clothing factories. People (*wear*) _____ homemade clothes that were sewn by hand.

(2) Today, very few people (*make*) _____ their own clothes. Clothing (*come*) _____ ready-made from factories. People (*buy*) _____ almost all their clothes from stores.

(3) The modern clothing industry (*be*) _____ international. As a result, people from different countries often (*wear*) _____ similar clothes. For example, people in many different countries throughout the world (*wear*) _____ jeans and T-shirts.

(4) However, some regional differences in clothing still (*exist*) _____. For instance, people of the Arabian deserts (*wear*) _____ loose, flowing robes to protect themselves from the heat of the sun. In parts of northern Europe, fur hats (*be*) _____ common in the winter.

(5) In the future, there (*be, probably*) _____ fewer and fewer differences in clothing. People throughout the world (*wear*) _____ clothes from the same factories. (*we all, dress*) _____ alike in the future? TV shows and movies about the future often (*show*) _____ everybody in a uniform of some kind. What (*you, think*) _____ ?

□ EXERCISE 33. Error analysis: summary review of present, past, and future time.
(Chapters 1 → 3)

Directions: Correct the errors.

1. I used to kick ~~ed~~ my sister's legs.
2. We had a test last week, and I past it.
3. I not like the food in the United State.
4. I use to get up at noon, but now I have to be at work by eight.
5. I study hardly every day, but my english is not be improve.
6. Everyone enjoy these English classes.
7. At the picnic, we sang songs and talk to each other.
8. I learn the english in my school in hong Kong before I come here.
9. I like to travel. I gonna go to new and interesting places all my life.
10. Now I study at this school and I living with my cousin. I am always meet my friends
in the cafeteria and we talking about our classes.
11. When I wake up in the morning. I am turning on the radio. Before get up.
12. I am live with an American family. They are having four childrens.
13. When I was at the outdoor market, I pointed at the chicken I wanted to buy. The man
was taking it from a wooden cage and kill it without mercy.
14. Every day I wake up when the birds begin to sing. If the weather not to be cloudy, I
am seeing a beautiful sunrise from my bed.
15. My husband and children they are going to join me after I will finish my English
course.

□ EXERCISE 34. Error analysis: summary review of present, past, and future time. (Chapters 1 → 3)

Directions: Rewrite the paragraphs. Correct any errors in grammar, spelling, or punctuation. If you wish, change the wording to improve the expression of the ideas.

1. I want to tell you about Oscar. He my cousin. He comes here four years ago. Before he came here, he study statistics in Chile. When he leaves Chile to come here. He came with four friends. They were studying English in Ohio. Then he went to New York stayed there for three years. He graduated from New York University. Now he study at this school. After he finish his Master's degree, he return to Chile.
2. Long ago in a faraway place, a lonely man move into a new neighborhood. His first project is his new garden. He begun to work on it right away. He wanting to make a perfect garden. One day some friendly neighbors and their children visited the man in his garden and helped him with the work. They planting flowers and build a small bridge across a little stream. All of them were very happy during they were building the bridge and work on the garden. The man was especially happy because he's no longer lonely. While the adults working, some of their children plaid with a ball in the garden while they were play, one of them step on a flower. Suddenly the man was getting very angry and tell everyone to leave. All the neighbors leaved and go back to their own homes. After that, the man builded a wall around his garden and lock the gate. For the rest of his life, the man sat alone in his garden every evening and crying.

□ EXERCISE 35. Review: verb forms. (Chapters 1 → 3)

Directions: Complete the sentences with the correct forms of the words in parentheses.

A: Okay, let's all open our fortune cookies.

B: What (*yours, say*) _____?
1



A: Mine says, "An unexpected gift (*add*) _____ to your pleasure."
2

Great! (*you, plan*) _____ to give me a gift soon?
3

- B: Not that I know of. Mine says, "Your trust in a friend (*prove*) _____
 well-founded." Good. I (*like*) _____ having trustworthy friends.
- C: This one says, "A smile (*overcome*) _____ a language
 barrier." Well, that's good! After this, when I (*understand, not*) _____
 people who (*speak*) _____ English to me, I (*smile, just*) _____
 _____ at them!
- D: My fortune is this: "Your determination (*make*) _____ you
 succeed in everything."
- A: Well, it (*look*) _____ like all of us (*have*) _____
 good luck in the future!

□ EXERCISE 36. Future time. (Chapter 3)

Directions: Do you believe that some people are able to predict the future? Pretend that you have the ability to see into the future. Choose several people you know (classmates, teachers, family members, friends) and tell them in writing about their future lives. Discuss such topics as jobs, contributions to humankind, marriage, children, fame, and exciting adventures. With your words, paint interesting and fun pictures of their future lives.



CHAPTER 4

The Present Perfect and the Past Perfect

CONTENTS

| | | | |
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| 4-3 | Meanings of the present perfect | 4-8 | Using <i>already</i> , <i>yet</i> , <i>still</i> , and <i>anymore</i> |
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□ EXERCISE 1. Review and preview: present and past verbs. (Chapters 1, 2, and 4)

Directions: Complete the sentences with the words in parentheses. Some of the completions review verb tenses studied in Chapters 1 and 2. Some of them preview verb tenses that will be studied in this chapter: the present perfect and the past perfect. Discuss the form and meaning of the new tenses.

There may be more than one possible correct completion.

My name *(be)* is₁ Surasuk Jutukanyaprteep. I *(be)* _____₂ from Thailand. Right now I *(study)* _____₃ English at this school. I *(be)* _____₄ at this school since the beginning of January. I *(arrive)* _____₅ here January 2, and my classes *(begin)* _____₆ January 6.

Since I *(come)* _____₇ here, I *(do)* _____₈ many things, and I *(meet)* _____₉ many people. Last week, I *(go)* _____₁₀ to a party at my friend's house. I *(meet)* _____₁₁ some of the other students from Thailand at the party. Of course, we *(speak)* _____₁₂ Thai, so I *(practice, not)* _____₁₃ my English that night. There *(be)* _____₁₄ only people from Thailand at the party.

However, since I (*come*) _____ here, I (*meet*) _____
 15 16
 a lot of other people, too. I (*meet*) _____ people from Latin America,
 17
 Africa, the Middle East, and Asia. I enjoy meeting people from other countries. Before I
 came here, I (*meet, never*) _____ anyone from the Ukraine
 18
 or Bolivia. Now I (*know*) _____ people from both these places, and they
 19
 (*become*) _____ my friends.
 20

4-1 PAST PARTICIPLE

| | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | <p>The past participle is one of the principal parts of a verb. (See Chart 2-6, p. 32.)</p> <p>The past participle is used in the PRESENT PERFECT tense and the PAST PERFECT tense.*</p> <p>The past participle of regular verbs is the same as the simple past form: both end in -ed.</p> <p>See Chart 2-7, p. 33, for a list of irregular verbs.</p> |
|-----------------|------------------------|-------------------------------|--|--|
| REGULAR VERBS | finish stop wait | finished stopped waited | finished stopped waited | |
| IRREGULAR VERBS | see make put | saw made put | seen made put | |

*The past participle is also used in the passive. See Chapter 10.

□ EXERCISE 2. Past participle. (Chart 4-1)

Directions: Write the past participle.

| | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE |
|-----|-------------|-------------|-----------------|-----|-------------|-------------|-----------------|
| 1. | finish | finished | <u>finished</u> | 11. | come | came | _____ |
| 2. | see | saw | <u>seen</u> | 12. | study | studied | _____ |
| 3. | go | went | _____ | 13. | stay | stayed | _____ |
| 4. | have | had | _____ | 14. | begin | began | _____ |
| 5. | meet | met | _____ | 15. | start | started | _____ |
| 6. | call | called | _____ | 16. | write | wrote | _____ |
| 7. | fall | fell | _____ | 17. | eat | ate | _____ |
| 8. | do | did | _____ | 18. | cut | cut | _____ |
| 9. | know | knew | _____ | 19. | read | read | _____ |
| 10. | fly | flew | _____ | 20. | be | was/were | _____ |

4-2 FORMS OF THE PRESENT PERFECT

| | |
|---|---|
| (a) I have finished my work. (b) The students have finished Chapter 3. (c) Jim has eaten lunch. | STATEMENT: have/has + <i>past participle</i> |
| (d) I've/You've/We've/They've eaten lunch. (e) She's/He's eaten lunch. (f) It's been cold for the last three days. | CONTRACTION <i>pronoun</i> + have = 've <i>pronoun</i> + has = 's* |
| (g) I have not (haven't) finished my work. (h) Ann has not (hasn't) eaten lunch. | NEGATIVE: have/has + not + <i>past participle</i> NEGATIVE CONTRACTION have + not = haven't has + not = hasn't |
| (i) Have you finished your work? (j) Has Jim eaten lunch? (k) How long have you lived here? | QUESTION: have/has + <i>subject</i> + <i>past participle</i> |
| (l) A: Have you seen that movie? B: Yes, I have. OR No, I haven't. (m) A: Has Jim eaten lunch? B: Yes, he has. OR No, he hasn't. | SHORT ANSWER: have/haven't or has/hasn't Note: The helping verb in the short answer is not contracted with the pronoun. INCORRECT: Yes, I've. OR Yes, he's. |

*COMPARE: **It's** cold today. [*It's* = *It is*: **It is** cold today.]

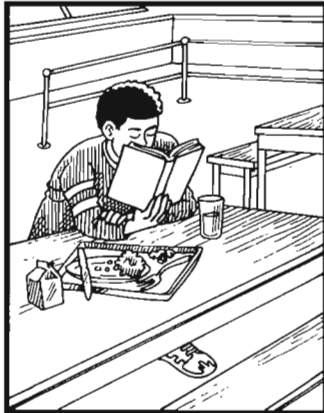
It's been cold since December. [*It's* = *It has*: **It has** been cold since December.]

□ EXERCISE 3. Forms of the present perfect. (Chart 4-2)

Directions: Complete the dialogues with the words in parentheses. Use the present perfect.

1. A: (*you, eat, ever*) Have you ever eaten seaweed?
 B: No, I haven't. I (*eat, never*) 've never eaten seaweed.
2. A: (*you, stay, ever*) _____ at a big hotel?
 B: Yes, I _____. I (*stay*) _____ at a big hotel lots of times.
3. A: (*you, meet, ever*) _____ a movie star?
 B: No, I _____. I (*meet, never*) _____ a movie star.
4. A: (*Tom, visit, ever*) _____ you at your house?
 B: Yes, he _____. He (*visit*) _____ me lots of times.
5. A: (*Ann, be, ever*) _____ in Mexico?
 B: No, she _____. She (*be, never*) _____ in Mexico. She (*be, not*) _____ in any Spanish-speaking countries.

4-3 MEANINGS OF THE PRESENT PERFECT

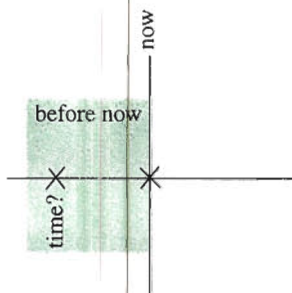


Jim has eaten lunch.



Ann hasn't eaten lunch.

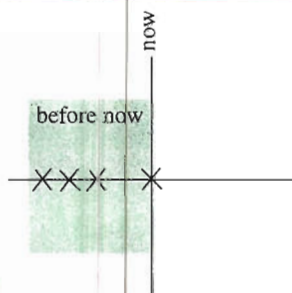
PRESENT PERFECT, MEANING #1: SOMETHING HAPPENED BEFORE NOW AT AN UNSPECIFIED TIME.



- (a) Jim **has** already **eaten** lunch.
- (b) Ann **hasn't eaten** lunch yet.
- (c) **Have** you ever **eaten** at that restaurant?

The PRESENT PERFECT expresses an activity or situation that occurred (or did not occur) *before now*, at *some unspecified time in the past*.

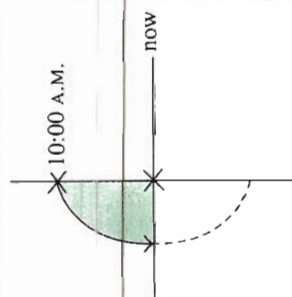
In (a): Jim's lunch occurred before the present time. The exact time is not mentioned; it is unimportant or unknown. For the speaker, the only important information is that Jim's lunch occurred in the past, sometime before now.



- (d) Pete **has eaten** at that restaurant *many times*.
- (e) I **have eaten** there *twice*.

An activity may be repeated two, several, or more times *before now*, at *unspecified times in the past*, as in (d) and (e).

PRESENT PERFECT, MEANING #2: A SITUATION BEGAN IN THE PAST AND CONTINUES TO THE PRESENT.



- (f) We've **been** in class **since** *ten o'clock this morning*.
- (g) I **have known** Ben **for** *ten years*. I met him ten years ago. I still know him today. We are friends.

When the present perfect is used with **since** or **for**, it expresses situations that began in the past and continue to the present.

In (f): Class started at ten. We are still in class now, at the moment of speaking.

INCORRECT: *We are in class since ten o'clock this morning.*

□ EXERCISE 4. Present perfect. (Chart 4-3)

Directions: When speakers use the present perfect, they often contract **have** and **has** with nouns in everyday speech. Listen to your teacher say these sentences in normal contracted speech and practice saying them yourself. Discuss the meaning of the present perfect.

1. Bob has been in Montreal since last Tuesday. (“Bob’s been in . . .”)
2. Jane has been out of town for two days.
3. The weather has been warm since the beginning of April.
4. My parents have been active in politics for forty years.
5. Mike has already eaten breakfast.
6. My friends have moved into a new apartment.
7. My roommate has traveled a lot. She’s visited many different countries.
8. My aunt and uncle have lived in the same house for twenty-five years.

4-4 SIMPLE PAST vs. PRESENT PERFECT

| | |
|--|--|
| <p>SIMPLE PAST (a) I finished my work <i>two hours ago</i>.</p> <p>PRESENT PERFECT (b) I have already* finished my work.</p> | <p>In (a): I finished my work at a specific time in the past (<i>two hours ago</i>).</p> <p>In (b): I finished my work at an unspecified time in the past (<i>sometime before now</i>).</p> |
| <p>SIMPLE PAST (c) I was in Europe <i>last year/three years ago/in 1999/in 1995 and 1999/when I was ten years old</i>.</p> <p>PRESENT PERFECT (d) I have been in Europe <i>many times/several times/a couple of times/once/(no mention of time)</i>.</p> | <p>The SIMPLE PAST expresses an activity that occurred at a specific time (or times) in the past, as in (a) and (c).</p> <p>The PRESENT PERFECT expresses an activity that occurred at an unspecified time (or times) in the past, as in (b) and (d).</p> |
| <p>SIMPLE PAST (e) Ann was in Miami <i>for two weeks</i>.</p> <p>PRESENT PERFECT (f) Bob has been in Miami <i>for two weeks/since May first</i>.</p> | <p>In (e): In sentences where for is used in a time expression, the simple past expresses an activity that began and ended in the past.</p> <p>In (f): In sentences with for or since, the present perfect expresses an activity that began in the past and continues to the present.</p> |

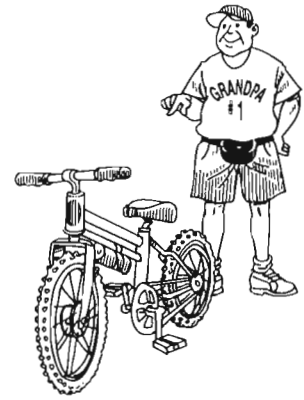
*For more information about **already**, see Chart 4-8, p. 102.

□ EXERCISE 5. Simple past vs. present perfect. (Chart 4-4)

Directions: Discuss the meanings of the verb tenses.

1. All of the verbs in the following talk about past time, but the verb in (a) is different from the other three verbs. What is the difference?
 - (a) I *have had* several bicycles in my lifetime.
 - (b) I *had* a red bicycle when I was in elementary school.
 - (c) I *had* a blue bicycle when I was a teenager.
 - (d) I *had* a green bicycle when I lived and worked in Hong Kong.

2. What are the differences in the ideas the verb tenses express?
 (e) I *had* a wonderful bicycle last year.
 (f) I *'ve had* many wonderful bicycles.
3. What are the differences in the ideas the verb tenses express?
 (g) Ann *had* a red bike for two years.
 (h) Sue *has had* a red bike for two years.
4. Who is still alive, and who is dead?
 (i) In his lifetime, Uncle Alex *had* several red bicycles.
 (j) In his lifetime, Grandpa *has had* several red bicycles.



□ EXERCISE 6. Simple past vs. present perfect. (Chart 4-4)

Directions: Look at the verb in *italics*. Is it simple past, or is it present perfect? Check the box that describes whether the verb expresses something that happened at a specified time in the past or at an unspecified time in the past.

| | |
|----------------------------------|------------------------------------|
| SPECIFIED TIME IN THE PAST | UNSPECIFIED TIME IN THE PAST |
|----------------------------------|------------------------------------|

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. Ms. Parker <i>has been</i> in Tokyo many times. (→ <i>present perfect</i>) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Ms. Parker <i>was</i> in Tokyo last week. (→ <i>simple past</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. I <i>'ve met</i> Ann's husband. He's a nice guy. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I <i>met</i> Ann's husband at a party last week. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Mr. White <i>was</i> in Rome three times last month. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Mr. White <i>has been</i> in Rome many times. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. I like to travel. I <i>'ve been</i> in more than thirty foreign countries. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I <i>was</i> in Morocco in 2001. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Mary <i>has never been</i> in Morocco. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Mary <i>wasn't</i> in Morocco when I was there in 2001. |

□ EXERCISE 7. Simple past vs. present perfect. (Chart 4-4)

Directions: Complete the sentences with the words in parentheses. Use the present perfect or the simple past.

1. A: Have you ever been in Europe?
 B: Yes, I have. I (be) have been in Europe several times.
 In fact, I (be) was in Europe last year.
2. A: Are you going to finish your work before you go to bed?
 B: I (finish, already*) have already finished it. I (finish) finished my work two hours ago.

*In informal spoken English, the simple past is sometimes used with *already*. Practice using the present perfect with *already* in this exercise.

3. A: Have you ever eaten at Al's Steak House?
 B: Yes, I _____. I (*eat*) _____ there many times.
 In fact, my wife and I (*eat*) _____ there last night.
4. A: Do you and Erica want to go to the movie at the Palace Theater with us tonight?
 B: No thanks. We (*see, already*) _____ it. We
 (*see*) _____ it last week.
5. A: When are you going to write your report for Mr. Goldberg?
 B: I (*write, already*) _____ it. I (*write*)
 _____ it two days ago and gave it to him.
6. A: (*Antonio, have, ever*) _____ a job?
 B: Yes, he _____. He (*have*) _____ lots of
 part-time jobs. Last summer he (*have*) _____ a job at his
 uncle's waterbed store.
7. A: This is a good book. Would you like to read it when I'm finished?
 B: Thanks, but I (*read, already*) _____ it. I (*read*)
 _____ it a couple of months ago.
8. A: What European countries (*you, visit*) _____?
 B: I (*visit*) _____ Hungary, Germany, and Switzerland. I
 (*visit*) _____ Hungary in 1998. I (*be*) _____ in
 Germany and Switzerland in 2001.

□ EXERCISE 8. Simple past vs. present perfect. (Chart 4-4)

Directions: Ask and answer questions, using the present perfect and the simple past.

Speaker A: You are the questioner. Ask a question using the present perfect, and then immediately follow up with a related question that prompts the use of the simple past. Ask two or three people the same question.

Work as a class with the teacher as Speaker A or in groups with one person selected to be the leader.

Example:

SPEAKER A: (. . .), what countries have you been in?

SPEAKER B: Well, I've been in Norway, and I've been in Peru.

SPEAKER A: Oh? When were you in Norway?

SPEAKER B: I was in Norway three years ago.

SPEAKER A: How about you, (. . .)? What countries have you been in?

SPEAKER C: I've never been in Norway or Peru, but I've been in

ETC.

1. What countries have you been in?
When were you in . . . ?
2. What cities (*in Canada, in the United States, etc.*) have you been in?
When were you in . . . ?
3. What are some of the things you have done since you came to (*this city*)?
When did you . . . ?
4. What are some of the things we've done in class since the beginning of the term?
When did we . . . ?
5. What are some of the most interesting or unusual things you have done in your lifetime?
When did you . . . ?

□ EXERCISE 9. Present perfect. (Charts 4-2 → 4-4)

Directions: Ask and answer questions using the present perfect. Work in pairs.

Speaker A: Use **ever** in the question. **Ever** comes between the subject (*you*) and the main verb.*

Speaker B: Give a short answer first and then a complete sentence answer.

Use $\left. \begin{array}{l} \textit{many times} \\ \textit{lots of times} \\ \textit{several times} \\ \textit{a couple of times} \\ \textit{once in my lifetime} \\ \textit{never} \end{array} \right\}$ in the complete sentence.

Example: be in Florida**

SPEAKER A: Have you ever been in Florida?

SPEAKER B: Yes, I have. I've been in Florida many times. OR
No, I haven't. I've never been in Florida.

- | | |
|--|---|
| 1. be in Europe | <i>Switch roles.</i> |
| 2. be in Africa | 10. be in (<i>name of a city</i>) |
| 3. be in Asia | 11. be in (<i>name of a state/province</i>) |
| 4. eat Chinese food | 12. be in love |
| 5. eat Italian food | 13. play soccer |
| 6. eat (<i>a certain kind of</i>) food | 14. play chess |
| 7. ride a horse | 15. play a video game |
| 8. ride a motorcycle | 16. walk to (<i>a place in this city</i>) |
| 9. ride an elephant | 17. stay up all night |
| | 18. buy something on the Internet |

*In these questions, **ever** means *in your lifetime, at any time(s) in your life before now*.

When using the present perfect, a speaker might also use the idiom **be to (*a place*): *Have you ever been to Florida?*

□ EXERCISE 10. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles. You will use these irregular verbs in the next exercise (Exercise 11).

- | | | |
|----------|------------|-------------|
| 1. see | <u>saw</u> | <u>seen</u> |
| 2. eat | _____ | _____ |
| 3. give | _____ | _____ |
| 4. fall | _____ | _____ |
| 5. take | _____ | _____ |
| 6. shake | _____ | _____ |
| 7. drive | _____ | _____ |
| 8. ride | _____ | _____ |
| 9. write | _____ | _____ |
| 10. bite | _____ | _____ |
| 11. hide | _____ | _____ |

□ EXERCISE 11. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)

Directions: In order to practice using the past participles of irregular verbs, ask and answer questions that use the present perfect. Work in pairs, in groups, or as a class.

Speaker A: Ask a question beginning with "Have you ever . . . ?"

Speaker B: Answer the question, using the present perfect. Add another sentence about the topic if you wish.

Example: eat at the student cafeteria

SPEAKER A: Have you ever eaten at the student cafeteria?

SPEAKER B: Yes, I have. I've eaten there many times. In fact, I ate breakfast there this morning. OR No, I haven't. I usually eat all my meals at home.

1. take a course in chemistry
 2. ride in a hot-air balloon
 3. write a poem
 4. give the teacher an apple
 5. shake hands with (. . .)
 6. bite into an apple that had a worm inside
- (Switch roles if working in pairs.)
7. drive a semi (a very large truck)
 8. eat raw fish
 9. hide money under your mattress
 10. fall down stairs
 11. see the skeleton of a dinosaur



□ EXERCISE 12. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles.

- | | |
|----------------|-----------------|
| 1. break _____ | 8. throw _____ |
| 2. speak _____ | 9. blow _____ |
| 3. steal _____ | 10. fly _____ |
| 4. get _____ | 11. drink _____ |
| 5. wear _____ | 12. sing _____ |
| 6. draw _____ | 13. swim _____ |
| 7. grow _____ | 14. go _____ |

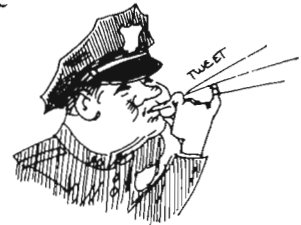
□ EXERCISE 13. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)

Directions: Ask questions beginning with "Have you ever . . . ?" and give answers.

1. fly a private plane
2. break your arm
3. draw a picture of a mountain
4. swim in the ocean
5. speak to (. . .) on the phone
6. wear a costume to a party
7. go to a costume party

(Switch roles if working in pairs.)

8. get a package in the mail
9. steal anything
10. grow tomatoes
11. sing (name of a song)
12. drink carrot juice
13. throw a football
14. blow a whistle



□ EXERCISE 14. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles.

- | | |
|----------------|-----------------|
| 1. have _____ | 8. lose _____ |
| 2. make _____ | 9. sleep _____ |
| 3. build _____ | 10. feel _____ |
| 4. lend _____ | 11. meet _____ |
| 5. send _____ | 12. sit _____ |
| 6. spend _____ | 13. win _____ |
| 7. leave _____ | 14. hang* _____ |

***Hang** is a regular verb (*hang, hanged, hanged*) when it means to kill a person by putting a rope around his/her neck.
Hang is an irregular verb when it refers to suspending a thing on a wall, in a closet, on a hook, etc.

□ EXERCISE 15. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-5)

Directions: Ask questions beginning with "Have you ever . . . ?" and give answers.

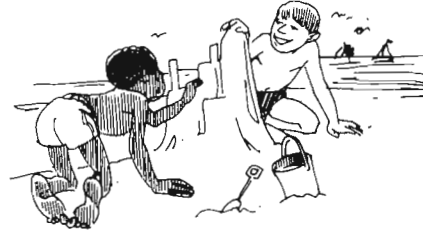
1. lose the key to your house
2. meet (. . .)
3. have the flu
4. feel terrible about something
5. send a telegram
6. leave your sunglasses at a restaurant
7. sit on a cactus



- (Switch roles if working in pairs.)
8. spend one whole day doing nothing
 9. lend (. . .) any money
 10. sleep in a tent



11. make a birthday cake
12. build sand castles



13. win money at a racetrack
14. hang a picture on the wall

□ EXERCISE 16. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles.

- | | | | | | |
|---------|-------|-------|-----------|-------|-------|
| 1. sell | _____ | _____ | 9. think | _____ | _____ |
| 2. tell | _____ | _____ | 10. teach | _____ | _____ |
| 3. hear | _____ | _____ | 11. catch | _____ | _____ |
| 4. hold | _____ | _____ | 12. cut | _____ | _____ |
| 5. feed | _____ | _____ | 13. hit | _____ | _____ |
| 6. read | _____ | _____ | 14. quit* | _____ | _____ |
| 7. find | _____ | _____ | 15. put | _____ | _____ |
| 8. buy | _____ | _____ | | | |

*Quit can be used as a regular verb in British English: quit, quitted, quitted.

□ EXERCISE 17. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)

Directions: Ask questions beginning with "Have you ever . . . ?" and give answers.

1. teach a child to count to ten
2. hold a newborn baby
3. find any money on the sidewalk
4. cut your own hair
5. think about the meaning of life
6. hear strange noises at night
7. read *Tom Sawyer* by Mark Twain
8. feed pigeons in the park



(Switch roles if working in pairs.)

9. tell a little white lie
10. quit smoking
11. buy a refrigerator
12. sell a car
13. hit another person with your fist
14. put off doing your homework
15. catch a fish



□ EXERCISE 18. Preview: SINCE vs. FOR. (Chart 4-5)

Directions: Complete the sentence "I have been here . . ." Use *since* or *for* with the given expressions.

I have been here . . .

- | | |
|----------------------------|--------------------------------------|
| 1. <u>for</u> two months. | 9. _____ the first of January. |
| 2. <u>since</u> September. | 10. _____ almost four months. |
| 3. _____ 1998. | 11. _____ the beginning of the term. |
| 4. _____ last year. | 12. _____ the semester started. |
| 5. _____ two years. | 13. _____ a couple of hours. |
| 6. _____ last Friday. | 14. _____ fifteen minutes. |
| 7. _____ 9:30. | 15. _____ yesterday. |
| 8. _____ three days. | 16. _____ about five weeks. |

4-5 USING SINCE AND FOR

| | | | |
|-------|---|---|--|
| SINCE | (a) I have been here | <ul style="list-style-type: none"> since eight o'clock. since Tuesday. since May. since 1999. since January 3, 2001. since yesterday. since last month. | <p>Since is followed by the mention of a <i>specific point in time</i>: an hour, a day, a month, a year, etc.</p> <p>Since expresses the idea that something began at a specific time in the past and continues to the present.</p> |
| | (b) CORRECT: I have lived here since May.* CORRECT: I have been here since May. | | <p>The <i>present perfect</i> is used in sentences with since.</p> <p>In (c): The present progressive is NOT used. In (d): The simple present is NOT used. In (e): The simple past is NOT used.</p> |
| | (c) INCORRECT: I am living here since May. (d) INCORRECT: I live here since May. (e) INCORRECT: I lived here since May. INCORRECT: I was here since May. | | |
| | <p>MAIN CLAUSE (present perfect)</p> <p>(f) I have lived here</p> <p>(g) Al has met many people</p> | <p>SINCE-CLAUSE (simple past)</p> <p>since I was a child. since he came here.</p> | <p>Since may also introduce a time clause (i.e., a subject and verb may follow since).</p> <p>Notice in the examples: The present perfect is used in the main clause; the simple past is used in the since-clause.</p> |
| FOR | (h) I have been here | <ul style="list-style-type: none"> for ten minutes. for two hours. for five days. for about three weeks. for almost six months. for many years. for a long time. | <p>For is followed by the mention of a <i>length of time</i>: two minutes, three hours, four days, five weeks, etc.</p> <p>Note: If the noun ends in <i>-s</i> (<i>hours, days, weeks, etc.</i>), use for in the time expression, not since.</p> |
| | (i) I have lived here for two years. I moved here two years ago, and I still live here. (j) I lived in Athens for two years. I don't live in Athens now. | | <p>In (i): The use of the present perfect in a sentence with for + a <i>length of time</i> means that the action began in the past and continues to the present.</p> <p>In (j): The use of the simple past means that the action began and ended in the past.</p> |

*ALSO CORRECT: I **have been living** here since May. See Chart 4-7, p. 100, for a discussion of the present perfect progressive.

□ EXERCISE 19. SINCE vs. FOR. (Chart 4-5)

Directions: Complete the sentences.

1. I've been in this building { since nine o'clock this morning.
for 27 minutes.

2. We've been in class { since _____
for _____

3. I've been in this city { since _____
for _____

4. I've had a driver's license { since _____
for _____
5. I've had this book { since _____
for _____

□ EXERCISE 20. SINCE vs. FOR. (Chart 4-5)

Directions: Answer the leader's questions. Only the leader's book is open. Work as a class or in groups.

Speaker A: Use **since** in your answer.

Speaker B: Use **for**.

Example:

LEADER (book open): How long have you had this book?

SPEAKER A (book closed): I've had this book **since** (the beginning of the term).

LEADER TO B (book open): How long has (Speaker A) had this book?

SPEAKER B (book closed): S/He has had this book **for** (five weeks).

1. How long have you been in (this country/city)?
2. How long have you been at (this school)?
3. How long have you been up today?
4. How long have you known (. . .)?
5. Where do you live? How long have you lived there?
6. How long have you had your wristwatch?
7. Who has a car/bicycle? How long have you had it?
8. How long have you been in this room today?
9. Who is wearing new clothes? What is new? How long have you had it/them?
10. Who is married? How long have you been married?

□ EXERCISE 21. Sentences with SINCE-clauses. (Chart 4-5)

Directions: Complete the sentences with the words in parentheses. Put brackets around the **since**-clauses.

1. I (know) have known Mark Miller [ever since* we (be) were in college.]
2. Pedro (change) _____ his major three times since he (start) _____ school.
3. Ever since I (be) _____ a child, I (be) _____ afraid of snakes.
4. I can't wait to get home to my own bed. I (sleep, not) _____ well since I (leave) _____ home three days ago.

*Ever since has the same meaning as since.

5. Ever since Danny (*meet*) _____ Nicole, he (*be, not*) _____ able to think about anything or anyone else. He's in love.
6. Otto (*have*) _____ a lot of problems with his car ever since he (*buy*) _____ it. It's a lemon.
7. A: What (*you, eat*) _____ since you (*get*) _____ up this morning?
 B: I (*eat*) _____ a banana and some yogurt. That's all.
8. I'm eighteen. I have a job and am in school. My life is going okay now, but I (*have*) _____ a miserable home life when I (*be*) _____ a young child. Ever since I (*leave*) _____ home at the age of fifteen, I (*take*) _____ care of myself. I (*have*) _____ some hard times, but I (*learn*) _____ how to stand on my own two feet.*

□ **EXERCISE 22. SINCE vs. FOR. (Chart 4-5)**

Directions: Describe yourself, orally or in writing, using **since**, **for**, or **never** with the present perfect.

Example: have (*a particular kind of watch*)

→ *I've had my Seiko quartz watch for two years.* OR

→ *I've had my Seiko quartz watch since my eighteenth birthday.*

Example: smoke cigars/cigarettes/a pipe

→ *I've never smoked cigarettes.* OR

→ *I've smoked cigarettes since I was seventeen.*

1. know (*a particular person*)
2. live in (*this city*)
3. study English
4. be in this class/at this school/with this company
5. have long hair/short hair/a mustache
6. wear glasses/contact lenses
7. have (*a particular article of clothing*)
8. be interested in (*a particular subject*)
9. be married
10. have a driver's license

*To "stand on one's own two feet" is an idiom meaning to be able to take care of oneself and be independent.

4-6 PRESENT PERFECT PROGRESSIVE



Al and Ann are in their car right now. They are driving home. It is now four o'clock.

- (a) They **have been driving since** two o'clock.
 (b) They **have been driving for** two hours. They will be home soon.

The PRESENT PERFECT PROGRESSIVE talks about *how long* an activity has been in progress before now.

Note: Time expressions with **since**, as in (a), and **for**, as in (b), are frequently used with this tense.

STATEMENT: **have/has + been + -ing**

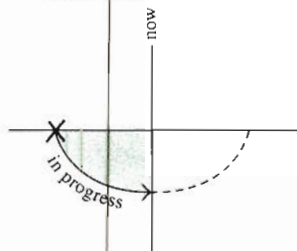
- (c) How long **have they been driving?**

QUESTION FORM:

have/has + subject + been + -ing

COMPARE the present progressive and the present perfect progressive.

PRESENT PROGRESSIVE

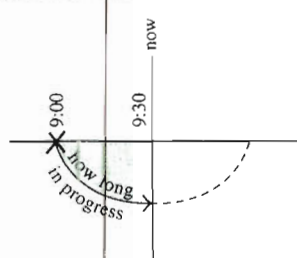


- (d) Po **is sitting** in class right now.

The PRESENT PROGRESSIVE describes an activity that is in progress right now, as in (d). It does not discuss duration (length of time).

INCORRECT: Po has been sitting in class right now.

PRESENT PERFECT PROGRESSIVE



Po is sitting at his desk in class. He sat down at nine o'clock. It is now nine-thirty.

- (e) Po **has been sitting** in class **since** nine o'clock.
 (f) Po **has been sitting** in class **for** thirty minutes.

The PRESENT PERFECT PROGRESSIVE expresses the **duration** (length of time) of an activity that began in the past and is in progress right now.

INCORRECT: Po is sitting in class since nine o'clock.

- (g) CORRECT: I **know** Yoko.
 (h) INCORRECT: I *am knowing* Yoko.
 (i) CORRECT: I **have known** Yoko **for** two years.
 (j) INCORRECT: I *have been knowing* Yoko *for two years*.

Reminder: Non-action verbs (e.g., *know, like, own, belong*) are not used in any progressive tenses.*
 In (i): With non-action verbs, the present perfect is used with **since** or **for** to express the duration of a situation that began in the past and continues to the present.

*See Chart 1-6 (Non-Action Verbs), p. 17.

□ EXERCISE 23. Present progressive vs. present perfect progressive. (Chart 4-6)

Directions: Complete the sentences. Use the present progressive or the present perfect progressive.

1. I (*sit*) am sitting in class right now. I (*sit*) have been sitting here since one o'clock.
2. Kate is standing at the corner. She (*wait*) _____ for the bus.
She (*wait*) _____ for the bus for twenty minutes.
3. Scott and Rebecca (*talk*) _____ on the phone right now.
They (*talk*) _____ on the phone for over an hour.
4. Right now we're in class. We (*do*) _____ an exercise. We (*do*) _____ this exercise for a couple of minutes.
5. A: You look busy right now. What (*you, do*) _____?
B: I (*work*) _____ on my physics experiment. It's a long and difficult experiment.
A: How long (*you, work*) _____ on it?
B: I started planning it last January. I (*work*) _____ on it since then.

□ EXERCISE 24. Present perfect progressive. (Chart 4-6)

Directions: Answer the questions. Only the teacher's book is open.

Example:

TEACHER: Where are you living?

RESPONSE: I'm living in an apartment on Fourth Avenue.

TEACHER: How long have you been living there?

RESPONSE: I've been living there since last September.

1. Right now you are sitting in class. How long have you been sitting here?
2. When did you first begin to study English? How long have you been studying English?
3. I began to teach English in (*year*). How long have I been teaching English?
4. I began to work at this school in (*month or year*). How long have I been working here?
5. What are we doing right now? How long have we been doing it?
6. (. . .), I see that you wear glasses. How long have you been wearing glasses?
7. Who drives? When did you first drive a car? How long have you been driving?
8. Who drinks coffee? How old were you when you started to drink coffee? How long have you been drinking coffee?

4-7 PRESENT PERFECT PROGRESSIVE vs. PRESENT PERFECT



PRESENT PERFECT PROGRESSIVE

- (a) Rita and Josh are talking on the phone.
They **have been talking** on the phone for twenty minutes.

The PRESENT PERFECT PROGRESSIVE expresses the **duration of present activities** that are in progress, using action verbs, as in (a).

PRESENT PERFECT

- (b) Rita **has talked** to Josh on the phone many times (before now).
(c) **INCORRECT:** *Rita has been talking to Josh on the phone many times.*
(d) Rita **has known** Josh for two years.
(e) **INCORRECT:** *Rita has been knowing Josh for two years.*

The PRESENT PERFECT expresses
(1) repeated activities that occur at **unspecified times in the past**, as in (b), or

(2) the **duration of present situations**, as in (d), using non-action verbs.

- (f) I **have been living** here for six months. OR
(g) I **have lived** here for six months.
(h) Al **has been wearing** glasses since he was ten. OR
Al **has worn** glasses since he was ten.
(i) I **'ve been going** to school ever since I was five years old. OR
I **'ve gone** to school ever since I was five years old.

For some (not all) verbs, duration can be expressed by either the present perfect or the present perfect progressive. (f) and (g) have essentially the same meaning, and both are correct.
Often either tense can be used with verbs that express the **duration of usual or habitual activities/situations** (things that happen daily or regularly), e.g., *live, work, teach, smoke, wear glasses, play chess, go to school, read the same newspaper every morning, etc.*

□ EXERCISE 25. Present perfect vs. the present perfect progressive. (Chart 4-7)

Directions: Complete the sentences. Use the present perfect or the present perfect progressive. In some sentences, either form is possible.

- A: I'm tired. We (*walk*) have been walking for more than an hour.
Let's stop and rest for a while.
B: Okay.
- A: Is the post office far from here?
B: Not at all. I (*walk*) have walked there many times.

3. A: Do you like it here?
B: I (*live*) have been living/have lived here for only a short while. I don't know yet.
4. A: I (*read*) _____ this chapter in my chemistry text three times, and I still don't understand it!
B: Maybe I can help.
5. A: My eyes are getting tired. I (*read*) _____ for two hours. I think I'll take a break.
B: Why don't we go for a walk?
6. A: Do you like the Edgewater Inn?
B: Very much. I (*stay*) _____ there at least a dozen times. It's my favorite hotel.
7. A: The baby's crying. Shouldn't we do something?
B: He's all right.
A: Are you sure? He (*cry*) _____ for almost ten minutes.
B: Okay. I'll go into his room and see if anything's wrong.
8. A: Who's your daughter's new teacher?
B: Mrs. Jackson.
A: She's one of the best teachers at the elementary school. She (*teach*) _____ kindergarten for twenty years.
9. A: Ed (*play*) _____ tennis for ten years, but he still doesn't have a good backhand.
B: Neither do I, and I (*play*) _____ tennis for twenty years.
10. A: Where does Mr. Alvarez work?
B: At the power company. He (*work*) _____ there for fifteen years. He likes his job.
A: What about his neighbor, Mr. Perez?
B: He's currently unemployed, but he'll find a new job soon.
A: What kind of job experience does he have?
B: He (*work*) _____ for a small manufacturing firm, for the telephone company, and at two of the world's leading software companies. With all that work experience, he won't have any trouble finding another job.

4-8 USING *ALREADY*, *YET*, *STILL*, AND *ANYMORE*

| | | |
|---|---|---|
| ALREADY | (a) The mail came an hour ago. The mail is <i>already</i> here. | Idea of <i>already</i> : Something happened before now, before this time. <i>Position: midsentence.*</i> |
| YET | (b) I expected the mail an hour ago, but it hasn't come <i>yet</i>. | Idea of <i>yet</i> : Something did not happen before now (up to this time), but it may happen in the future. <i>Position: end of sentence.</i> |
| STILL | (c) It was cold yesterday. It is <i>still</i> cold today. We <i>still</i> need to wear coats. (d) I could play the piano when I was a child. I can <i>still</i> play the piano. (e) The mail didn't come an hour ago. The mail <i>still</i> hasn't come. | Idea of <i>still</i> : A situation continues to exist from past to present without change. <i>Position: midsentence.*</i> |
| ANYMORE | (f) I lived in Chicago two years ago, but then I moved to another city. I don't live in Chicago <i>anymore</i>. | Idea of <i>anymore</i> : A past situation does not continue to exist at present; a past situation has changed. <i>Anymore</i> has the same meaning as <i>any longer</i> . <i>Position: end of sentence.</i> |
| <p>Note: <i>Already</i> is used in <i>affirmative</i> sentences. <i>Yet</i> and <i>anymore</i> are used in <i>negative</i> sentences. <i>Still</i> is used in either <i>affirmative</i> or <i>negative</i> sentences.</p> | | |

*See Chart 1-3, p. 9. A midsentence adverb

- (1) precedes a simple present verb: *We **still** need to wear coats.*
- (2) follows *am, is, are, was, were*: *It **is** still cold.*
- (3) comes between a helping verb and a main verb: *Bob **has** already arrived.*
- (4) precedes a negative helping verb: *Ann **still** hasn't come.*
- (5) follows the subject in a question: *Have **you** already seen that movie?*

□ EXERCISE 26. ALREADY, YET, STILL, ANYMORE. (Chart 4-8)

Directions: Complete the sentences with ***already***, ***yet***, ***still***, or ***anymore***.

1. It's 1:00 P.M. I'm hungry. I haven't eaten lunch yet.
2. It's 1:00 P.M. I'm not hungry. I've _____ eaten lunch.
3. Eric was hungry, so he ate a candy bar a few minutes ago. But he's _____ hungry, so he's going to have another candy bar.
4. I used to eat lunch at the cafeteria every day, but now I bring my lunch to school in a paper bag instead. I don't eat at the cafeteria _____.
5. I don't have to study tonight. I've _____ finished all my homework.
6. I started a letter to my parents yesterday, but I haven't finished it _____. I'll finish it later today and put it in the mail.

7. I started a letter to my parents yesterday. I thought about finishing it last night before I went to bed, but I didn't. I _____ haven't finished it.*
8. A: Is Mary home _____?
B: No, but I'm expecting her soon.
9. A: Is Mary _____ in class?
B: Yes, she is. Her class doesn't end until 11:30.
10. A: Has Rob found a new job _____?
B: No. He _____ works at the bookstore.
11. A: When is your sister going to come to visit you?
B: She's _____ here. She got here yesterday.
12. A: Do you _____ live on Pine Avenue?
B: No, I don't live there _____. I moved to another apartment closer to school.

□ **EXERCISE 27. ALREADY, YET, STILL, ANYMORE. (Chart 4-8)**

Directions: Complete the sentences with your own words.

Example: I . . . not . . . because I've already

- ***I'm not hungry because I've already eaten.*** OR
 → ***I'm not going to go to the movie because I've already seen it.*** OR
 → ***I don't have to take the English test because I've already taken it.***

1. I used to . . . , but . . . anymore.
2. I can't . . . because I haven't . . . yet.
3. Are . . . still . . . ?
4. . . . because I've already
5. I don't . . . anymore, but . . . still

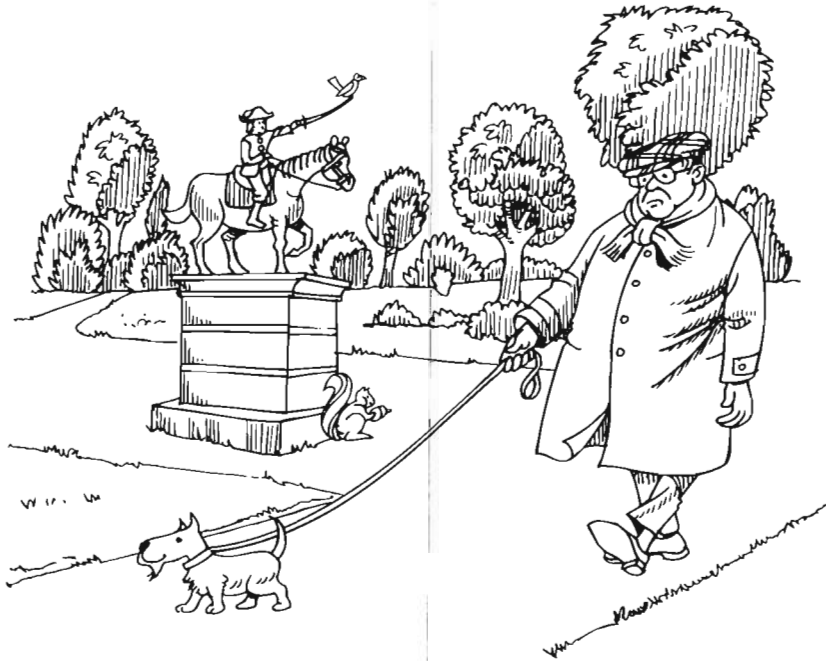
□ **EXERCISE 28. Verb tense review. (Chapters 1, 2, and 4)**

Directions: Compare the different meanings of the verb tenses. Identify which sentences express duration.

1. a. Rachel ***is taking*** English classes.
b. Nadia ***has been taking*** English classes for two months.
2. a. Ann ***has been*** in Jerusalem for two years. She likes it there.
b. Sue ***has been*** in Jerusalem. She's also been in Paris. She's been in New York and Tokyo. She's been in lots of cities. She travels a lot.

*In negative sentences, ***still*** and ***yet*** express similar meanings. The meanings of *I haven't finished it yet* and *I still haven't finished it* are similar.

3. a. Jack **has visited** his aunt and uncle many times.
b. Matt **has been visiting** his aunt and uncle for the last three days.
4. a. Jack **is talking** on the phone.
b. Jack **talks** on the phone a lot.
c. Jack **has been talking** to his boss on the phone for half an hour.
d. Jack **has talked** to his boss on the phone lots of times.
5. a. Mr. Woods **walks** his dog in Forest Park every day.
b. Mr. Woods **has walked** his dog in Forest Park many times.
c. Mr. Woods **walked** his dog in Forest Park five times last week.
d. Mr. Woods **is walking** his dog in Forest Park right now.
e. Mr. Woods **has been walking** his dog in Forest Park since two o'clock.



□ EXERCISE 29. Verb tenses. (Charts 4-2 → 4-8)

Directions: Make sentences about your life using the given time expressions. Use the simple past, present perfect, or present perfect progressive.

Example: for the last two weeks

→ *I've had a cold for the last two weeks.*

1. since I was a child
2. for a long time
3. two years ago
4. so far today
5. many times in my lifetime
6. never
7. since last Tuesday
8. for a number of years*
9. a week ago today
10. for the last ten minutes
11. already . . . , but . . . yet
12. still . . . , but . . . anymore

*a number of years = many years.

□ EXERCISE 30. Review of verb tenses. (Chapters 1 → 4)

Directions: Complete the sentences with the words in parentheses.

1. A: (*you, have*) Do you have any plans for vacation?
B: Yes, I do. I (*plan*) am planning to go to Toronto.
A: (*you, be, ever*) _____ there before?
B: Yes, I have. I (*be*) _____ in Toronto two months ago. My brother (*live*) _____ there, so I (*go*) _____ there often.
2. A: Where's Jessica?
B: She (*study*) _____ at the library.
A: When (*she, get*) _____ back home?
B: In an hour or so. Probably around five o'clock.
A: How long (*she, study*) _____ at the library?
B: Since two o'clock this afternoon.
A: (*she, study*) _____ at the library every day?
B: Not every day, but often.
3. A: Shhh. Irene (*talk*) _____ on the phone long-distance.
B: Who (*she, talk*) _____ to?
A: Her brother. They (*talk*) _____ for almost an hour. I think her brother is in some kind of trouble.
B: That's too bad. I hope it's nothing serious.
4. A: (*you, know*) _____ Abdullah's new address?
B: Not off the top of my head. But I (*have*) _____ it at home in my computer. When I (*get*) _____ home this evening, I (*call*) _____ and (*give*) _____ you his address.
A: Thanks. Or you could e-mail it to me.
B: Okay. I (*do*) _____ that.
5. A: Where's Juan? He (*be*) _____ absent from class for the last three days. (*anyone, see*) _____ him lately?
B: I have. I (*see*) _____ him yesterday. He has a bad cold, so he (*be*) _____ home in bed since the weekend. He (*be, probably*) _____ back in class tomorrow.
6. A: How long (*you, wear*) _____ glasses?
B: Since I (*be*) _____ ten years old.
A: (*you, be*) _____ nearsighted or farsighted?
B: Nearsighted.

7. A: Let's go to a restaurant tonight.
 B: Okay. Where should we go?
 A: (*you, like*) _____ Thai food?
 B: I don't know. I (*eat, never*) _____ any. What's it like?
 A: It's delicious, but it can be pretty hot!
 B: That's okay. I (*love*) _____ really hot food.
 A: There (*be*) _____ a Thai restaurant downtown. I (*go*) _____ there a couple of times. The food is excellent.
 B: Sounds good. I (*be, never*) _____ to a Thai restaurant, so it (*be*) _____ a new experience for me. After we (*get*) _____ there, can you explain the menu to me?
 A: Sure. And if I can't, our waiter or waitress can.
8. A: (*you, smoke*) _____ ?
 B: Yes, I do.
 A: How long (*you, smoke*) _____ ?
 B: Well, let me see. I (*smoke*) _____ since I (*be*) _____ seventeen. So I (*smoke*) _____ for almost four years.
 A: Why (*you, start*) _____ ?
 B: Because I (*be*) _____ a dumb, stupid kid.
 A: (*you, want*) _____ to quit?
 B: Yes. I (*plan*) _____ to quit very soon. In fact, I (*decide*) _____ to quit on my next birthday. My twenty-first birthday is two weeks from now. On that day, I (*intend*) _____ to smoke my last cigarette.
 A: That's terrific! You (*feel*) _____ much better after you (*stop*) _____ smoking.
 B: (*you, smoke, ever*) _____ ?
 A: No, I haven't. I (*smoke, never*) _____ a cigarette in my life. When I (*be*) _____ ten years old, I (*smoke*) _____ one of my uncle's cigars. My sister and I (*steal*) _____ a couple of his cigars and (*go*) _____ behind the garage to smoke them. Both of us (*get*) _____ sick. I (*have, not*) _____ anything to smoke since then.
 B: That's smart.

□ EXERCISE 31. Error analysis. (Charts 4-1 → 4-8)

Directions: Correct the errors. Most of the errors are in verb usage, but some are miscellaneous (e.g., capitalization, word order, spelling, agreement, etc.).

1. I have been ~~studied~~ ^{studying} English for eight year^s, but I still have a lot to learn.
2. I want to learn English since I am a child.
3. Our class has have three tests since the beggining of the term.
4. I have started the English classes since three weeks ago and I am learning some English since that time.
5. I have been thinking about how to improve my English ability since I came here, but I still don't find a good way.
6. All of us has learn many thing since we were children.
7. When I was at my sister's house, we had an argument. Since then I didn't talk to her for three days.
8. Since I was very young, I like animals.
9. I have been study english since three and a half month.
10. I like very much the English. Since I was young my father found an American girl to teach my brothers and me English, but when I move to another city my father hasn't find one for five years. Now I'm living here and studying in this English program.
11. I almost die in an automobile accident five year ago. Since that day my life changed completely.
12. In my country, women are soldiers in the army since the 1970s.

13. I meet Abdul in my first English class last June. He was friendly and kind. We are friends since that day.
14. My favorite place in the world is my hometown. I live there for twenty years.
15. My wife and I have been in Italy two weeks ago. We went there to ski.
16. My wife broke her leg while she was skiing in Italy. Now she's home, but she can't walk without help. A lot of our friends are visiting her since she has broken her leg.
17. I was busy every day since I arrived at this city.
18. I haven't to eaten any kind of chinese food for a week. I miss it a lot!

□ **EXERCISE 32. Verb tense review. (Chapters 1 → 4)**

Directions: Complete the sentences with the words in parentheses.

Dear Adam,

Hi! Remember me? (Just a joke!) I *(write, not)* haven't written₁ to you for at least six months, but that's not long enough for you to forget me! I think about writing to you often, but I *(be, not)* _____₂ a good correspondent for the last few months. You *(hear, not)* _____₃ from me for such a long time because I *(be)* _____₄ really busy. For the last few months, I *(work)* _____₅ full-time at a shoe store and *(go)* _____₆ to school at the local community college to study business and computers. When I *(write)* _____₇ to you six months ago—last April, I think—I *(go)* _____₈ to the university full-time and *(study)* _____₉ anthropology. A lot of things *(happen)* _____₁₀ since then.

At the end of the spring semester last June, my grades (*be*) _____
 11
 terrible. As a result, I (*lose*) _____ my scholarship and my parents'
 12
 support. I really (*mess*) _____ up when I (*get*) _____ those
 13 14
 bad grades. When I (*show*) _____ my grade report to my parents, they
 15
 (*refuse*) _____ to help me with my living expenses at school anymore.
 16
 They (*feel*) _____ that I was wasting my time and their money, so they (*tell*)
 17
 _____ me to get a job. So last June I (*start*) _____ working
 18 19
 at a shoe store: Imperial Shoes at Southcenter Mall. I (*work*) _____
 20
 there ever since.

It (*be, not*) _____ a bad job, but it (*be, not*) _____
 21 22
 wonderful either. Every day, I (*fetch*) _____ shoes from the back room for
 23
 people to try on, boxes and boxes of shoes, all day long. I (*meet*) _____
 24
 some pretty weird people since I (*start*) _____ this job. A couple of
 25
 weeks ago, a middle-aged man (*come*) _____ into the store. He
 26
 (*want*) _____ to try on some black leather loafers. I (*bring*)
 27
 _____ the loafers, and he (*put*) _____ them on. While
 28 29
 he (*walk*) _____ around to see if they fit okay, he (*pull*)
 30
 _____ from his pocket a little white mouse with pink eyes and
 31
 (*start*) _____ talking to it. He (*look*) _____ right at the
 32 33
 mouse and (*say*) _____, "George, (*you, like*) _____
 34 35
 this pair of shoes?" When the mouse (*witch*) _____ its nose, the man
 36
 (*say*) _____, "Yes, so do I." Then he (*turn*) _____ to me
 37 38
 and (*say*) _____, "We'll take them." Can you believe that!?
 39



Most of the people I meet are nice—and normal. My favorite customers *(be)* _____ people who *(know)* _____ what they want when they _____ people who *(know)* _____ what they want when they *(enter)* _____ the store. They *(come)* _____ in, *(point)* _____ at one pair of shoes, politely *(tell)* _____ me their size, *(try)* _____ the shoes on, and then *(buy)* _____ them, just like that. They *(agonize, not)* _____ for a long time over which pair to buy.

I *(learn)* _____ one important thing from working at the shoe store: I *(want, not)* _____ to sell shoes as a career. I *(need)* _____ a good education that *(prepare)* _____ me for a job that I can enjoy for the rest of my life. And even though I love studying anthropology, I *(decide)* _____ that a degree in business and computers will provide the best career opportunities.

Now I (*work*) _____ part-time at the shoe store and (*go*)
 _____ to school at the same time. I (*want, always*) _____
 to be completely independent and self-reliant, and now I (*be*) _____ .
 I (*have*) _____ to pay every penny of my tuition and living expenses now.
 Ever since I (*lose*) _____ my scholarship and (*make*) _____
 my parents mad, I (*be*) _____ completely on my own. I'm glad to
 report that my grades at present (*be*) _____ excellent, and right now I
 (*enjoy, really*) _____ my work with computers. In the
 future, I (*continue*) _____ to take courses in anthropology
 whenever I can fit them into my schedule, and I (*study*) _____
 anthropology on my own for the rest of my life, but I (*pursue*) _____
 a career in business. Maybe there is some way I can combine anthropology, business, and
 computers. Who knows?

There. I (*tell*) _____ you everything I can think of that is at all
 important in my life at the moment. I think I (*grow*) _____ up a
 lot during the last six months. I (*understand*) _____ that my education
 is important. Losing my scholarship (*make*) _____ my life more difficult,
 but I (*believe*) _____ that I (*take, finally*) _____
 charge of my life. It's a good feeling.

Please write. I'd love to hear from you.

Jessica

□ EXERCISE 33. Writing: verb tense review. (Chapters 1 → 4)

Directions: Think of a friend you haven't spoken or written to since the beginning of this term. Write this friend a letter about your activities from the start of this school term to the present time. Begin your letter as follows:

Dear (. . .),

I'm sorry I haven't written for such a long time. Lots of things have happened since I last wrote to you.

□ EXERCISE 34. Writing: verb tense review. (Chapters 1 → 4)

Directions: Write about one (or both) of the following topics.

1. Think of two or three important events that have occurred in your life in the past year or two. In a paragraph for each, briefly tell your reader about these events and give your opinions and/or predictions.
2. Think of two or three important events that have occurred in the world in the past year or two. In a paragraph for each, briefly tell your reader about these events and give your opinions and/or predictions.

4-9 PAST PERFECT

Situation: Jack left his apartment at 2:00. Ann arrived at his apartment at 2:15 and knocked on the door.

- (a) When Ann arrived, Jack wasn't there. He **had left**.

The PAST PERFECT is used when the speaker is talking about two different events at two different times in the past; one event ends before the second event happens.

In (a): There are two events, and both happened in the past: *Jack left his apartment. Ann arrived at his apartment.* To show the time relationship between the two events, we use the past perfect (*had left*) to say that the first event (Jack leaving his apartment) was completed before the second event (Ann arriving at his apartment) occurred.



4-9 PAST PERFECT—(continued)

(b) Jack **had left** his apartment when Ann arrived.

FORM: **had** + *past participle*

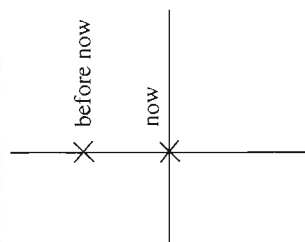
(c) *He'd* left. *I'd* left. *They'd* left. Etc.

CONTRACTION:

I/you/she/he/it/we/they + 'd

COMPARE THE PRESENT PERFECT AND THE PAST PERFECT.

PRESENT PERFECT



(d) I am not hungry now. I **have** already **eaten**.

The PRESENT PERFECT expresses an activity that *occurred before now, at an unspecified time in the past*, as in (d).

PAST PERFECT



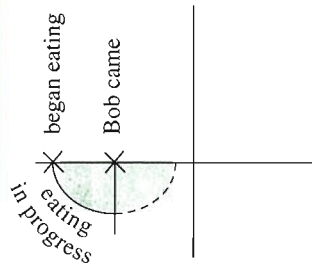
(e) I was not hungry at 1:00 P.M. I **had** already **eaten**.

The PAST PERFECT expresses an activity that *occurred before another time in the past*.

In (e): I ate at noon. I was not hungry at 1:00 P.M. because I had already eaten before 1:00 P.M.

COMPARE THE PAST PROGRESSIVE AND THE PAST PERFECT.

PAST PROGRESSIVE

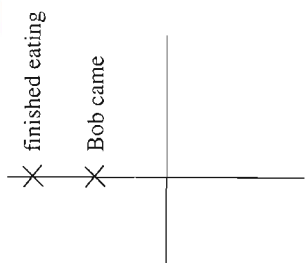


(f) I **was eating** when Bob came.

The PAST PROGRESSIVE expresses an activity that was *in progress at a particular time in the past*.

In (f): I began to eat at noon. Bob came at 12:10. My meal was in progress when Bob came.

PAST PERFECT



(g) I **had eaten** when Bob came.

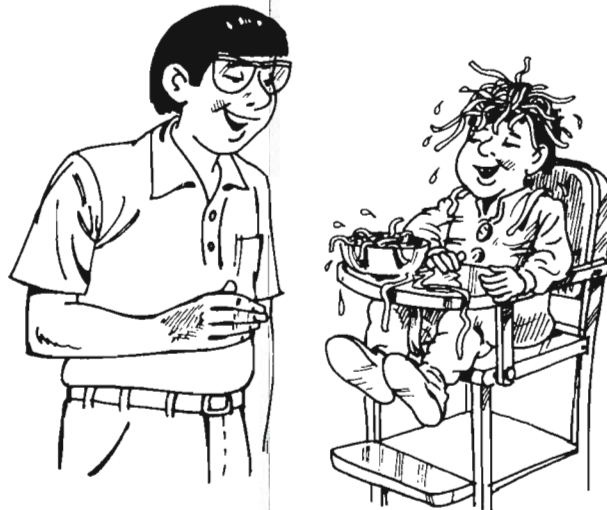
The PAST PERFECT expresses an activity that was *completed before a particular time in the past*.

In (g): I finished eating at noon. Bob came at 1:00 P.M. My meal was completed before Bob came.

□ EXERCISE 35. Past perfect. (Chart 4-9)

Directions: Identify which action took place first (1st) in the past and which action took place second (2nd).

1. The tennis player **jumped** in the air for joy. She **had won** the match.
 - a. 1st The tennis player won the match.
 - b. 2nd The tennis player jumped in the air.
2. Before I went to bed, I **checked** the front door. My roommate **had** already **locked** it.
 - a. 2nd I checked the door.
 - b. 1st My roommate locked the door.
3. I **looked** for Bob, but he **had left** the building.
 - a. _____ Bob left the building.
 - b. _____ I looked for Bob.
4. I **laughed** when I saw my son. He **had poured** a bowl of noodles on top of his head.
 - a. _____ I laughed.
 - b. _____ My son poured a bowl of noodles on his head.



5. Oliver **arrived** at the theater on time, but he couldn't get in. He **had left** his ticket at home.
 - a. _____ Oliver left his ticket at home.
 - b. _____ Oliver arrived at the theater.
6. I **handed** Betsy the newspaper, but she didn't want it. She **had read** it during her lunch hour.
 - a. _____ I handed Betsy the newspaper.
 - b. _____ Betsy read the newspaper.

7. After Carl arrived in New York, he **called** his mother. He **had promised** to call her as soon as he got in.
- a. _____ Carl made a promise to his mother.
- b. _____ Carl called his mother.
8. Stella was alone in a strange city. She walked down the avenue slowly, looking in shop windows. Suddenly, she **turned** her head and **looked** behind her. Someone **had called** her name.
- a. _____ Stella turned her head and looked behind her.
- b. _____ Someone called her name.

□ **EXERCISE 36. Present perfect vs. past perfect. (Chart 4-9)**

Directions: Complete the sentences with the present perfect or the past perfect form of the verb in parentheses.

1. A: Oh no! We're too late. The train (*leave, already*) has already left.
 B: That's okay. We'll catch the next train to Athens.
2. Last Thursday, we went to the station to catch a train to Athens, but we were too late. The train (*leave, already*) had already left.
3. A: Go back to sleep. It's only six o'clock in the morning.
 B: I'm not sleepy. I (*sleep, already*) _____ for eight hours. I'm going to get up.
4. I woke up at six this morning, but I couldn't get back to sleep. I wasn't sleepy. I (*sleep, already*) _____ for eight hours.
5. A: I'll introduce you to Professor Newton at the meeting tonight.
 B: You don't need to. I (*meet, already*) _____ him.
6. Jack offered to introduce me to Professor Newton, but it wasn't necessary. I (*meet, already*) _____ him.
7. A: Do you want to go to the movie tonight?
 B: What are you going to see?
 A: *Distant Drums*.
 B: I (*see, already*) _____ it. Thanks anyway.
8. I didn't go to the movie with Francisco last Tuesday night. I (*see, already*) _____ it.

□ **EXERCISE 38. Present perfect, past progressive, and past perfect. (Chart 4-9)**

Directions: Complete the sentences with the correct forms of the words in parentheses. Use the present perfect, past progressive, or past perfect.

1. When I went to bed, I turned on the radio. While I (*sleep*) was sleeping, somebody turned it off.
2. You're from Jakarta? I (*be, never*) _____ there. I'd like to go there someday.
3. I started to tell Rodney the news, but he stopped me. He (*hear, already*) _____ it.
4. When Gina went to bed, it was snowing. It (*snow, still*) _____ when she woke up in the morning.
5. Rita called me on the phone to tell me the good news. She (*pass*) _____ her final exam in English.
6. I couldn't think. The people around me (*make*) _____ too much noise. Finally, I gave up and left to try to find a quiet place to work.
7. Are you still waiting for David? (*he, come, not*) _____ yet? He's really late, isn't he?
8. Otto's back to work today, but was in the hospital last week. He (*be, never*) _____ a patient in a hospital before. It was a new experience for him.
9. A couple of weeks ago Mr. Fox, our office manager, surprised all of us. When he walked into the office, he (*wear*) _____ a T-shirt and jeans. Everyone stopped and stared. Mr. Fox is a conservative dresser. Before that time, he (*wear, never*) _____ anything but a blue or gray suit. And he (*wear, not*) _____ his jeans to the office since that time. He wore them only that one time.

□ **EXERCISE 39. Verb tense review. (Chapters 1 → 4)**

Directions: Circle the correct completion.

Example:

I can't come with you. I need to stay here. I _____ for a phone call.

- A. wait B. will wait C. am waiting D. have waited

1. I _____ my glasses three times so far this year. One time I dropped them on a cement floor. Another time I sat on them. And this time I stepped on them.
A. broke B. was breaking C. have broken D. have been breaking

2. Kate reached to the floor and picked up her glasses. They were broken. She _____ on them.
A. stepped B. had stepped C. was stepping D. has stepped
3. Sarah gets angry easily. She _____ a bad temper ever since she was a child.
A. has B. will have C. had D. has had
4. Now, whenever Sarah starts to lose her temper, she _____ a deep breath and _____ to ten.
A. takes . . . counts C. took . . . counted
B. has taken . . . counted D. is taking . . . counting
5. Nicky, please don't interrupt me. I _____ to Grandma on the phone. Go play with your trucks so we can finish our conversation.
A. talk B. have talked C. am talking D. have been talking
6. We _____ at a hotel in Miami when the hurricane hit southern Florida last month. As soon as the hurricane moved out of the area, we left and went back home.
A. had stayed B. stay C. were staying D. stayed
7. Now listen carefully. When Aunt Martha _____ tomorrow, give her a big hug.
A. arrives B. will arrive C. arrived D. is going to arrive
8. My cousin _____ with me in my apartment for the last two weeks. I'm ready for him to leave, but he seems to want to stay forever. Maybe I should ask him to leave.
A. is staying B. stayed C. was staying D. has been staying
9. Mrs. Larsen discovered a bird in her apartment. It was in her living room. It _____ into her apartment through an open window.
A. was flying B. had flown C. has flown D. was flown
10. The phone rang, so I _____ it up and _____ hello.
A. picked . . . had said C. was picking . . . said
B. picked . . . said D. was picking . . . had said

□ EXERCISE 40. Verb tense review. (Chapters 1 → 4)

Directions: Circle the correct completion.

Example:

I can't come with you. I need to stay here. I _____ for a phone call.

- A. wait B. will wait C. am waiting D. have waited

1. My mother began to drive cars when she was fourteen. Now she is eighty-nine, and she still drives. She _____ cars for seventy-five years.
A. was driving B. drives C. drove D. has been driving
2. In every culture, people _____ jewelry since prehistoric times.
A. wear B. wore C. have worn D. had worn



CHAPTER 5

Asking Questions

CONTENTS

| | | | |
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| 5-2 | Yes/no questions and information questions | 5-9 | Using <i>whose</i> |
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| | | 5-15 | Using <i>how about</i> and <i>what about</i> |
| | | 5-16 | Tag questions |

□ EXERCISE 1. Preview: asking questions. (Chapter 5)

Directions: This exercise previews some of the grammar in this chapter. Create questions that fit the given answers. Discuss question forms.

Example: No, I _____. I'm allergic to them.

→ QUESTION: *Do you like cats?*

ANSWER: *No, I don't. I'm allergic to them.*

1. Downtown.
2. No, I _____.
3. Seven-thirty.
4. Two hours.
5. Because I overslept.
6. This one, not that one.
7. Yes, she _____.
8. Mine.
9. My cousin.
10. Five blocks.
11. Once a week.
12. Answering your question.

5-1 YES/NO QUESTIONS AND SHORT ANSWERS

| YES/NO QUESTION | SHORT ANSWER (+ LONG ANSWER) | |
|------------------------------|---|---|
| (a) Do you like tea? | <i>Yes, I do.</i> (I like tea.) <i>No, I don't.</i> (I don't like tea.) | <p>A yes/no question is a question that can be answered by <i>yes</i> or <i>no</i>. In an affirmative short answer (<i>yes</i>), a helping verb is NOT contracted with the subject. In (c): <i>INCORRECT: Yes, I've.</i> In (d): <i>INCORRECT: Yes, it's.</i> In (e): <i>INCORRECT: Yes, he'll.</i> The spoken emphasis in a short answer is on the verb.</p> |
| (b) Did Sue call? | <i>Yes, she did.</i> (Sue called.) <i>No, she didn't.</i> (Sue didn't call.) | |
| (c) Have you met Al? | <i>Yes, I have.</i> (I have met Al.) <i>No, I haven't.</i> (I haven't met Al.) | |
| (d) Is it raining? | <i>Yes, it is.</i> (It's raining.) <i>No, it isn't.</i> (It isn't raining.) | |
| (e) Will Rob be here? | <i>Yes, he will.</i> (Rob will be here.) <i>No, he won't.</i> (Rob won't be here.) | |

□ EXERCISE 2. Short answers to yes/no questions. (Chart 5-1)

Directions: In these dialogues, the long answer is given in parentheses. Look at the long answer, and then write the appropriate yes/no question and short answer to complete each dialogue. Do not use a negative verb in the question.

- A: Do you know my brother?

B: No, I don't. (I don't know your brother.)
- A: _____

B: Yes, _____ (Aspirin relieves pain.)
- A: _____

B: No, _____ (Snakes don't have legs.)
- A: _____

B: No, _____ (Snakes can't move backward.)
- A: _____

B: Yes, _____ (The United States is in North America.)
- A: _____

B: Uh-huh, _____ (I enjoyed the movie.)
- A: _____

B: Huh-uh, _____ (I won't be at home tonight.)

8. A: _____
 B: Yes, _____ (I have a bicycle.)*
9. A: _____
 B: Yes, _____ (Paul has left.)
10. A: _____
 B: Yes, _____ (He left with Kate.)

□ **EXERCISE 3. Short answers to yes/no questions. (Chart 5-1)**

Directions: Work in groups of three.

Speaker A: Whisper the cue to Speaker B. Your book is open.

Speaker B: Ask a yes/no question using the information Speaker A gave you. Your book is closed.

Speaker C: Give a short answer to the question. Your book is closed.

Example: (. . .) is wearing jeans today.

SPEAKER A (*book open*): Rosa is wearing jeans today. (*whispered*)

SPEAKER B (*book closed*): Is Rosa wearing jeans today?

SPEAKER C (*book closed*): Yes, she is.

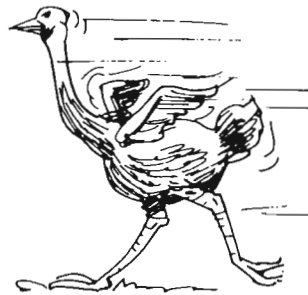
1. (. . .) has curly hair.
2. (. . .) doesn't have a mustache.
3. (. . .) is sitting down.
4. Isn't talking to (. . .)

Switch roles.

9. (. . .) is wearing earrings.
10. This book has an index.
11. (. . .)'s grammar book isn't open.
12. Giraffes don't eat meat.

Switch roles.

5. (. . .) and (. . .) were in class yesterday.
6. This exercise is easy.
7. That book belongs to (. . .)
8. An ostrich can't fly.



*In American English, a form of **do** is usually used when **have** is the main verb:

Do you have a car?

In British English, a form of **do** with main verb **have** is not necessary:

Have you a car?

5-2 YES/NO QUESTIONS AND INFORMATION QUESTIONS

A yes/no question = a question that can be answered by “yes” or “no.”

A: *Does Ann live in Montreal?*

B: *Yes, she does.* OR *No, she doesn't.*

An information question = a question that asks for information by using a question word: **where, when, why, who, whom, what, which, whose, how.**

A: *Where does Ann live?*

B: *In Montreal.*

| (QUESTION WORD) | HELPING VERB | SUBJECT | MAIN VERB | (REST OF SENTENCE) | |
|-----------------|--------------|---------------|------------------|--------------------|--|
| (a) | Does | <i>Ann</i> | live | in Montreal? | The same subject-verb word order is used in both yes/no and information questions. HELPING VERB + SUBJECT + MAIN VERB |
| (b) Where | does | <i>Ann</i> | live? | | |
| (c) | Is | <i>Sara</i> | studying | at the library? | (a) is a yes/no question. (b) is an information question. |
| (d) Where | is | <i>Sara</i> | studying? | | |
| (e) | Will | <i>you</i> | graduate | next year? | In (i) and (j): Main verb be in simple present and simple past (am, is, are, was, were) precedes the subject. It has the same position as a helping verb. |
| (f) When | will | <i>you</i> | graduate? | | |
| (g) | Did | <i>they</i> | see | Jack? | |
| (h) Who(m)* | did | <i>they</i> | see? | | |
| (i) | Is | <i>Heidi</i> | | at home? | |
| (j) Where | is | <i>Heidi?</i> | | | |
| (k) | | <i>Who</i> | came | to dinner? | When the question word (e.g., who or what) is the subject of the question, usual question word order is not used. No form of do is used. Notice (k) and (l). |
| (l) | | <i>What</i> | happened | yesterday? | |

*See Chart 5-4, p. 125, for a discussion of *who(m)*.

□ EXERCISE 4. Yes/no and information questions. (Chart 5-2)

Directions: Review the patterns of yes/no and information questions.

Speaker A: Create a yes/no question.

Speaker B: Create an information question using **where**.

Example: I live there.

SPEAKER A: Do you live there?

SPEAKER B: Where do you live?

1. She lives there.
2. The students live there.
3. Bob lived there.
4. Mary is living there.
5. I was living there.
6. They are going to live there.
7. John will live there.
8. The students can live there.
9. Jim has lived there.
10. Tom has been living there.

5-3 WHERE, WHY, WHEN, AND WHAT TIME

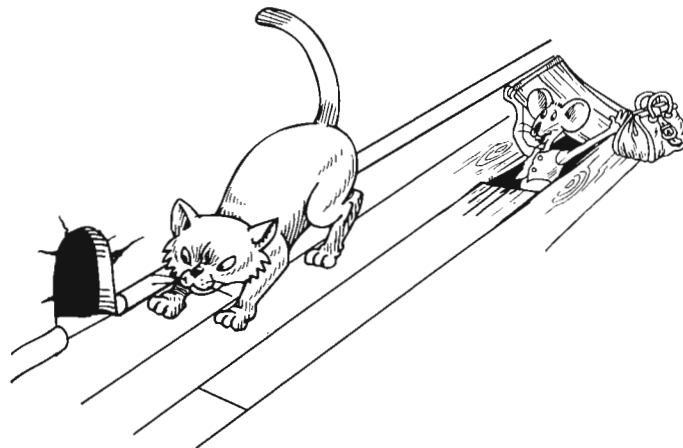
| QUESTION | ANSWER | |
|-----------------------------------|--|--|
| (a) Where did you go? | Paris. | Where asks about <i>place</i> . |
| (b) Why did you stay home? | Because I didn't feel well.* |  | Why asks about reason. |
| (c) What time did he come? | { Seven-thirty. Around five o'clock. A quarter past ten. | A question with what time asks about <i>time on a clock</i> . |
| (d) When did he come? | { Seven-thirty. Last night. Two days ago. Monday morning. In 1998. | A question with when can be answered by any time expression, as in the sample answers in (d). |

*See Chart 8-6, p. 239, for the use of *because*. "Because I didn't feel well" is an adverb clause. It is not a complete sentence. In this example, it is the short answer to a question.

□ EXERCISE 5. Information questions. (Charts 5-2 and 5-3)

Directions: Create information questions. Use **where**, **why**, **when**, or **what time**.

- A: When are you going to go downtown?
B: Tomorrow. (I'm going to go downtown tomorrow.)
- A: _____
B: At Lincoln Elementary School. (My children go to school at Lincoln Elementary School.)
- A: _____
B: At 1:10. (Class begins at 1:10.)
- A: _____
B: Four years ago. (I met the Smiths four years ago.)
- A: _____
B: It's waiting for a mouse. (The cat is staring at the hole in the wall because it's waiting for a mouse.)



□ EXERCISE 6. Yes/no and information questions. (Charts 5-2 and 5-3)

Directions: Work in pairs to create dialogues. Switch roles after item 6.

Speaker A: Ask a question that will produce the given answer.

Speaker B: Give the short answer, and then give a long answer.

Example: After midnight.

SPEAKER A: What time did you go to bed last night?

SPEAKER B: After midnight. I went to bed after midnight last night.

- | | |
|------------------------------|---|
| 1. The day before yesterday. | 7. Tomorrow afternoon. |
| 2. Yes, I do. | 8. Viet Nam. |
| 3. Because I wanted to. | 9. No, I can't. |
| 4. At 8:30. | 10. Because the weather is . . . today. |
| 5. Yes, he is. | 11. Yeah, sure. Why not? |
| 6. At a grocery store. | 12. I don't know. Maybe. |

□ EXERCISE 7. Questions with WHY. (Chart 5-3)

Directions: Work in pairs to create dialogues. Switch roles after item 4.

Speaker A: Say the sentence in the book.

Speaker B: Ask "Why?" or "Why not?" and then ask the full *why*-question.

Speaker A: Make up an answer to the question.

Example: I can't go with you tomorrow.

SPEAKER A: I can't go with you tomorrow.

SPEAKER B: Why not? Why can't you go with me tomorrow?

SPEAKER A: Because I have to study for a test.

- | | |
|---------------------------------------|---|
| 1. I ate two breakfasts this morning. | 5. I'm happy today. |
| 2. I don't like to ride on airplanes. | 6. I had to call the police last night. |
| 3. I'm going to sell my guitar. | 7. I can't explain it to you. |
| 4. I didn't go to bed last night. | 8. I'm not speaking to my cousin. |

5-4 QUESTIONS WITH WHO, WHO(M), AND WHAT

| QUESTION | ANSWER | |
|--|--|---|
| (a) S <i>Who</i> came? | S <i>Someone</i> came. | In (a): Who is used as the subject (S) of a question. In (b): Who(m) is used as the object (O) in a question. Whom is used in formal English. In everyday spoken English, who is usually used instead of whom : FORMAL: Whom did you see? INFORMAL: Who did you see? |
| (b) O <i>Who(m)</i> did you see? | S O <i>I saw someone.</i> | |
| (c) S <i>What</i> happened? | S <i>Something</i> happened. | What can be used as either the subject or the object in a question. Notice in (a) and (c): When who or what is used as the subject of a question, usual question word order is not used; no form of do is used: CORRECT: Who came? INCORRECT: Who did come? |
| (d) O <i>What</i> did you see? | S O <i>I saw something.</i> | |

□ EXERCISE 8. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

Directions: Create questions with *who*, *who(m)*, and *what*. Write "s" if the question word is the subject. Write "o" if the question word is the object.

| QUESTION | ANSWER |
|--|----------------------------------|
| 1. ^s Who knows? | ^s Someone knows. |
| 2. ^o Who(m) did you ask? | ^o I asked someone. |
| 3. _____ | Someone knocked on the door. |
| 4. _____ | Sara met someone. |
| 5. _____ | Mike learned something. |
| 6. _____ | Something changed Ann's mind. |
| 7. _____ | Ann is talking about someone.* |

□ EXERCISE 9. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

Directions: Create questions. Use *who*, *whom*, or *what*.

- A: What did you see?
B: An accident. (I saw an accident.)
- A: _____
B: An accident. (Mary saw an accident.)



WHO



WHAT

- A: _____
B: Mary. (Mary saw an accident.)
- A: _____
B: John. (Mary saw John.)



WHO



WHO(M)

*A preposition may come at the beginning of a question in very formal English:

About whom (NOT *who*) is Ann talking?

In everyday English, a preposition usually does not come at the beginning of a question.

5. A: _____
B: Mary. (Mary saw John.)
6. A: _____
B: An accident. (An accident happened.)
7. A: _____
B: A new coat. (Alice bought a new coat.)
8. A: _____
B: Alice. (Alice bought a new coat.)
9. A: _____
B: A map of the world. (I'm looking at a map of the world.)
10. A: _____
B: Jane. (I'm looking at Jane.)
11. A: _____
B: The secretary. (I talked to the secretary.)
12. A: _____
B: His problems. (Tom talked about his problems.)
13. A: _____
B: The board. (The teacher looked at the board.)
14. A: _____
B: The teacher. (The teacher looked at the board.)
15. A: _____
B: The students. (The teacher looked at the students.)
16. A: _____
B: An amphibian. (A frog is an amphibian.)
17. A: _____
B: An animal that can live on land or in water. (An amphibian is an animal that can live on land or in water.)
18. A: _____
B: Mostly insects. (Frogs eat mostly insects.)



□ EXERCISE 10. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

Directions: Work in pairs.

Speaker A: Complete each question with *who*, *whom*, or *what*.

Speaker B: Answer the question.

Example: . . . are you currently reading?

SPEAKER A: What are you currently reading?

SPEAKER B: A novel about a cowboy.

1. . . . do you like to read?
2. . . . do you like to spend a lot of time with?
3. . . . is your idea of the perfect vacation?
4. . . . do you like to spend your vacations with?
5. . . . are the most important people in your life?

Switch roles.

6. . . . was the most memorable event of your childhood?
7. . . . stresses you out?
8. . . . do you need that you don't have?
9. . . . would you most like to invite to dinner? The person can be living or dead.
10. . . . has had the most influence on you in your life?

5-5 SPOKEN AND WRITTEN CONTRACTIONS WITH QUESTION WORDS

| | | |
|---|--|---|
| <p>is</p> <p>are</p> <p>did</p> <p>will</p> | <p>SPOKEN ONLY</p> <p>(a) "When's he coming?" "Why's she late?"</p> <p>(b) "What're these?" "Who're they?"</p> <p>(c) "Who'd you see?" "What'd you do?"</p> <p>(d) "Where'll you be?" "When'll they be here?"</p> | <p><i>Is, are, did, and will</i> are usually contracted with question words in speaking. These contractions are usually NOT written.</p> |
| <p>is</p> | <p>SPOKEN</p> <p>(e) "Where's Ed?" "What's that?" "Who's he?"</p> | <p>WRITTEN</p> <p>(f) where's Ed? what's that? who's he?</p> <p>Only contractions with <i>is</i> and <i>where, what, or who</i> are commonly used in writing.*</p> |

*Contractions are used in informal writing, such as letters to friends or e-mails, but are generally not appropriate in more formal writing, such as in magazine articles or reference books.

□ EXERCISE 11. Spoken contractions with question words. (Chart 5-5)

Directions: Listen to your teacher say the following questions in contracted speech, and practice saying them yourself.

1. Where is my book?
2. What is in that drawer?
3. Why is Anita absent?
4. Who is that man?

- | | |
|---------------------------------|---------------------------------------|
| 5. Who are those men? | 10. Why did you say that? |
| 6. Where are you going? | 11. Who did you see at the party? |
| 7. What are you doing? | 12. Where will you be? |
| 8. Where did Bob go last night? | 13. When will you arrive? |
| 9. What did you say? | 14. Who will meet you at the airport? |

□ **EXERCISE 12. Information questions. (Charts 5-2 → 5-5)**

Directions: Create any appropriate question for the given answer.

Example: Larry.

→ *Who is the fax from?*

Who(m) did you go to the movie with?

Etc.

- | | |
|-------------------------|-------------------------|
| 1. Yesterday. | 6. Because I was tired. |
| 2. A new pair of shoes. | 7. A sandwich. |
| 3. Mr. Soto. | 8. I don't know. |
| 4. Six-thirty. | 9. Tomorrow. |
| 5. To the zoo. | 10. My brother. |

□ **EXERCISE 13. Asking for the meaning of a word. (Chart 5-4)**

Directions: Ask your classmates for the meaning of each *italicized* word in the sentences below. Refer to a dictionary as necessary. Work in groups or as a class.

Example: It's raining. *Perhaps* we should take a taxi.

STUDENT A: **What does** "perhaps" **mean?**

STUDENT B: "Perhaps" means "maybe."

- Water is *essential* to all forms of life on earth.
- Why do soap bubbles *float*?
- I think Carol's *mad*.
- Some fish *bury* themselves in sand on the ocean bottom and live their entire lives there.
- Mr. Chan gently put his hand *beneath* the baby's head.
- I *grabbed* my briefcase and started running for the bus.
- We walked hand in hand through the *orchard*.*
- Mark and Olivia went to Hawaii on their *honeymoon*.
- I'm not very good at *small talk*, so I avoid social situations like cocktail parties.
- Mr. Weatherbee liked to have *hedges* between his house and his neighbors' houses. He planted the bushes close together so that people couldn't see through them.

*To ask for the meaning of a noun, two question forms are common. For example, using the noun "pocket": **What does** "pocket" **mean?** OR **What is a pocket?**/**What are pockets?**

5-6 USING *WHAT* + A FORM OF *DO*

| QUESTION | ANSWER | <i>What</i> + a form of <i>do</i> is used to ask questions about activities. Examples of forms of <i>do</i> : <i>am doing, will do, are going to do, did, etc.</i> |
|---|---|--|
| (a) <i>What does</i> Bob <i>do</i> every morning? (b) <i>What did</i> you <i>do</i> yesterday? (c) <i>What is</i> Anna <i>doing</i> (right now)? (d) <i>What are</i> you <i>going to do</i> tomorrow? (e) <i>What do</i> you <i>want to do</i> tonight? (f) <i>What would</i> you <i>like to do</i> tomorrow? (g) <i>What will</i> you <i>do</i> tomorrow? (h) <i>What should</i> I <i>do</i> about my headache? | He <i>goes to class</i> . I <i>went downtown</i> . She's <i>studying</i> . I'm <i>going to go to the beach</i> . I <i>want to go to a movie</i> . I <i>would like to visit Jim</i> . I'll <i>go downtown</i> . You <i>should take an aspirin</i> . | |

□ EXERCISE 14. Using *WHAT* + a form of *DO*. (Chart 5-6)

Directions: Create questions. Use *what* + a form of *do*.

- A: What are you doing right now?
B: I'm studying.
- A: _____ last night?
B: I studied.
- A: _____ tomorrow?
B: I'm going to visit my relatives.
- A: _____ tomorrow?
B: I want to go to the beach.
- A: _____ this evening?
B: I would like to go to a movie.
- A: _____ tomorrow?
B: I'm planning to stay home and relax most of the day.
- A: _____ in class every day?
B: I study English.
- A: _____ (for a living)?*
B: I'm a teacher.

**What do you do?* has a special meaning. It means: *What is your occupation, your job?* Another way of asking the same question: *What do you do for a living?*

9. A: _____ when he stopped you for speeding?

B: He (the police officer) gave me a ticket.

10. A: _____ in the winter?

B: It (a bear) hibernates.



11. A: I have the hiccups. _____ ?

B: You should drink a glass of water.

12. A: _____ ?

B: He (Mr. Rice) is a businessman. He works for General Electric.

A: _____ ?

B: She (Mrs. Rice) designs websites. She works for an Internet company.

□ EXERCISE 15. Using WHAT + a form of DO and verb tense review. (Chart 5-6)

Directions: Work in pairs. Ask a classmate a question. Use **what** + **do**.

Example: tomorrow

SPEAKER A: What are you going to do tomorrow? / What do you want to do tomorrow? /
What would you like to do tomorrow? / Etc.

SPEAKER B: (*Answer the question.*)

Switch roles.

1. last night

7. this morning

2. right now

8. last weekend

3. next Saturday

9. on weekends

4. this afternoon

10. after class yesterday

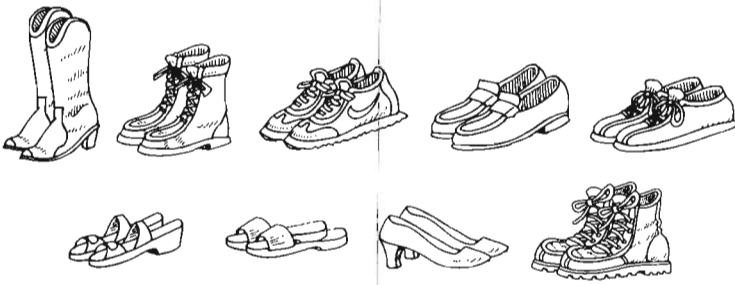
5. tonight

11. after class today

6. every morning

12. since you arrived in this city

5-7 USING WHAT KIND OF

| QUESTION | ANSWER | |
|--|--|---|
| (a) What kind of shoes did you buy? | Boots. Sandals. Tennis shoes. Loafers. Running shoes. High heels. Etc. | What kind of asks for information about a specific type (a specific kind) in a general category. In (a): general category = shoes specific kinds = boots sandals tennis shoes etc. |
|  | | |
| (b) What kind of fruit do you like best? | Apples. Bananas. Oranges. Grapefruit. Grapes. Strawberries. Etc. | In (b): general category = fruit specific kinds = apples bananas oranges etc. |

□ EXERCISE 16. Using WHAT KIND OF. (Chart 5-7)

Directions: Complete each question. Give other possible answers to the question.

1. A: What kind of shoes are you wearing?
 B: Boots. (*Other possible answers:* loafers/running shoes/etc.)
2. A: What kind of meat do you eat most often?
 B: Beef. (*Other possible answers:* chicken/lamb/pork/etc.)
3. A: What kind of _____ do you like best?
 B: Rock 'n roll. (*Other possible answers:* _____)
4. A: What kind of _____ would you like to have?
 B: A Mercedes-Benz. (*Other possible answers:* _____)
5. A: What kind of _____ do you like to read?
 B: Science fiction. (*Other possible answers:* _____)

6. A: What kind of _____ do you have?
 B: _____. (Other possible answers: _____)
7. A: What kind of _____ do you like best?
 B: _____. (Other possible answers: _____)
8. A: What kind of _____ is (. . .) wearing?
 B: _____. (Other possible answers: _____)

□ EXERCISE 17. Using WHAT KIND OF. (Chart 5-7)

Directions: Find classmates who own the following things. Ask them questions using *what kind of*.

Example: a camera

SPEAKER A: Do you have a camera?

SPEAKER B: Yes.*

SPEAKER A: What kind of camera do you have?

SPEAKER B: I have a 35-millimeter Kodak camera.

- | | |
|-------------------|--------------------------|
| 1. a camera | 6. a computer |
| 2. a TV | 7. a watch |
| 3. a bicycle | 8. a dog |
| 4. a car | 9. a cell phone |
| 5. a refrigerator | 10. (use your own words) |

5-8 USING WHICH

| | |
|--|--|
| <p>(a) TOM: May I borrow a pen from you? ANN: Sure. I have two pens. This pen has black ink. That pen has red ink. Which pen do you want? OR Which one do you want? OR Which do you want?</p> | <p>In (a): Ann uses which (not what) because she wants Tom to choose. Which is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: <i>this one or that one; these or those.</i></p> |
| <p>(b) SUE: I like these earrings, and I like those, too. BOB: Which (earrings/ones) are you going to buy? SUE: I think I'll get these.</p> | <p>Which can be used with either singular or plural nouns.</p> |
| <p>(c) JIM: Here's a photo of my daughter's class. KIM: Very nice. Which one is your daughter?</p> | <p>Which can be used to ask about people as well as things.</p> |
| <p>(d) SUE: My aunt gave me some money for my birthday. I'm going to take it with me to the mall. BOB: What are you going to buy with it? SUE: I haven't decided yet.</p> | <p>In (d): The question doesn't involve choosing from a particular group of items, so Bob uses what, not which.</p> |

*If the answer is "no," ask another question from the list.

□ EXERCISE 18. WHICH vs. WHAT. (Chart 5-8)

Directions: Complete the questions with *which* or *what*.

1. A: This hat comes in brown and in gray. Which color do you think your husband would prefer?
B: Gray, I think.
2. A: I've never been to Mrs. Hall's house. What color is it?
B: Gray.
3. A: I have two dictionaries. _____ one do you want?
B: The Arabic-English dictionary, not the English-English one.
4. A: May I help you?
B: Please.
A: _____ are you looking for?
B: An Arabic-English dictionary.
A: Right over there in the reference section.
B: Thanks.
5. A: _____ did you get on your last test?
B: I don't want to tell you. It was an awful grade.
6. A: If I need only half an onion, _____ half should I use and _____ half should I save?
B: Save the root half. It lasts longer.

□ EXERCISE 19. WHICH vs. WHAT. (Chart 5-8)

Directions: Create questions. Use *which* or *what*.

1. A: I have two books. Which book/Which one/Which do you want?
B: That one. (I want that book.)
2. A: What did you buy when you went shopping?
B: A book. (I bought a book when I went shopping.)
3. A: Could I borrow your pen for a minute?
B: Sure. I have two. _____
A: That one. (I would like that one.)
4. A: _____
B: A pen. (Chris borrowed a pen from me.)
5. A: _____
B: Two pieces of hard candy. (I have two pieces of hard candy in my hand.) Would you like one?
A: Yes. Thanks.
B: _____
A: The yellow one. (I'd like the yellow one.)

6. A: Do you like this tie?

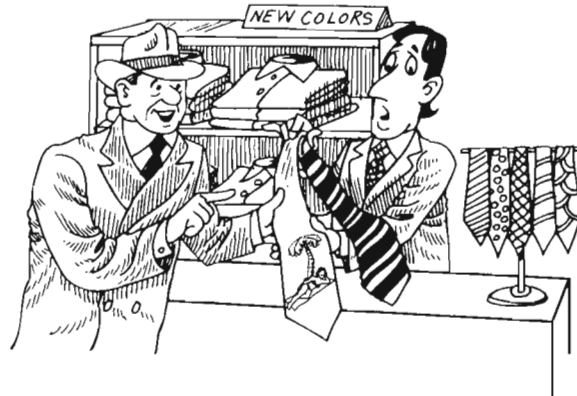
B: Yes.

A: Do you like that tie?

B: It's okay.

A: _____

B: This one. (I'm going to buy this one.)



7. A: Tony and I went shopping. I got some new shoes.

B: _____

A: A tie. (Tony got a tie.)

8. A: Did you enjoy your trip to Europe?

B: Yes, I did. Very much.

A: _____

B: Poland, Germany, Czechoslovakia, and Italy. (I visited Poland, Germany, Czechoslovakia, and Italy.)*

A: _____

B: Poland. (I enjoyed visiting Poland the most.)

5-9 USING WHOSE

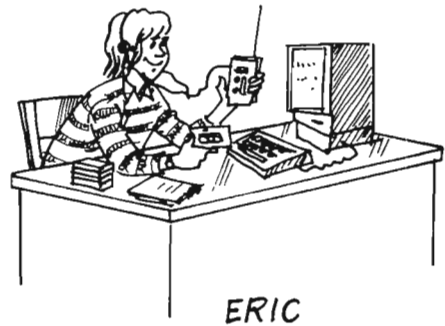
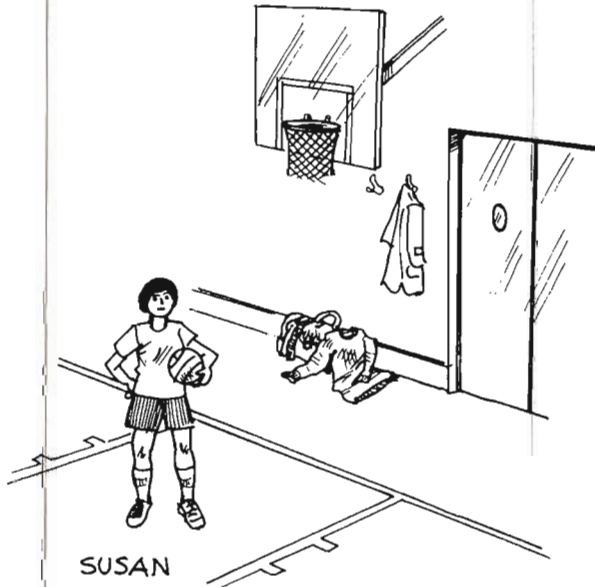
| QUESTION | ANSWER | |
|--------------------------------------|-----------------------------|---|
| (a) Whose (book) is this? | It's John's (book). | Whose asks about possession.* Notice in (a): The speaker of the question may omit the noun (<i>book</i>) if the meaning is clear to the listener. |
| (b) Whose (books) are those? | They're mine (OR my books). | |
| (c) Whose car did you borrow? | I borrowed Karen's (car). | |
| COMPARE | | Who's and whose have the same pronunciation. Who's = a contraction of who is . Whose = asks about possession. |
| (d) Who's that? | Mary Smith. | |
| (e) Whose is that? | Mary's. | |

*See Charts 6-11, p. 173, and 6-12, p. 176, for ways of expressing possession.

*The difference between *what country* and *which country* is often very small.

□ EXERCISE 20. Using WHOSE. (Chart 5-9)

Directions: Create questions with *whose* or *who*. The things near Susan belong to her. The things near Eric belong to him. Point to the things and people in the pictures when you ask some of the questions.



1. A: Whose basketball is this?
B: Susan's. (It's Susan's basketball.)
2. A: Who is this?
B: Susan. (This is Susan.)
3. A: _____ that?
B: Eric's. (It's Eric's notebook.)
4. A: _____ these?
B: Eric's. (They're Eric's tapes.)
5. A: _____ that?
B: Eric. (That is Eric.)
6. A: _____ those?
B: Susan's. (They're Susan's clothes.)
7. A: _____ that?
B: Susan's. (It's Susan's coat.)
8. A: _____ in a gym?
B: Susan. (Susan is in a gym.)

9. A: _____ sitting down?

B: Eric. (Eric is sitting down.)

10. A: _____ longer?

B: Eric's. (Eric's hair is longer than Susan's.)

□ EXERCISE 21. Using WHOSE. (Chart 5-9)

Directions: Ask and answer questions about possession. Follow the pattern in the examples. Talk about things in the classroom.

Example: pen

SPEAKER A: Is this your pen? / Is this (pen) yours?

SPEAKER B: No, it isn't.

SPEAKER A: Whose is it?

SPEAKER B: It's Ali's.

Example: pens

SPEAKER A: Are these Yoko's (pens)? / Are these (pens) Yoko's?

SPEAKER B: No, they aren't.

SPEAKER A: Whose are they?

SPEAKER B: They're mine.

- | | | |
|---------------|--------------|----------------|
| 1. dictionary | 5. bookbag | 9. purse |
| 2. books | 6. briefcase | 10. calculator |
| 3. notebook | 7. glasses | 11. things |
| 4. papers | 8. backpack | 12. stuff* |

□ EXERCISE 22. Review: information questions. (Charts 5-2 → 5-9)

Directions: Work in pairs. Create questions for the given answers. Use any appropriate question word.

Example: I'm reading.

SPEAKER A: What are you doing?

SPEAKER B: I'm reading.

- | | |
|------------------------|--------------------------------|
| 1. They're mine. | <i>Switch roles.</i> |
| 2. I'm going to study. | 7. Jazz. |
| 3. A Toyota. | 8. Because I didn't feel good. |
| 4. Mr. (. . .). | 9. This one, not that one. |
| 5. It's (. . .)'s. | 10. (. . .)'s. |
| 6. It means "small." | 11. A couple of days ago. |
| | 12. India. |

**Stuff* is used in informal spoken English to mean miscellaneous things. For example, when a speaker says, "This is my stuff," the speaker may be referring to pens, pencils, books, papers, notebooks, clothes, etc. (Note: *stuff* is a noncount noun; it never has a final *-s*.)

□ EXERCISE 23. Asking questions. (Charts 5-1 → 5-9)

Directions: Work in pairs.

Speaker A: Choose any one of the possible answers below and ask a question that would produce that answer.

Speaker B: Decide which answer Speaker A has in mind and answer his/her question. Pay special attention to the form of Speaker A's question. Correct any errors.

Alternate asking questions. (First Speaker A asks a question and Speaker B answers. Next Speaker B asks a question and Speaker A answers.)

Example:

SPEAKER A: What is Maria's favorite color?

SPEAKER B: (Speaker B reviews the list of possible answers below and chooses the appropriate one.) Pink.

Possible answers:

- | | |
|-----------------------------|--|
| Sure! Thanks! | Probably. |
| Call the insurance company. | The teacher's. |
| Next week. | Not that one. The other one. |
| A rat. | A Panasonic or a Sony. |
| Mr. (. . .). | Pink. |
| Answering your questions. | No, a friend of mine gave them to me a few days ago. |
| Cheese. | Historical fiction. |
| Mine. | Study, and then watch a movie. |
| Eight-thirty. | On the Internet. |
| Her husband. | |

5-10 USING HOW

| QUESTION | ANSWER | |
|--|--|--|
| (a) How did you get here? | { I drove./By car. I took a taxi./By taxi. I took a bus./By bus. I flew./By plane. I took a train./By train. I walked./On foot. | How has many uses. One use of how is to ask about means (ways) of transportation. |
| (b) How old are you? (c) How tall is he? (d) How big is your apartment? (e) How sleepy are you? (f) How hungry are you? (g) How soon will you be ready? (h) How well does he speak English? (i) How quickly can you get here? | Twenty-one. About six feet. It has three rooms. Very sleepy. I'm starving! In five minutes. Very well. I can get there in 30 minutes. | How is often used with adjectives (e.g., <i>old</i> , <i>big</i>) and adverbs (e.g., <i>well</i> , <i>quickly</i>). |

□ EXERCISE 24. Using HOW. (Chart 5-10)

Directions: Create questions with *how*.

1. A: How old is your daughter?
B: Ten. (My daughter is ten years old.)
2. A: _____
B: Very important. (Education is very important.)
3. A: _____
B: By bus. (I get to school by bus.)
4. A: _____
B: Very, very deep. (The ocean is very, very deep.)
5. A: _____
B: By plane. (I'm going to get to Denver by plane.)
6. A: _____
B: Not very. (The test wasn't very difficult.)
7. A: _____
B: It's 29,028 feet high. (Mt. Everest is 29,028 feet high.)*
8. A: _____
B: I walked. (I walked to school today.)

5-11 USING HOW OFTEN

| QUESTION | ANSWER | <i>How often</i> asks about frequency. |
|--|--|---|
| (a) <i>How often</i> do you go shopping? | { <ul style="list-style-type: none"> Every day. Once a week. About twice a week. Every other day or so.* Three times a month. | |
| (b) <i>How many times a day</i> do you eat? <i>How many times a week</i> do you go shopping? <i>How many times a month</i> do you go to the post office? <i>How many times a year</i> do you take a vacation? | Three or four. Two. Once. Once or twice. | Other ways of asking <i>how often</i> : <i>how many times</i> <ul style="list-style-type: none"> { a day a week a month a year |

**Every other day* means "Monday yes, Tuesday no, Wednesday yes, Thursday no," etc. *Or so* means "approximately."

*29,028 feet = 8,848 meters.

□ EXERCISE 25. Using HOW OFTEN. (Chart 5-11)

Directions: Work in pairs.

Speaker A: Ask a question with *how often* or *how many times a day/week/month/year*.

Speaker B: Answer the question. (Possible answers are suggested in the list of frequency expressions.)

Example: eat lunch at the cafeteria

SPEAKER A: How often do you eat lunch at the cafeteria?

SPEAKER B: About twice a week.

FREQUENCY EXPRESSIONS

| | | |
|------------------------|----------------------|------------------------------|
| <i>a lot</i> | <i>every</i> | } <i>day/week/month/year</i> |
| <i>occasionally*</i> | <i>every other</i> | |
| <i>once in a while</i> | <i>once a</i> | |
| <i>not very often</i> | <i>twice a</i> | |
| <i>hardly ever</i> | <i>three times a</i> | |
| <i>almost never</i> | <i>ten times a</i> | |
| <i>never</i> | | |

Switch roles.

- | | |
|-------------------------|------------------------|
| 1. play cards | 7. buy a toothbrush |
| 2. get on the Internet | 8. go to a laundromat |
| 3. go out to eat | 9. go swimming |
| 4. cook your own dinner | 10. be late for class |
| 5. read a newspaper | 11. attend a wedding |
| 6. get your hair cut | 12. see a falling star |

5-12 USING HOW FAR

| | |
|---|--|
| <p>(a) <i>It is</i> 289 miles <i>from</i> St. Louis <i>to</i> Chicago.*</p> <p>(b) <i>It is</i> 289 miles</p> <p><i>from</i> St. Louis <i>to</i> Chicago. <i>from</i> Chicago <i>to</i> St. Louis. <i>to</i> Chicago <i>from</i> St. Louis. <i>to</i> St. Louis <i>from</i> Chicago.</p> | <p>The most common way of expressing distance: <i>It is</i> + distance + <i>from/to</i> + <i>to/from</i> In (b): All four expressions with <i>from</i> and <i>to</i> have the same meaning.</p> |
| <p>(c) A: <i>How far is it</i> from St. Louis to Chicago? B: 289 miles.</p> <p>(d) A: <i>How far do you</i> live from school? B: Four blocks.</p> | <p><i>How far</i> is used to ask questions about distance.</p> |
| <p>(e) <i>How many miles</i> is it from St. Louis to Chicago? (f) <i>How many kilometers</i> is it to Montreal from here? (g) <i>How many blocks</i> is it to the post office?</p> | <p>Other ways to ask <i>how far</i>: <i>how many miles</i> <i>how many kilometers</i> <i>how many blocks</i></p> |

*1 mile = 1.60 kilometers.
 1 kilometer = 00.614 mile.

*Notice: *Occasionally* is spelled with two "c"s but only one "s."

□ EXERCISE 26. Using HOW FAR. (Chart 5-12)

Directions: Create questions.

1. A: How far is it to Chicago from New Orleans?
 B: 919 miles. (It's 919 miles to Chicago from New Orleans.)
2. A: _____
 B: 257 kilometers. (It's 257 kilometers from Montreal to Quebec.)
3. A: _____
 B: Six blocks. (It's six blocks to the post office.)
4. A: I had a terrible day yesterday.
 B: What happened?
 A: I ran out of gas while I was driving to work.
 B: _____ before you ran out of gas?
 A: To the junction of I-90 and 480. (I got to the junction of I-90 and 480.) Luckily, there was a gas station about half a mile down the road.

□ EXERCISE 27. Using HOW FAR. (Chart 5-12)

Directions: Bring road maps of your geographical area to class. In small groups, look at a map of your area and ask each other questions with *how far*.

5-13 LENGTH OF TIME: IT + TAKE AND HOW LONG

| | |
|--|---|
| <i>IT + TAKE + (SOMEONE) + LENGTH + INFINITIVE OF TIME</i> | <p>It + take is often used with time words and an infinitive to express length of time, as in (a) and (b). An infinitive = to + <i>the simple form of a verb</i>.*</p> <p>In (a): to cook is an infinitive.</p> |
| <p>(a) It takes 20 minutes to cook rice. (b) It took Al two hours to drive to work.</p> | |
| <p>(c) How long does it take to cook rice? —20 minutes. (d) How long did it take Al to drive to work today? —Two hours. (e) How long did you study last night? —Four hours. (f) How long will you be in Hong Kong? —Ten days.</p> | <p>How long asks about length of time.</p> |
| <p>(g) How many days will you be in Hong Kong?</p> | <p>Other ways of asking how long:</p> <p style="text-align: center;"><i>how many</i> + { minutes hours days weeks months years</p> |

*See Chart 13-3, p. 373.

□ EXERCISE 28. Length of time. (Chart 5-13)

Directions: Create sentences using **it** + **take** to express length of time.

1. I drove to Madrid. (*Length of time: three days*)
→ *It took me three days to drive to Madrid.*
2. I walk to class. (*Length of time: twenty minutes*)
3. Gino finished the test. (*Length of time: an hour and a half*)
4. We will drive to the airport. (*Length of time: forty-five minutes*)
5. Alan hitchhiked to Alaska. (*Length of time: two weeks*)
6. I wash my clothes at the laundromat. (*Length of time: two hours*)

□ EXERCISE 29. Length of time. (Chart 5-13)

Directions: Use **it** + **take**.

1. How long does it take you to . . .
 - a. eat breakfast? → *It takes me ten minutes to eat breakfast.*
 - b. get to class?
 - c. write a short paragraph in English?
 - d. read a 400-page novel?
2. Generally speaking, how long does it take to . . .
 - a. fly from (*name of a city*) to (*name of a city*)?
 - b. get from here to your hometown?
 - c. get used to living in a foreign country?
 - d. commute from (*name of a local place*) to (*name of a local place*) during rush hour?

□ EXERCISE 30. Length of time. (Chart 5-13)

Directions: Create questions using **how long**.

1. A: How long did it take you to drive to New York?
B: Five days. (It took me five days to drive to New York.)
2. A: _____
B: A week. (Mr. McNally will be in the hospital for a week.)
3. A: _____
B: A long time. (It takes a long time to learn a second language.)
4. A: _____
B: Six months. (I've been living here for six months.)
5. A: _____
B: Six years. (I lived in Istanbul for six years.)
6. A: _____
B: A couple of years. (I've known Nho Pham for a couple of years.)
7. A: _____
B: Since 1999. (He's been living in Canada since 1999.)
8. A: _____
B: For 21 to 30 days, according to psychologists. (A person has to do something consistently for 21 to 30 days before it becomes a habit.)

□ EXERCISE 31. Length of time. (Chart 5-13)

Directions: Work in groups of three. Only Speaker A's book is open.

Speaker A: Complete the sentence with your own words.

Speaker B: Ask a question about Speaker A's sentence, using **how long**.

Speaker C: Answer the question. Give both a short answer and a long answer.

Example: It takes me . . . to . . .

SPEAKER A: It takes me twenty minutes to walk to class from my apartment.

SPEAKER B: How long does it take (Ana) to walk to class from her apartment?

SPEAKER C: Twenty minutes. It takes her twenty minutes to walk to class from her apartment.

1. It took me . . . to get to school today.
2. It usually . . . me . . . to get dressed in the morning.
3. It . . . to fly from . . . to . . .
4. It . . . 45 minutes to an hour to . . .

Switch roles.

Switch roles.

5. It . . . to change the sheets on a bed.
6. It usually takes me . . . to eat . . .
7. It took me . . . this morning.
8. It takes only a few minutes to . . .
9. It . . . to walk from . . . to . . .
10. It takes . . . drive . . .
11. It used to take . . . to . . .
12. In class, it takes us approximately . . . to . . .

5-14 MORE QUESTIONS WITH HOW

| QUESTION | ANSWER | |
|---|--|--|
| (a) How do you spell "coming"? (b) How do you say "yes" in Japanese? (c) How do you say/pronounce this word? | C-O-M-I-N-G. Hai. _____ | To answer (a): Spell the word. To answer (b): Say the word. To answer (c): Pronounce the word. |
| (d) How are you getting along? (e) How are you doing? (f) How's it going? | { Great. Fine. Okay. So-so. | In (d), (e), and (f): How is your life? Is your life okay? Do you have any problems? Note: (f) is also used in greetings: <i>Hi, Bob. How's it going?</i> |
| (g) How do you feel? How are you feeling? | { Terrific! Wonderful! Great! Fine. Okay. So-so. A bit under the weather. Not so good. Terrible!/Lousy./Awful! | The questions in (g) ask about health or about general emotional state. |
| (h) How do you do? | How do you do? | How do you do? is used by both speakers when they are introduced to each other in a somewhat formal situation.* |

*A: *Dr. Erickson, I'd like to introduce you to a friend of mine, Rick Brown. Rick, this is my biology professor, Dr. Erickson.*

B: **How do you do, Mr. Brown?**

C: **How do you do, Dr. Erickson?** *I'm pleased to meet you.*

□ **EXERCISE 32. More questions with HOW. (Chart 5-14)**

Directions: Close your books. Divide into two teams. Ask a student on the other team how to spell the word your teacher says. (Alternatively, work in pairs, switching roles after item 9.)

Example: country

SPEAKER A: How do you spell “country”?

SPEAKER B: C-O-N-T-R-Y

SPEAKER A: No, that isn’t right. The correct spelling is C-O-U-N-T-R-Y. OR
Yes, that’s right.

- | | | |
|-------------|---------------|------------------|
| 1. together | 7. different | 13. beginning |
| 2. purple | 8. foreign | 14. intelligent |
| 3. daughter | 9. studying | 15. writing |
| 4. planned | 10. bought | 16. occasionally |
| 5. rained | 11. people | 17. family |
| 6. neighbor | 12. beautiful | 18. Mississippi |

□ **EXERCISE 33. More questions with HOW. (Chart 5-14)**

Directions: Ask your classmates how to say these words in their native languages.

Example: yes

SPEAKER A: How do you say “yes” in Japanese?

SPEAKER B: Hai.

1. Yes.
2. No.
3. Thank you.
4. I love you.

□ **EXERCISE 34. More questions with HOW. (Chart 5-14)**

Directions: Ask your classmates how to pronounce these words. Work in groups or as a class.

Example:

SPEAKER A: How do you pronounce the number 9?

SPEAKER B: (*Speaker B pronounces the word.*)

SPEAKER A: Good. OR No, I don’t think that’s right.

LIST A. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
beat bit bet bite bait bat but boot boat bought

LIST B. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
zoos Sue’s shoes chews choose chose those toes doze dose

□ EXERCISE 35. Review of HOW. (Charts 5-10 → 5-14)

Directions: Complete the questions.

1. A: How often do you get a haircut?
B: About every six weeks, I think/guess.
2. A: _____ does it take to get a haircut at Bertha's Beauty Boutique?
B: Half an hour.
3. A: _____ is it from the earth to the moon?
B: Approximately 239,000 miles or 385,000 kilometers.
4. A: _____ times a day do you brush your teeth?
B: At least three.
5. A: _____ does a snake shed its skin?
B: From once a year to more than six times a year, depending on the kind of snake.
6. A: _____ is it from your desk to the door?
B: I'd say about four regular steps or two giant steps.
7. A: _____ times does the numeral 9 appear in the numerals from 1 to 100?
B: 20 times.
8. A: _____ does a bird's heart beat?
B: It depends on size. A big bird's heart beats more than 300 times a minute. A small bird like a hummingbird has a normal heart beat of more than 600 beats a minute.
9. A: _____ volcanoes erupt every year?
B: About 50. But that's just on Earth.
10. A: _____ 's it going?
B: Okay, I guess. What about you? What's new with you?
A: Nothin' much.
11. A: Could you carry this box of books for me?
B: I'd like to, but I have a bad back. _____ is it?
A: Pretty heavy. That's okay. I'll ask Jack to carry it.
12. A: You blow on your hands to warm them. You blow on your soup to cool it. Imagine that! Hot and cold from the same mouth. _____ do you explain that?
B: I don't know. _____ do you explain it?



□ EXERCISE 36. Review of HOW. (Charts 5-10 → 5-14)

Directions: Create questions for the given answers. Use **how** in each question.

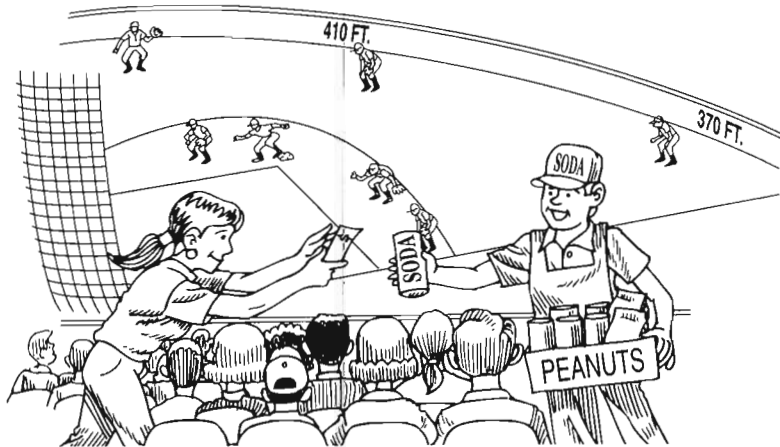
Example: It's very important.
→ How important is good health?

1. Very expensive.
2. I took a taxi.
3. Four hours.
4. He's nineteen.
5. In five minutes.
6. With a knife.
7. Every day.
8. Three blocks.
9. Fine.
10. With two "t"s.
11. It gets below zero.
12. Excellent.

□ EXERCISE 37. Review of questions. (Charts 5-1 → 5-14)

Directions: Complete the dialogue with questions. Use any appropriate question words.
Work in pairs or as a class.

- A: What are you going to do this weekend?
1
- B: I'm going to go to a baseball game.



- A: There are two games this weekend. _____ ?
2
- B: The one on Sunday.

- A: _____
3 yesterday?
- B: No, I didn't. I didn't know there was a game yesterday. _____?
4
- A: Yes, I did, and I really enjoyed it.
- B: _____
5 to the game alone?
- A: No.
- B: _____
6 with you?
- A: Linda Rivera. _____
7 to Sunday's game with?
- B: A guy I work with named Bob Woo. He's a real fan.
- A: _____
8 to the stadium from your apartment?
- B: No, I can't. It's too far.
- A: _____?
9
- B: Six miles.
- A: _____
10 get there?
- B: By bus.
- A: _____
11 get there?
- B: Just twenty minutes.
- A: _____
12 start Sunday?
- B: One o'clock.
- A: I wish I could join you. _____
13 to a baseball game?
- B: About once a month. How about you?
- A: I go to a baseball game as often as I can.
- B: _____
14 to baseball games?
- A: Because it's a wonderful game, and it's so much fun to be there and watch it in person.
- B: _____
15 when you go to a game?
- A: I yell, enjoy the sunshine, eat peanuts, and drink soda.
- B: That's exactly what I do, too!

□ EXERCISE 38. Review of questions. (Charts 5-1 → 5-14)

Directions: Create questions for the given answers.

Example: I'm reading.

SPEAKER A: What are you doing?

SPEAKER B: I'm reading.

1. It means "big."
2. Three days ago.
3. Once a week.
4. Okay.
5. By bus.
6. Mine.
7. Nonfiction.
8. B-E-A-U-T-I-F-U-L.
9. The park.
10. Because I
11. 100 (miles/kilometers).
12. I'm going to study.
13. A bit under the weather.
14. How do you do?
15. Two hours.
16. Six o'clock.
17. Mary.
18. Blue.
19. Cold and wet.
20. The one on the red chair.
21. Chris's.
22. With two "r"s.
23. Andy and Ed.
24. Five blocks.
25. 1989.
26. Biochemistry.
27. Making questions.
28. Saudi Arabia.
In the Middle East.
Oil.
Riyadh.

□ EXERCISE 39. Review of questions. (Charts 5-1 → 5-14)

Directions: Work in pairs. Create dialogues from the given words.

Example: . . . usually get up?

SPEAKER A: What time do you usually get up?

SPEAKER B: 6:30.

1. . . . fruit . . . like best?
 2. . . . is south of . . . ?
 3. . . . times a week do you . . . ?
 4. . . . do tomorrow?
 5. . . . is it from . . . to . . . ?
 6. . . . in this city?
- Switch roles.*
7. . . . is sitting . . . ?
 8. . . . should I . . . ?
 9. . . . do for a living?
 10. . . . spell "happened"?
 11. . . . take to get to . . . from the airport?
 12. . . . getting along in your English classes?

□ EXERCISE 40. Review of questions. (Charts 5-1 → 5-14)

Directions: In small groups (or by yourself), make up questions about some or all of the following topics. What would you like to know about these topics? Share your questions with your classmates. Maybe some of them can answer some of your questions.

Example: tigers

Questions: How long do tigers usually live? Where do they live? What do they eat? Do they kill and eat people? How big is a tiger? Is it bigger than a lion? Can a tiger climb a tree? Do tigers live alone or in groups? How many tigers are there in the world today? How many tigers were there one hundred years ago?

Topics:

- | | |
|--------------------|-----------------------------------|
| 1. world geography | 4. dinosaurs |
| 2. the universe | 5. birds |
| 3. the weather | 6. (a topic of your own choosing) |

5-15 USING HOW ABOUT AND WHAT ABOUT

| | |
|--|---|
| <p>(a) A: We need one more player. B: How about (what about) Jack? Let's ask him if he wants to play.</p> <p>(b) A: What time should we meet? B: How about (what about) three o'clock?</p> | <p>How about and what about have the same meaning and usage. They are used to make suggestions or offers.</p> <p>How about and what about are followed by a noun (or pronoun) or the <i>-ing</i> form of a verb.</p> |
| <p>(c) A: What should we do this afternoon? B: How about going to the zoo?</p> <p>(d) A: What about asking Sally over for dinner next Sunday? B: Okay. Good idea.</p> | <p>Note: How about and what about are frequently used in informal spoken English, but are usually not used in writing.</p> |
| <p>(e) A: I'm tired. How about you? B: Yes, I'm tired too.</p> <p>(f) A: Are you hungry? B: No. What about you? A: I'm a little hungry.</p> | <p>How about you? and What about you? are used to ask a question that refers to the information or question that immediately preceded it. In (e): How about you? = <i>Are you tired?</i> In (f): What about you? = <i>Are you hungry?</i></p> |

□ EXERCISE 41. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Complete the dialogues with your own words.

1. A: What time do you want to meet for dinner ?
 B: How about nine or nine-thirty ?
 A: That's too late for me. How about eight ?
 B: Okay.
2. A: _____ ?
 B: No, Tuesday's not good for me.
 A: Then what about _____ ?
 B: Okay. That's fine.

3. A: There's room in the car for one more person. Do you think _____
would like to go to _____ with us?
B: _____ can't go with us because _____.
A: Then how about _____?
B: _____.
4. A: Do you like fish?
B: Yes, very much. How about _____?
A: Yes, I like fish a lot. In fact, I think I'll order fish for dinner tonight. That sounds
good. What about _____?
B: _____.

□ EXERCISE 42. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Complete the dialogues by using **How about you?** or **What about you?** and an appropriate response.

Example:

SPEAKER A: What are you going to do over vacation?

SPEAKER B: I'm staying here. *What about (How about) you?*

SPEAKER A: *I'm going to Texas to visit my sister.*

1. A: Did you like the movie?
B: It was okay, I guess
A:
2. A: Are you going to the company picnic?
B: I haven't decided yet
A:
3. A: Do you like living in this city?
B: Sort of
A:
4. A: What are you going to have?
B: Well, I'm not really hungry. I think I might have just a salad
A:
5. A: Where are you planning to go to school next year?
B: A small college in California
A:
6. A: Are you married?
B:
A:

□ EXERCISE 43. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Work in pairs.

Speaker A: Read the cue. Your book is open.

Speaker B: Respond by asking a question with **how about** or **what about**. Your book is closed.

Speaker A: Respond to Speaker B's suggestion.

Example:

SPEAKER A: I'm looking for a good book to read. Do you have any suggestions?

SPEAKER B: How about (What about) *Tom Sawyer* by Mark Twain? That's a good book.

SPEAKER A: I've already read it. / Okay. Do you have a copy I could borrow? / Etc.

1. I'm glad we're having dinner together this evening, (. . .). What time should we get together?
2. I can't figure out what to give my sister for her birthday.
3. I'm hungry, but I'm not sure what I want to eat.
4. We have a whole week of vacation. Where should we go?

Switch roles.

5. I need to talk to you on the phone this evening. What time should I call you?
6. Where should we go for dinner tonight?
7. I've already asked (. . .) and (. . .) to my party. Who else should I ask?
8. Some friends are coming to visit me this weekend. They said they wanted to see some of the interesting places in the city. I'm wondering where I should take them.

□ EXERCISE 44. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Work in pairs.

Speaker A: The given questions are conversation openers. Glance at a question quickly, then look up—directly into the eyes of Speaker B—and initiate the conversation. Your book is open.

Speaker B: Answer Speaker A's question. Then ask "How about you?" or "What about you?" to continue the conversation. Your book is closed.

Speaker A: Answer the question. Then continue the conversation by asking related questions.

Example: What kind of books do you like to read?

SPEAKER A: What kind of books do you like to read?

SPEAKER B: Mostly nonfiction. I like books about nature or history. How about you?

SPEAKER A: I like fiction. I read a lot of novels. Mysteries are my favorite. What about you? Do you ever read mysteries?

SPEAKER B: No, not really. But I like to read poetry. How about you? Do you ever read poetry?

SPEAKER A: Etc.

1. How long have you been living in (*this city or country*)?
2. What are you going to do after class today?
3. What kind of movies do you like to watch?

Switch roles.

4. Do you come from a large family?
5. What kind of sports do you enjoy?
6. Do you speak a lot of English outside of class?

5-16 TAG QUESTIONS

| | | |
|--|--|--|
| <p>AFFIRMATIVE (+)</p> <p>(a) You know Bob Wilson,</p> <p>(b) Marie is from Paris,</p> <p>(c) Jerry can play the piano,</p> <p>NEGATIVE (-)</p> <p>(d) You don't know Jack Smith,</p> <p>(e) Marie isn't from Athens,</p> <p>(f) Jerry can't speak Arabic,</p> | <p>NEGATIVE (-)</p> <p>don't you?</p> <p>isn't she?</p> <p>can't he?</p> <p>AFFIRMATIVE (+)</p> <p>do you?</p> <p>is she?</p> <p>can he?</p> | <p>A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question.</p> <p>When the main verb is affirmative, the tag question is negative.</p> <p>When the main verb is negative, the tag question is affirmative.</p> |
| <p>In using a tag question, a speaker gives his idea while asking a question at the same time. In (g) and (h) below: I (the speaker) use a tag question because I expect you (the listener) to tell me that my information or my idea is correct.</p> <p>As with other kinds of questions, a speaker usually uses a rising intonation at the end of a tag question.*</p> | | |
| <p>THE SPEAKER'S IDEA</p> <p>(g) I think that you know Bob Wilson.</p> <p>(h) I think that you don't know Jack Smith.</p> | <p>THE SPEAKER'S QUESTION</p> <p>You know Bob Wilson, don't you?</p> <p>You don't know Jack Smith, do you?</p> | <p>EXPECTED ANSWER</p> <p>Yes, I do.</p> <p>No, I don't.</p> |
| <p>COMPARE</p> <p>(i) A: Do you know Tom Lee? (<i>a yes/no question</i>) B: Yes, I do. OR No, I don't.</p> <p>(j) A: You know Tom Lee, don't you? (<i>a tag question</i>) B: Yes, I do.</p> | <p>In (i): The speaker has no idea. The speaker is simply looking for information.</p> <p>In (j): The speaker believes that the listener knows Tom Lee. The speaker wants to make sure that his idea is correct.</p> | |

*Sometimes a falling intonation is used with tag questions. For example:

- A: It's a beautiful day today, *isn't it?* (*voice falling rather than rising*)
B: Yes, indeed. The weather's perfect.

A speaker uses falling intonation for a tag question when he is making an observation, commenting on something rather than making sure his information is correct. In the example, the speaker is making a comment about the weather to invite conversation.

Other examples: *That was a good movie, wasn't it? Mr. Smith is a good teacher, isn't he? It's really hot today, isn't it?*

□ EXERCISE 45. Tag questions. (Chart 5-16)

Directions: Add tag questions and give the expected answers.

1. A: You are a student, aren't you ?
B: Yes, I am .
2. A: Ahmed came to class yesterday, _____ ?
B: _____ .

3. A: Pedro was in class too, _____?
B: _____.
4. A: Anna will be at the meeting tomorrow, _____?
B: _____.
5. A: You can speak Spanish, _____?
B: _____.
6. A: Our teacher didn't give us a homework assignment, _____?
B: _____.
7. A: You haven't eaten dinner yet, _____?
B: _____.
8. A: All birds lay eggs, _____?
B: _____.

□ **EXERCISE 46. Use of auxiliary verbs in tag questions. (Chart 5-16)**

Directions: Add tag questions.

1. Mr. Adams was born in England, wasn't he ?
2. Flies can fly upside down, _____ ?
3. Po lives with his brother, _____ ?
4. Mike isn't married, _____ ?
5. You would rather have a roommate than live alone, _____ ?
6. Janet has a car, _____ ?
7. She's had her car for several years, _____ ?
8. She has to get a new license plate for her car, _____ ?
9. If you want to get to work on time, you should leave pretty soon, _____ ?
10. Ms. Boxlight will be here tomorrow, _____ ?
11. You didn't forget to finish your homework, _____ ?
12. This is your pen,* _____ ?

*When **this** or **that** is used in the first part of the sentence, **it** is used in the tag question: *This is your book, isn't it?*
When **these** or **those** is used in the first part of the sentence, **they** is used in the tag question: *These are your shoes, aren't they?*

13. That is Ivana's dictionary, _____ ?
14. Those are your gloves, _____ ?
15. The average lifespan of a horse is more than 40 years, _____ ?
And sea turtles can live to be more than 200, _____ ?



□ EXERCISE 47. Tag questions. (Chart 5-16)

Directions: Ask and answer tag questions.

Speaker A: Ask a tag question about someone in the room. Ask the person directly or direct the question to another classmate, as you prefer.

Speaker B: Answer.

Example: You think that someone in this room lives in an apartment.

SPEAKER A: (Maria), you live in an apartment, don't you?

SPEAKER B: Yes, I do. OR No, I don't.

Example: You think that someone in this room doesn't own a car.

SPEAKER A: (Maria), (Ali) doesn't own a car, does he?

SPEAKER B: No, he doesn't. OR Yes, he does. OR I don't know.

You think that someone in this room . . .

1. was in class yesterday.
2. didn't come to class a few days ago.
3. isn't married.
4. is from (*country*).
5. can't speak (*language*).
6. likes to play (*name of a sport*).
7. will be in class tomorrow.
8. can whistle.
9. knows (*name of a person*).
10. has met (*name of a person*).
11. wore jeans to class yesterday.
12. has brown eyes.

□ EXERCISE 48. Summary: creating and roleplaying dialogues. (Chapter 5)

Directions: Work in pairs. Together create a long dialogue for one of the following situations. Present your dialogue to the class. The beginning of the dialogue is given.

1. SITUATION: The dialogue takes place on the telephone.

Speaker A: You are a travel agent.

Speaker B: You want to take a trip.

DIALOGUE: *A: Hello. Worldwide Travel Agency. May I help you?*

B: Yes. I need to make arrangements to go to

A: Etc.

2. SITUATION: The dialogue takes place at a police station.

Speaker A: You are a police officer.

Speaker B: You are the suspect of a crime.

DIALOGUE: *A: Where were you at eleven o'clock on Tuesday night, the 16th of last month?*

B: I'm not sure I remember. Why do you want to know, Officer?

A: Etc.

3. SITUATION: The dialogue takes place in an office.

Speaker A: You are the owner of a small company.

Speaker B: You are interviewing for a job in Speaker A's company.

DIALOGUE: *A: Come in, come in. I'm (. . .). Glad to meet you.*

B: How do you? I'm (. . .). I'm pleased to meet you.

A: Have a seat, (. . .).

B: Thank you.

A: So you're interested in working at (make up the name of a company)?

B: Yes, I am.

A: Etc.



CHAPTER 6

Nouns and Pronouns

CONTENTS

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□ EXERCISE 1. Preview: grammar terms. (Chapter 6)

Directions: This exercise previews grammar terms used in this chapter. Identify the *italicized* word in each sentence as a NOUN, ADJECTIVE, PREPOSITION, or PRONOUN.

- | | | |
|--|------------------|--------------------|
| 1. Eric is wearing a new <i>shirt</i> today. | <i>shirt</i> | <u>noun</u> |
| 2. Algeria is <i>in</i> North Africa. | <i>in</i> | <u>preposition</u> |
| 3. Steve is in Asia. <i>He</i> is traveling. | <i>he</i> | <u>pronoun</u> |
| 4. I'm <i>thirsty</i> . | <i>thirsty</i> | <u>adjective</u> |
| 5. We have class in this <i>room</i> every day. | <i>room</i> | _____ |
| 6. I know my <i>way</i> to Joanna's house. | <i>way</i> | _____ |
| 7. The <i>happy</i> children squealed with joy. | <i>happy</i> | _____ |
| 8. I walked to class <i>with</i> Maria. | <i>with</i> | _____ |
| 9. Hawaii has eight principal <i>islands</i> . | <i>islands</i> | _____ |
| 10. The <i>hungry</i> man stuffed his mouth with rice. | <i>hungry</i> | _____ |
| 11. Tokyo is the capital of <i>Japan</i> . | <i>Japan</i> | _____ |
| 12. Athens is a <i>beautiful</i> city. | <i>beautiful</i> | _____ |
| 13. My history book is <i>under</i> my desk. | <i>under</i> | _____ |
| 14. Do you like classical <i>music</i> ? | <i>music</i> | _____ |
| 15. I can't find my keys. Have you seen <i>them</i> ? | <i>them</i> | _____ |

6-1 PRONUNCIATION OF FINAL *-S/-ES*

Final *-s/-es* has three different pronunciations: /s/, /z/, and /əz/.

| | |
|---|--|
| (a) seats = seat/s/ maps = map/s/ lakes = lake/s/ | /s/ is the sound of “s” in “bus.” Final <i>-s</i> is pronounced /s/ after voiceless sounds. Examples of voiceless* sounds: /t/, /p/, /k/. |
| (b) seeds = seed/z/ stars = star/z/ holes = hole/z/ laws = law/z/ | /z/ is the sound of “z” in “buzz.” Final <i>-s</i> is pronounced /z/ after voiced sounds. Examples of voiced* sounds: /d/, /r/, /l/, /m/, /b/, and all vowel sounds. |
| (c) dishes = dish/əz/ matches = match/əz/ classes = class/əz/ sizes = size/əz/ pages = page/əz/ judges = judge/əz/ | /əz/ adds a whole syllable to a word. Final <i>-s/-es</i> is pronounced /əz/ after <i>-sh, -ch, -s, -z, -ge/-dge</i> sounds. |

*See Chart 2-4, p. 28, for more information about voiceless and voiced sounds.

□ EXERCISE 2. Pronunciation of final *-S/-ES*. (Chart 6-1)

Directions: Write the correct pronunciations and practice saying the words.

- | | | |
|------------------------|----------------------------|-------------------------|
| 1. names = name/ z / | 8. hills = hill/ / | 14. glasses = glass/ / |
| 2. clocks = clock/ s / | 9. cars = car/ / | 15. prices = price/ / |
| 3. eyes = eye/ / | 10. ways = way/ / | 16. prizes = prize/ / |
| 4. heads = head/ / | 11. months = month/ / | 17. faxes = fax/ / |
| 5. boats = boat/ / | 12. eyelashes = eyelash/ / | 18. bridges = bridge/ / |
| 6. ribs = rib/ / | 13. itches = itch/ / | 19. cages = cage/ / |
| 7. lips = lip/ / | | |

□ EXERCISE 3. Preview: plural nouns. (Chart 6-2)

Directions: These sentences have many mistakes in the use of nouns. Underline each noun. Write the correct plural form if necessary. Do not change any of the other words in the sentences.

- | | |
|--|-------------------------------------|
| 1. <u>Chicago</u> has busy ^{streets} street and ^{highways} highway . | 5. Insect don't have nose. |
| 2. Box have six side. | 6. Lamb are the offspring of sheep. |
| 3. Big city have many problem. | 7. Library keep book on shelf. |
| 4. Banana grow in hot, humid area. | 8. Parent support their child. |

9. Indonesia has several active volcano.
10. Baboon are big monkey. They have large head and sharp tooth. They eat leaf, root, insect, and egg.



6-2 PLURAL FORMS OF NOUNS

| SINGULAR | PLURAL | To make most nouns plural, add -s . |
|--|--|---|
| (a) one bird one street one rose | two birds two streets two roses | |
| (b) one dish one match one class one box | two dishes two matches two classes two boxes | Add -es to nouns ending in -sh , -ch , -ss , and -x . |
| (c) one baby one city | two babies two cities | If a noun ends in a consonant + -y , change the y to i and add -es , as in (c). |
| (d) one toy one key | two toys two keys | If -y is preceded by a vowel, add only -s , as in (d). |
| (e) one knife one shelf | two knives two shelves | If a noun ends in -fe or -f , change the ending to -ves . (Exceptions: <i>beliefs, chiefs, roofs, cuffs, cliffs</i> .) |
| (f) one tomato one zop one zero | two tomatoes two zoos two zeroes/zeros | The plural form of nouns that end in -o is sometimes -oes and sometimes -os . -oes : <i>tomatoes, potatoes, heroes, echoes</i> -os : <i>zoos, radios, studios, pianos, solos, sopranos, photos, autos, videos</i> -oes or -os : <i>zeroes/zeros; volcanoes/volcanos, tornadoes/tornados, mosquitoes/mosquitos</i> |
| (g) one child one foot one goose one man one mouse one tooth one woman | two children two feet two geese two men two mice two teeth two women two people | Some nouns have irregular plural forms. (Note: The singular form of <i>people</i> can be <i>person, woman, man, child</i> . For example, one man and one child = two people.) |
| (h) one deer one fish one sheep one offspring one species | two deer two fish two sheep two offspring two species | The plural form of some nouns is the same as the singular form. |
| (i) one bacterium one cactus one crisis one phenomenon | two bacteria two cacti two crises two phenomena | Some nouns that English has borrowed from other languages have foreign plurals. |

□ EXERCISE 4. Plural nouns. (Chart 6-2)

Directions: Write the plural forms of the nouns.

- | | |
|------------------------------------|----------------------------------|
| 1. one potato, two <u>potatoes</u> | 16. a tax, a lot of _____ |
| 2. a library, many _____ | 17. a possibility, several _____ |
| 3. one child, two _____ | 18. a thief, many _____ |
| 4. a leaf, a lot of _____ | 19. a hero, many _____ |
| 5. a wish, many _____ | 20. a goose, a lot of _____ |
| 6. one fish, two _____ | 21. an attorney, a few _____ |
| 7. an opinion, many _____ | 22. a butterfly, several _____ |
| 8. a mouse, several _____ | 23. one category, two _____ |
| 9. a sandwich, some _____ | 24. a mosquito, a lot of _____ |
| 10. a man, many _____ | 25. one sheep, two _____ |
| 11. one woman, two _____ | 26. a wolf, some _____ |
| 12. a flash, three _____ | 27. one stitch, two _____ |
| 13. one tomato, a few _____ | 28. one foot, three _____ |
| 14. one tooth, two _____ | 29. one piano, two _____ |
| 15. one half, two _____ | 30. a belief, many _____ |

6-3 SUBJECTS, VERBS, AND OBJECTS

(a) The ^S *sun* ^V *shines*.
(noun) (verb)

(b) ^S *Plants* ^V *grow*.
(noun) (verb)

(c) ^S *Plants* ^V *need* ^O *water*.
(noun) (verb) (noun)

(d) ^S *Bob* ^V *is reading* ^O a *book*.
(noun) (verb) (noun)

An English sentence has a SUBJECT (S) and a VERB (V).

The SUBJECT is a **noun**. In (a): *sun* is a noun; it is the subject of the verb *shines*.

Sometimes a VERB is followed by an OBJECT (O).

The OBJECT of a verb is a **noun**. In (c): *water* is the object of the verb *need*.

□ EXERCISE 5. Subjects, verbs, and objects. (Chart 6-3)

Directions: Identify the subject (s) and verb (v) of each sentence. Also find the object (o) of the verb if the sentence has an object.

- | | |
|---------------------------------|--|
| 1. The carpenter built a table. | 8. Most birds build nests. |
| 2. Birds fly. | 9. Our guests arrived. |
| 3. Cows eat grass. | 10. Teachers assign homework. |
| 4. My dog barked. | 11. My roommate opened the window. |
| 5. The dog chased the cat. | 12. Jack raised his hand. |
| 6. Steam rises. | 13. Irene is watching her sister's children. |
| 7. Accidents happen. | |



□ EXERCISE 6. Nouns and verbs. (Charts 6-2 and 6-3)

Directions: Some words can be used both as a noun and as a verb. If the word in *italics* is used as a noun, circle **n**. If the word in *italics* is used as a verb, circle **v**. (**n.** = **noun** and **v.** = **verb**)

1. **n.** (v) People *smile* when they're happy.
2. (n) **v.** Mary has a nice *smile* when she's happy.
3. **n.** **v.** Emily does good *work*.
4. **n.** **v.** Emily and Mike *work* at the cafeteria.
5. **n.** **v.** People usually *store* milk in the refrigerator.
6. **n.** **v.** We went to the *store* to buy some milk.
7. **n.** **v.** The child wrote her *name* on the wall with a crayon.
8. **n.** **v.** People often *name* their children after relatives.
9. **n.** **v.** Airplanes *land* on runways at the airport.
10. **n.** **v.** The ship reached *land* after seventeen days at sea.
11. **n.** **v.** I took a *train* from New York to Boston last week.
12. **n.** **v.** I *train* my dogs to sit on command.
13. **n.** **v.** Alex *visits* his aunt every week.
14. **n.** **v.** Alex's aunt enjoys his *visits* every week.

□ **EXERCISE 7. Nouns and verbs. (Charts 6-2 and 6-3)**

Directions: Use each word in **two** different sentences. Use the word as a noun (**n.**) in the first sentence and as a verb (**v.**) in the second sentence. Consult your dictionary if necessary to find out the different uses and meanings of a word.

Example: watch

- n. *I am wearing a **watch**.*
 v. *I **watched** TV after dinner last night.*

- | | | |
|----------|----------|-----------|
| 1. rain | 4. phone | 7. water |
| 2. paint | 5. shop | 8. circle |
| 3. tie | 6. face | 9. fly |

Other common words that are used as both nouns and verbs are listed below. Choose several from the list to make additional sentences. Use your dictionary if necessary.

| | | | |
|----------------|---------|----------|-------|
| center/centre* | garden | question | snow |
| date | mail | rock | star |
| experience | mind | season | tip |
| e-mail | place | sense | trip |
| fear | plant | shape | value |
| fish | promise | smoke | |

6-4 OBJECTS OF PREPOSITIONS

S V O PREP O OF PREP
 (a) Ann put her books **on** the **desk**.
 (noun)

S V PREP O OF PREP
 (b) A leaf fell **to** the **ground**.
 (noun)

Many English sentences have prepositional phrases. In (a): *on the desk* is a prepositional phrase. A prepositional phrase consists of a PREPOSITION (**PREP**) and an OBJECT OF A PREPOSITION (**O OF PREP**). The object of a preposition is a NOUN.

REFERENCE LIST OF PREPOSITIONS

| | | | | |
|----------------|----------------|----------------|-------------------|------------------|
| <i>about</i> | <i>before</i> | <i>despite</i> | <i>of</i> | <i>to</i> |
| <i>above</i> | <i>behind</i> | <i>down</i> | <i>off</i> | <i>toward(s)</i> |
| <i>across</i> | <i>below</i> | <i>during</i> | <i>on</i> | <i>under</i> |
| <i>after</i> | <i>beneath</i> | <i>for</i> | <i>out</i> | <i>until</i> |
| <i>against</i> | <i>beside</i> | <i>from</i> | <i>over</i> | <i>up</i> |
| <i>along</i> | <i>besides</i> | <i>in</i> | <i>since</i> | <i>upon</i> |
| <i>among</i> | <i>between</i> | <i>into</i> | <i>through</i> | <i>with</i> |
| <i>around</i> | <i>beyond</i> | <i>like</i> | <i>throughout</i> | <i>within</i> |
| <i>at</i> | <i>by</i> | <i>near</i> | <i>till</i> | <i>without</i> |

*American English: *center*; British English: *centre*.

□ EXERCISE 8. Subjects, verbs, and objects. (Charts 6-3 and 6-4)

Directions: Identify the subjects, verbs, and objects. Also identify the preposition (**PREP**) and the noun that is used as the object of the preposition (**O OF PREP**).

- S V O PREP O OF PREP
1. Sara saw a picture on the wall.
 2. Sara looked at the pictures.
 3. Emily waited for her friend at a restaurant.
 4. The sun rises in the east.
 5. Sue lost her ring in the sand at the beach.
 6. The moon usually disappears from view during the day.
 7. Eric talked to his friend on the phone for thirty minutes.
 8. Children throughout the world play with dolls.
 9. Astronauts walked on the moon in 1969.
 10. A woman in a blue suit sat beside me until the end of the meeting.

□ EXERCISE 9. Prepositions of place. (Chart 6-4)

Directions: Review prepositions of place* by using the following phrases in sentences. Demonstrate the meaning of the preposition by some action. Work in pairs, in small groups, or as a class.

Example: above my head

→ *I'm holding my hand above my head.* (The speaker demonstrates this action.)

- | | |
|---------------------------------|-------------------------|
| 1. across the room | 11. below the window |
| 2. against the wall | 12. beside my book |
| 3. among my books and papers | 13. near the door |
| 4. between two pages of my book | 14. far from the door |
| 5. around my wrist | 15. off my desk |
| 6. at my desk | 16. out the window |
| 7. on my desk | 17. under my desk |
| 8. in the room | 18. through the door |
| 9. into the room | 19. throughout the room |
| 10. behind me | 20. toward(s) the door |

*Prepositions of place are also called "prepositions of location."

6-5 PREPOSITIONS OF TIME

| | | |
|-----------|--|--|
| IN | (a) Please be on time in <i>the future</i> . (b) I usually watch TV in <i>the evening</i> . (c) I was born in <i>October</i> . (d) I was born in <i>1985</i> . (e) I was born in <i>the twentieth century</i> . (f) The weather is hot in <i>(the) summer</i> . | in + <i>the past, the present, the future*</i> in + <i>the morning, the afternoon, the evening</i> in + $\left\{ \begin{array}{l} \text{a month} \\ \text{a year} \\ \text{a century} \\ \text{a season} \end{array} \right.$ |
| ON | (g) I was born on <i>October 31, 1985</i> . (h) I went to a movie on <i>Thursday</i> . (i) I have class on <i>Thursday morning(s)</i> . | on + a date on + a weekday on + a weekday morning(s), afternoon(s), evening(s) |
| AT | (j) We sleep at night. I was asleep at <i>midnight</i> . (k) I fell asleep at <i>9:30 (nine-thirty)</i> . (l) He's busy at <i>present</i> . Please call again. | at + <i>noon, night, midnight</i> at + "clock time" at + <i>present, the moment, the present time</i> |

*Possible in British English: *in future* (*Please be on time in future.*).

□ EXERCISE 10. Prepositions of time. (Chart 6-5)

Directions: Complete the sentences with **in**, **at**, or **on**. All the sentences contain time expressions.

- We don't know what will happen in the future.
- History is the study of events that occurred _____ the past.
- Newspapers report events that happen _____ the present.
- Last year I was a junior in high school. _____ present, I am a senior in high school.
- I am a student _____ the present time, but I will graduate next month.
- Ms. Walker can't come to the phone right now. She's in a meeting _____ the moment.
- I usually take a walk _____ the morning before I go to work.
- Frank likes to take a nap _____ the afternoon.
- Our family enjoys spending time together _____ the evening.
- Our children always stay home _____ night.
- I ate lunch _____ noon.
- I got home _____ midnight.
- I moved to this city _____ September.
- I moved here _____ 2001.
- I moved here _____ September 2001.
- I moved here _____ September 3.
- I moved here _____ September 3, 2001.

18. I moved here _____ the fall.
 19. I work _____ the morning. _____ the afternoon, I have an English class.
 20. _____ Wednesday, I work all day. _____ Thursday, I have an English class.
 21. _____ Thursday afternoon, I have an English class.
 22. My plane was supposed to leave _____ 7:07 P.M., but it didn't take off until 8:30.

□ **EXERCISE 11. Prepositions of time. (Chart 6-5)**

Directions: Supply the appropriate preposition and create a sentence.

Example: _____ the moment

→ **at the moment**

*We're doing an exercise on prepositions **at the moment**.*

1. _____ the future 7. _____ January 1, 1999
 2. _____ present 8. _____ the twenty-first century
 3. _____ the winter 9. _____ the evening
 4. _____ January 10. _____ night
 5. _____ January 1 11. _____ Saturday morning(s)
 6. _____ 1999 12. _____ six o'clock _____ the morning

6-6 WORD ORDER: PLACE AND TIME

| | |
|---|---|
| <p>S V PLACE TIME (a) Ann moved to Paris in 1998. We went to a movie yesterday.</p> | <p>In a typical English sentence, "place" comes before "time," as in (a). <i>INCORRECT: Ann moved in 1998 to Paris.</i></p> |
| <p>S V O P T (b) We bought a house in Miami in 1995.</p> | <p>S-V-O-P-T = Subject-Verb-Object-Place-Time S-V-O-P-T = a basic English sentence structure.</p> |
| <p>TIME S V PLACE (c) In 1998, Ann moved to Paris. (d) Yesterday we went to a movie.</p> | <p>Expressions of time can also come at the beginning of a sentence, as in (c) and (d). A time phrase at the beginning of a sentence is often followed by a comma, as in (c).</p> |

□ **EXERCISE 12. Word order: place and time. (Chart 6-6)**

Directions: Create sentences from the given words. Add prepositions as necessary.

Example: Bangkok / we / February / went

→ *We went to Bangkok in February.* OR *In February, we went to Bangkok.*

1. his uncle's bakery / Alex / Saturday mornings / works
 2. the evening / often take / the park / a walk / I
 3. arrived / the morning / the airport / my plane / six-thirty

6-7 SUBJECT-VERB AGREEMENT

| | |
|---|--|
| <p>SINGULAR SINGULAR (a) The sun shines.</p> <p>PLURAL PLURAL (b) <i>Birds</i> sing.</p> | <p>A singular subject takes a singular verb, as in (a). A plural subject takes a plural verb, as in (b).</p> <p>Notice: <i>verb</i> + -s = singular (<i>shines</i>) <i>noun</i> + -s = plural (<i>birds</i>)</p> |
| <p>SINGULAR SINGULAR (c) <i>My brother</i> lives in Jakarta.</p> <p>PLURAL PLURAL (d) <i>My brother and sister</i> live in Jakarta.</p> | <p>Two subjects connected by and take a plural verb, as in (d).</p> |
| <p>(e) The glasses over there under the window by the sink are clean.</p> <p>(f) The information in those magazines about Vietnamese culture and customs is very interesting.</p> | <p>Sometimes phrases come between a subject and a verb. These phrases do not affect the agreement of the subject and verb.</p> |
| <p>v s (g) <i>There</i> is a book on the desk.</p> <p>v s (h) <i>There</i> are some books on the desk.</p> | <p>There + be + <i>subject</i> expresses that something exists in a particular place. The verb agrees with the noun that follows be.</p> |
| <p>(i) Every student is sitting down.</p> <p>(j) Everybody/Everyone hopes for peace.</p> | <p>Every is a singular word. It is used with a singular, not plural, noun. <i>INCORRECT: Every students</i> Subjects with every take singular verbs, as in (i) and (j).</p> |
| <p>(k) People in my country are friendly.</p> | <p>People is a plural noun and takes a plural verb.</p> |

□ EXERCISE 13. Subject-verb agreement. (Chart 6-7)

Directions: Underline and identify the subject (s) and the verb (v). Correct errors in agreement.

- s v
1. Earthquakes occurs every day of the year.
2. Candles burn slowly. OK (no error)
3. My mother speak Spanish.
4. My aunt and uncle speak Spanish.
5. Oscar speaks Spanish and English.
6. The students in this class speaks English very well.
7. Every students in my class speak English well.
8. There are five student from Korea in Mr. Brown's class.
9. There's a vacant apartment in my building.

10. Does people in the United States like Chinese food?
11. The people in Brazil speaks Portuguese.
12. There is many different kinds of fish in the ocean.
13. The neighbors in the apartment next to mine is very friendly and helpful.
14. Every students in this room have a grammar book.

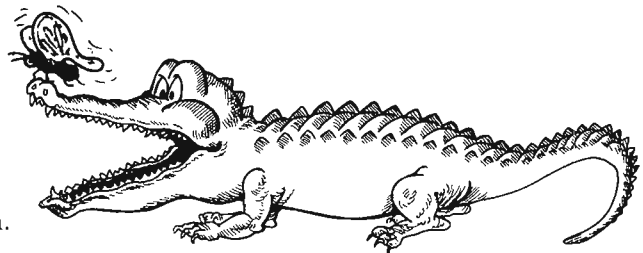
6-8 USING ADJECTIVES TO DESCRIBE NOUNS

| ADJ NOUN | |
|---|--|
| (a) Bob is reading a good book. | Words that describe nouns are called <i>adjectives</i> . In (a): good is an adjective; it describes the book. |
| (b) The tall woman wore a new dress. (c) The short woman wore an old dress. (d) The young woman wore a short dress. | We say that adjectives “modify” nouns. “Modify” means “change a little.” An adjective changes the meaning of a noun by giving more information about it. |
| (e) Roses are beautiful flowers. <i>INCORRECT: Roses are beautifuls flowers.</i> | Adjectives are neither singular nor plural. They do NOT have a plural form. |
| (f) He wore a white shirt. <i>INCORRECT: He wore a shirt white.</i> (g) Roses are beautiful . (h) His shirt was white . | Adjectives usually come immediately before nouns, as in (f). Adjectives can also follow main verb be , as in (g) and (h). |

□ EXERCISE 14. Adjectives. (Chart 6-8)

Directions: Underline and identify the adjectives (ADJ) in the sentences.

1. The students wrote ^{ADJ}long compositions.
2. Deserts are dry.
3. Crocodiles have big teeth.
4. Knives are sharp.
5. Dark places frighten small children.
6. The audience laughed at the funny joke.
7. Sensible people wear comfortable shoes.
8. Steve cleaned the shelves of the refrigerator with soapy water.
9. The local police searched the stolen car for illegal drugs.
10. Before the development of agriculture, primitive people gathered wild plants for food.



□ **EXERCISE 15. Using adjectives with nouns. (Chart 6-8)**

Directions: Add adjectives to the sentences. Choose **two** of the three adjectives in each item to add to the given sentence.

Example: hard, heavy, strong A man lifted the box.
→ *A strong man lifted the heavy box.*

1. *beautiful, safe, red* Roses are flowers.
2. *dark, cold, dry* Rain fell from the clouds.
3. *empty, wet, hot* The waiter poured coffee into my cup.
4. *easy, blue, young* The girl in the dress was looking for a telephone.
5. *quiet, sharp, soft* Annie sleeps on a bed in a room.
6. *fresh, clear, hungry* Mrs. Fox gave the children some fruit.
7. *dirty, modern, delicious* After we finished our dinner, Frank helped me with the dishes.
8. *round, inexperienced, right* When Tom was getting a haircut, the barber accidentally cut Tom's ear with the scissors.

□ **EXERCISE 16. Adjectives and nouns. (Chart 6-8)**

Directions: Don't look at the passage in Part II on the next page. First write the words asked for in Part I. Don't use the same word twice. Then turn the page and use the words to complete Part II.

PART I. Write:

1. an adjective old
2. a name _____
3. a plural noun _____
4. a plural noun _____
5. a singular noun _____
6. an adjective _____
7. an adjective _____
8. a preposition of place _____
9. an adjective _____
10. a plural noun _____

PART II. Write the words on your list in the blanks. Some of your completions might be a little odd and funny. Read your completed passage aloud in a group or to the rest of the class.

One day a/an old girl was walking in the city. Her name was _____ . She was carrying a package for her grandmother. It contained some _____ , some _____ , and a/an _____ , among other things.

As she was walking down the street, a/an _____ thief stole her package. The _____ girl pulled out her cell phone and called the police, who caught the thief _____ a nearby building and returned her package to her. She took it immediately to her _____ grandmother, who was glad to get the package because she really needed some new _____ .

6-9 USING NOUNS AS ADJECTIVES

- (a) I have a **flower** garden.
- (b) The **shoe** store also sells socks.
- (c) *INCORRECT: a flowers garden*
- (d) *INCORRECT: the shoes store*

Sometimes words that are usually used as nouns are used as adjectives. For example, *flower* is usually a noun, but in (a) it is used as an adjective to modify *garden*. When a noun is used as an adjective, it is singular in form, NOT plural.

EXERCISE 17. Using nouns as adjectives. (Chart 6-9)

Directions: Underline and identify the nouns (N). Use a noun in the first sentence as an adjective in the second sentence.

1. This book is about grammar. It's a grammar book*
2. My garden has vegetables. It is a _____ .
3. The program is on television. It's a _____ .
4. The soup has beans. It is _____ .

*When one noun modifies another noun, the spoken stress is usually on the first noun: *a grammar book*.

5. We made plans for our vacation. We made _____.
6. I read a lot of articles in newspapers. I read a lot of _____.
7. The factory makes automobiles. It's an _____.
8. The lesson concerned history. It was a _____.
9. The villages are in the mountains. They are _____.
10. Flags fly from poles. Many government buildings have _____.

□ **EXERCISE 18. Using nouns as adjectives. (Chart 6-9)**

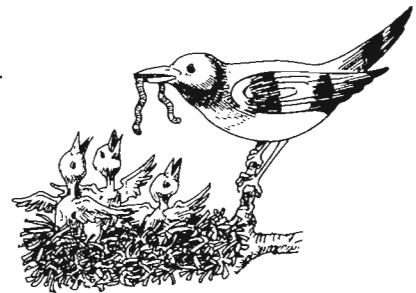
Directions: Add **-s** to the *italicized* nouns if necessary.

1. *Computer*^s cannot think. They need human operators.
2. *Computer* operators are essential in today's business world. OK (no change)
3. *Airplane* allow us to travel to all parts of the world.
4. *Airplane* seats are narrow and uncomfortable.
5. This school has several *language* programs.
6. This school teaches several *language*.
7. *Bicycle* have two tires. *Automobile* have four tires.
8. *Bicycle* tires are considerably smaller and cheaper than *automobile* tires.

□ **EXERCISE 19. Review: nouns. (Charts 6-1 → 6-9)**

Directions: These sentences contain many mistakes in noun usage. Make the nouns PLURAL whenever possible and appropriate. Do not change any other words.

1. Bird^s are interesting.
2. There are around 8,600 kind of bird in the world.
3. Bird hatch from egg. Baby bird stay in their nest for several week or month. Their parent feed them until they can fly.
4. People eat chicken egg. Some animal eat bird egg.



5. Fox and snake are natural enemy of bird. They eat bird and their egg.
6. Some bird eat only seed and plant. Other bird eat mainly insect and earthworm.
7. Weed are unwanted plant. They prevent farm crop or garden flower from growing properly. Bird help farmer by eating weed seed and harmful insect.
8. Rat, rabbit, and mouse can cause huge loss on farm by eating stored crop. Certain big bird like hawk help farmer by hunting these animal.
9. The feather of certain kind of bird are used in pillow and mattress. The soft feather from goose are often used for pillow and quilt. Goose feather are also used in winter jacket.
10. The wing feather from goose were used as pen from the sixth century to the nineteenth century, when steel pen were invented.

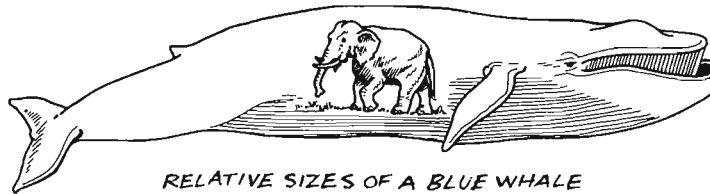


□ **EXERCISE 20. Review: nouns. (Charts 6-1 → 6-9)**

Directions: Find the nouns. Make them plural if necessary.

- (1) ^{Whales}
~~Whale~~ look like fish, but they aren't fish. They are mammal. Mouse, tiger,
- (2) and human being are other example of mammal. Whale are intelligent animal like
- (3) dog and chimpanzee. Even though they live in sea, ocean, and river, whale are
- (4) not fish. Fish lay egg and do not feed their offspring. Mammal give birth to live
- (5) offspring and feed them.
- (6) There are many kind of whale. Most whale are huge creature. The largest
- (7) whale are called blue whale. They can grow to 100 foot (30 meter) in length and
- (8) can weigh 150 ton (135,000 kilogram). Blue whale are much larger than elephant

(9) and larger than any of the now extinct dinosaur. The heart of an adult blue whale



(10) is about the size of a compact car. Its main blood vessel, the aorta, is large

(11) enough for a person to crawl through.

(12) Human being have hunted and killed whale since ancient times. Aside from

(13) people, whale have no natural enemy. Today many people are trying to stop the

(14) the hunting of whale.

6-10 PERSONAL PRONOUNS: SUBJECTS AND OBJECTS

| PERSONAL PRONOUNS | |
|---|---|
| SUBJECT PRONOUNS: | <i>I we you he, she, it they</i> |
| OBJECT PRONOUNS: | <i>me us you him, her, it them</i> |
| (a) ^S Kate is married. ^S She has two children. | A pronoun refers to a noun. In (a): she is a pronoun; it refers to Kate . In (b): her is a pronoun; it refers to Kate . She is a subject pronoun; her is an object pronoun. |
| (b) ^O Kate is my friend. I know ^O her well. | |
| (c) Mike has a new blue bicycle . He bought it yesterday. | A pronoun can refer to a single noun (e.g., <i>Kate</i>) or to a noun phrase. In (c): it refers to the whole noun phrase <i>a new blue bicycle</i> . |
| (d) ^S Eric and ^S I are good friends. | Guidelines for using pronouns following and : If the pronoun is used as part of the subject, use a subject pronoun, as in (d). If it is part of the object, use an object pronoun, as in (e) and (f). <i>INCORRECT: Eric and me are good friends.</i> <i>INCORRECT: Ann met Eric and I at the museum.</i> |
| (e) Ann met ^O Eric and ^O me at the museum. | |
| (f) Ann walked between ^{O of PREP} Eric and ^{O of PREP} me. | |
| SINGULAR PRONOUNS: | <i>I me you he, she, it him, her</i> |
| PLURAL PRONOUNS: | <i>we us you they them</i> |
| (g) Mike is in class. He is taking a test. | Singular = one. Plural = more than one. Singular pronouns refer to singular nouns, plural pronouns to plural nouns, as in the examples. |
| (h) The students are in class. They are taking a test. | |
| (i) Kate and Tom are married. They have two children. | |

□ EXERCISE 21. Personal pronouns: subjects and objects. (Chart 6-10)

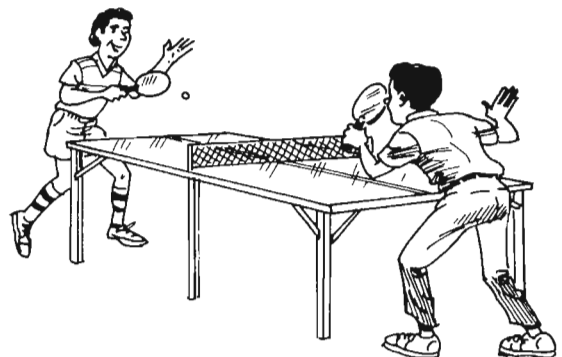
Directions: Circle the correct words in *italics*.

1. Nick ate dinner with *I, (me)*.
2. Nick ate dinner with Betsy and *I, me*.
3. *I, Me* had dinner with Nick last night.
4. Betsy and *I, me* had dinner with Nick last night.
5. Please take this food and give *it, them* to the dog.
6. Please take these food scraps and give *it, them* to the dog.
7. My brother drove Emily and *I, me* to the store. He didn't come in. He waited for *we, us* in the car. *We, Us* hurried.
8. A: I want to get tickets for the soccer game.
B: You'd better get *it, them* right away. *It, They* *is, are* selling fast.
9. Ms. Lee wrote a note on my test paper. *She, Her* wanted to talk to *I, me* after class.
10. Between you and *I, me*, I think Ivan made a bad decision to quit his job.
He, Him and *I, me* see things differently.

□ EXERCISE 22. Personal pronouns. (Chart 6-10)

Directions: Complete the sentences with *she, he, it, her, him, they, or them*.

1. I have a grammar book. It is black.
2. Tom borrowed my books. He returned them yesterday.
3. Susan is wearing some new earrings. _____ look good on _____.
4. Table tennis (also called ping-pong) began in England in the late 1800s. Today _____ is an international sport. My brother and I played _____ a lot when we were teenagers. I beat _____ sometimes, but _____ was a better player and usually won.



5. Don't look directly at the sun. Don't look at _____ directly even if you are wearing sunglasses. The intensity of its light can injure your eyes.
6. Do bees sleep at night? Or do _____ work in the hive all night long? You never see _____ after dark. What do _____ do after night falls?
7. The apples were rotten, so the children didn't eat _____ even though _____ were really hungry.
8. The scent of perfume rises. According to one expert, you should put _____ on the soles of your feet.
9. Even though clean, safe water is fundamental to human health, an estimated 800 million people in the world are still without _____. Unsafe water causes illnesses. _____ contributes to high numbers of deaths in children under five years of age.
10. Magazines are popular. I enjoy reading _____. _____ have news about recent events and discoveries. Recently, I read about "micromachines." _____ are human-made machines that are smaller than a grain of sand. One scientist called _____ "the greatest scientific invention of our time."

6-11 POSSESSIVE NOUNS

| | | |
|--|--|---|
| SINGULAR: (a) I know the student's name. PLURAL: (b) I know the students' names. PLURAL: (c) I know the children's names. | An apostrophe (') and an -s are used with nouns to show possession. | |
| Singular | (d) the student → the student's name my baby → my baby's name a man → a man's name (e) James → James'/James's name | SINGULAR POSSESSIVE NOUN: <i>noun + apostrophe (') + -s</i> A singular noun that ends in -s has two possible possessive forms: <i>James'</i> OR <i>James's</i> . |
| Plural | (f) the students → the students' names my babies → my babies' names (g) men → men's names the children → the children's names | PLURAL POSSESSIVE NOUN: <i>noun + -s + apostrophe (')</i> IRREGULAR PLURAL POSSESSIVE NOUN: <i>noun + apostrophe (') + -s</i> (An irregular plural noun is a plural noun that does not end in -s : <i>children, men, people, women</i> . See Chart 6-2, p. 158.) |
| COMPARE (h) Tom's here. (i) Tom's brother is here. | In (h): Tom's is not a possessive. It is a contraction of <i>Tom is</i> , used in informal writing. In (i): Tom's is a possessive. | |

□ EXERCISE 23. Possessive nouns. (Chart 6-11)

Directions: Use the correct possessive form of the nouns in *italics* to complete the sentences.

1. *student* One student asked several questions. I answered the student's questions.
2. *students* Many students had questions after the lecture. I answered the students' questions.
3. *daughter* We have one child, a girl. Our _____ bedroom is near ours.
4. *daughters* We have two children, both girls. They share a bedroom. Our _____ bedroom is next to ours.
5. *man* Robert is a _____ name.
6. *woman* Heidi is a _____ name.
7. *men* Robert and Thomas are _____ names.
8. *women* Emily and Colette are _____ names.
9. *people* It's important to be sensitive to other _____ feelings.
10. *person* I always look straight into a _____ eyes during a conversation.
11. *earth* The _____ surface is about seventy percent water.
12. *elephant* An _____ skin is gray and wrinkled.
13. *teachers* We have class in this building, but all of the _____ offices are in another building.
14. *teacher* My grammar _____ husband is an engineer.
15. *enemy* Two soldiers, each faceless and nameless to the other, fought to the death on the muddy river bank. At the end, the victor could not help but admire his _____ courage.
16. *enemies* Through the years in public office, he made many political enemies. He made a list of his _____ names so that he could get revenge when he achieved political power.
17. *Chris* Did you add _____ name to the invitation list?

□ EXERCISE 24. Possessive nouns. (Chart 6-11)

Directions: These sentences contain mistakes in the punctuation of possessive nouns. Add apostrophes in the right places.

1. A king 's chair is called a throne.
2. Kings ' chairs are called thrones.

3. Babies toys are often brightly colored.
4. It's important to make sure your babys toys are safe for babies to play with.
5. Someone called, but because of the static on the cell phone, I couldn't understand the callers words.
6. A receptionists job is to write down callers names and take messages.
7. Newspapers aren't interested in yesterdays news. They want to report todays events.
8. Each flight has at least two pilots. The pilots seats are in a small area called the cockpit.
9. Rainforests cover five percent of the earths surface but have fifty percent of the different species of plants.
10. Mosquitoes wings move incredibly fast.
11. A mosquitos wings move about one thousand times per second. Its wing movement is the sound we hear when a mosquito is humming in our ears.
12. Elephants like to roll in mud. The mud protects the animals skin from insects and the sun.
13. When we were walking in the woods, we saw an animals footprints on the muddy path.

□ **EXERCISE 25. Review of nouns + -S/-ES. (Charts 6-1 → 6-11)**

Directions: Add **-s/-es** if necessary. Add apostrophes to possessive nouns as appropriate.

1. ~~Butterfly~~ ^{Butterflies} are beautiful.
2. Nick is ~~David~~ ^{David's} brother.
3. Most leaf are green.
4. My mother apartment is small.
5. Potato are good for us.
6. Do bird have tooth?

7. Tom last name is Miller.
8. Two thief stole Mr. Lee car.
9. Mountain are high, and valley are low.
10. A good toy holds a child interest for a long time.
11. Children toy need to be strong and safe.
12. All of the actor name are listed on page six of your program.
13. Teacher are interested in young people idea.
14. Almost all monkey have opposable thumb on not only their hand but also their foot.

People have thumb only on their hand.

| 6-12 POSSESSIVE PRONOUNS AND ADJECTIVES | | | |
|--|---|---|--|
| <p>This pen belongs to me. (a) It's mine. (b) It is my pen.</p> | <p>(a) and (b) have the same meaning; they both show possession. Mine is a <i>possessive pronoun</i>; my is a <i>possessive adjective</i>.</p> | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>POSSESSIVE PRONOUNS (c) I have mine. (d) You have yours. (e) She has hers. (f) He has his. (g) We have ours. (h) You have yours. (i) They have theirs. (j) _____</p> </td> <td style="width: 50%; vertical-align: top;"> <p>POSSESSIVE ADJECTIVES I have my pen. You have your pen. She has her pen. He has his pen. We have our pens. You have your pen. They have their pens. I have a book. Its cover is black.</p> </td> </tr> </table> | <p>POSSESSIVE PRONOUNS (c) I have mine. (d) You have yours. (e) She has hers. (f) He has his. (g) We have ours. (h) You have yours. (i) They have theirs. (j) _____</p> | <p>POSSESSIVE ADJECTIVES I have my pen. You have your pen. She has her pen. He has his pen. We have our pens. You have your pen. They have their pens. I have a book. Its cover is black.</p> | <p>A possessive pronoun is used alone, without a noun following it.</p> <p>A possessive adjective is used only with a noun following it.</p> <p><i>INCORRECT: I have mine pen.</i> <i>INCORRECT: I have my.</i></p> |
| <p>POSSESSIVE PRONOUNS (c) I have mine. (d) You have yours. (e) She has hers. (f) He has his. (g) We have ours. (h) You have yours. (i) They have theirs. (j) _____</p> | <p>POSSESSIVE ADJECTIVES I have my pen. You have your pen. She has her pen. He has his pen. We have our pens. You have your pen. They have their pens. I have a book. Its cover is black.</p> | | |
| <p>COMPARE its vs. it's: (k) Sue gave me a book. I don't remember its title. (l) Sue gave me a book. It's a novel.</p> | <p>In (k): its (NO apostrophe) is a possessive adjective modifying the noun <i>title</i>.</p> <p>In (l): It's (with an apostrophe) is a contraction of <i>it + is</i>.</p> | | |
| <p>COMPARE their vs. there vs. they're: (m) The students have their books. (n) My books are over there. (o) Where are the students? They're in class.</p> | <p>Their, there, and they're have the same pronunciation, but not the same meaning.</p> <p>their = possessive adjective, as in (m). there = an expression of place, as in (n). they're = <i>they are</i>, as in (o).</p> | | |

□ EXERCISE 26. Possessive pronouns and adjectives. (Chart 6-12)

Directions: Circle the correct words in *italics*.

1. Alice called her, *hers* friend.
2. Tom wrote a letter to *his*, *he's* mother.
3. Children should obey *his*, *their* parents.
4. A: Excuse me. Is this *my*, *mine* dictionary or *your*, *yours*?
B: This one is *my*, *mine*. *Your*, *Yours* is on *your*, *yours* desk.
5. The bird cleaned *its*, *it's* feathers with *its*, *it's* beak.
6. A: What kind of bird is that?
B: *Its*, *It's* a crow.
7. Paula had to drive my car to work.
Hers, *Her* had a flat tire.
8. Julie fell off her bicycle and broke *hers*, *her* arm.
9. Fruit should be a part of *your*, *yours* daily diet.
It, *They* *is*, *are* good for *you*, *your*.
10. a. Adam and Amanda are married. *They*, *Them* live in an apartment building.
b. *Their*, *There*, *They're* apartment is on the fifth floor.
c. We live in the same building. *Our*, *Ours* apartment has one bedroom, but *their*, *theirs* has two.
d. *Their*, *There*, *They're* sitting *their*, *there*, *they're* now because *their*, *there*, *they're* waiting for a phone call from *their*, *there*, *they're* son.
11. Alice is a good friend of *me*, *mine*.*
12. I met a friend of *you*, *yours* yesterday.



*A *friend of* + possessive pronoun (e.g., *a friend of mine*) is a common expression.

6-13 REFLEXIVE PRONOUNS

| | |
|-------------------|--|
| <i>myself</i> | (a) <i>I</i> saw myself in the mirror. |
| <i>yourself</i> | (b) <i>You</i> (one person) saw yourself . |
| <i>herself</i> | (c) <i>She</i> saw herself . |
| <i>himself</i> | (d) <i>He</i> saw himself . |
| <i>itself</i> | (e) <i>It</i> (e.g., the kitten) saw itself . |
| <i>ourselves</i> | (f) <i>We</i> saw ourselves . |
| <i>yourselves</i> | (g) <i>You</i> (plural) saw yourselves . |
| <i>themselves</i> | (h) <i>They</i> saw themselves . |

Reflexive pronouns end in **-self/-selves**. They are used when the subject (e.g., *I*) and the object (e.g., *myself*) are the same person. The action of the verb is pointed back to the subject of the sentence.

INCORRECT: *I saw me in the mirror.*

- (i) *Greg* lives **by himself**.
 (j) *I* sat **by myself** on the park bench.

By + a reflexive pronoun = alone. In (i): *Greg* lives alone, without family or roommates.

- (k) *I* **enjoyed myself** at the fair.

Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below.

COMMON EXPRESSIONS WITH REFLEXIVE PRONOUNS

believe in yourself

help yourself

pinch yourself

teach yourself

blame yourself

hurt yourself

be proud of yourself

tell yourself

cut yourself

give yourself (something)

take care of yourself

work for yourself

enjoy yourself

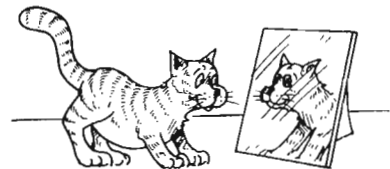
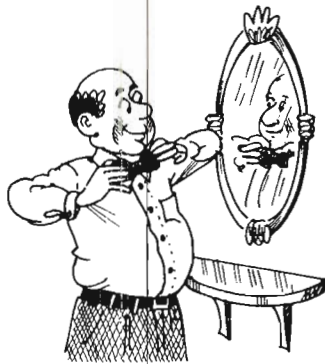
introduce yourself

talk to yourself

wish yourself (luck)

feel sorry for yourself

kill yourself



EXERCISE 27. Reflexive pronouns. (Chart 6-13)

Directions: Using a mirror in the classroom, describe who is looking at whom.

Example: (. . .) holds the mirror and looks into it.

TEACHER: What is Spyros doing?

SPEAKER A: He is looking at **himself** in the mirror.

TEACHER: What are you doing, Spyros?

SPYROS: I am looking at **myself** in the mirror.

TEACHER: Tell Spyros what he is doing.

SPEAKER B: Spyros, you are looking at **yourself** in the mirror

Example: (. . .) and (. . .) hold the mirror and look into it.

TEACHER: What are (Min Sok) and (Ivonne) doing? Etc.

□ EXERCISE 28. Reflexive pronouns. (Chart 6-13)

Directions: Complete the sentences with reflexive pronouns.

1. Are you okay, Heidi? Did you hurt yourself?
2. David was really embarrassed when he had to go to the job interview with a bandage on his face. He had cut _____ while he was shaving.
3. Do you ever talk to _____? Most people talk to _____ sometimes.
4. It is important for all of us to have confidence in our own abilities. We need to believe in _____.
5. Sara is self-employed. She doesn't have a boss. She works for _____.
6. Steve, who is on the wrestling team, wishes _____ good luck before each match.
7. There's plenty of food on the table. Would all of you please simply help _____ to the food?
8. Brian, don't blame _____ for the accident. It wasn't your fault. You did everything you could to avoid it.
9. I couldn't believe my good luck! I had to pinch _____ to make sure I wasn't dreaming.
10. A newborn puppy can't take care of _____.
11. I know Nicole and Paul have had some bad luck, but it's time for them to stop feeling sorry for _____ and get on with their lives.
12. Jane and I ran into someone she knew. I'd never met this person before. I waited for Jane to introduce me, but she forgot her manners. I finally introduced _____ to Jane's friend.

□ EXERCISE 29. Reflexive pronouns. (Chart 6-13)

Directions: Complete the sentences with any appropriate expression from the list in Chart 6-13 and reflexive pronouns. Use any appropriate verb tense.

1. The accident was my fault. I caused it. I was responsible. In other words, I blamed myself for the accident.

2. Be careful with that sharp knife! You _____ if you're not careful.
3. It was the first day of class. I sat next to another student and started a conversation about the class and the classroom. After we had talked for a few minutes, I said, "Hi. My name is Rita Woo." In other words, I _____ to the other student.
4. When I walked into the room, I heard Joe's voice. I looked around, but the only person I saw and heard was Joe. In other words, Joe _____ when I walked into the room.
5. My wife and I have our own business. We don't have a boss. In other words, we _____.
6. Mr. and Mrs. Hall own their own business. No one taught them how to be small business managers. In other words, they _____ everything they needed to know about running a small business.
7. Mr. Baker committed suicide. In other words, he _____.
8. I climbed to the top of the diving tower and walked to the end of the diving board. Before I dived into the pool, I said "Good luck!" to myself. In other words, I _____ luck.
9. Rebecca is home in bed because she has the flu. She's resting and drinking plenty of fluids. She is being careful about her health. In other words, she _____.
10. Sometimes we have problems in our lives. Sometimes we fail. But we shouldn't get discouraged and sad. We need to have faith that we can solve our problems and succeed. If we _____, we can accomplish our goals.
11. When I failed to get the new job, I was sad and depressed. I was full of self-pity. In other words, I _____ because I didn't get the job.
12. In a cafeteria, people walk through a section of the restaurant and pick up their food. They are not served by waiters. In other words, in a cafeteria people _____ to the food they want.

□ EXERCISE 30. Reflexive pronouns. (Chart 6-13)

Directions: Create sentences with reflexive pronouns. Use imaginary situations.

Example: wish myself

→ Last week I took my first lesson in skydiving. Before I jumped out of the airplane, I wished myself good luck.

- | | | |
|-------------------------|---------------------------|--------------------------|
| 1. talk to himself | 5. cut himself | 9. feel sorry for myself |
| 2. hurt myself | 6. wish yourself | 10. introduce herself |
| 3. enjoy themselves | 7. be proud of yourselves | 11. believe in yourself |
| 4. take care of herself | 8. blame ourselves | 12. pinch myself |

6-14 SINGULAR FORMS OF OTHER: ANOTHER vs. THE OTHER

ANOTHER

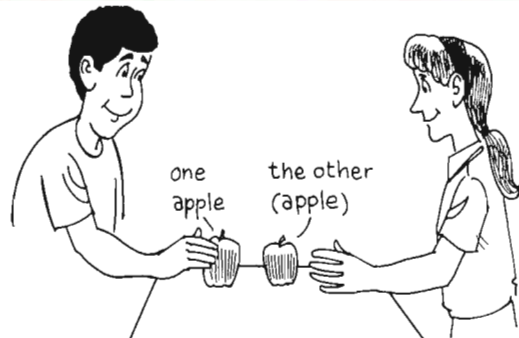


(a) There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat **another** apple. There are many apples to choose from.

Another means “one more out of a group of similar items, one in addition to the one(s) already mentioned.”

Another is a combination of *an* + *other*, written as one word.

THE OTHER



(b) There are two apples on the table. Paul is going to eat one of them. Sara is going to eat **the other** apple.

The other means “the last one in a specific group, the only one that remains from a given number of similar items.”

- (c) Paul ate one apple. Then he ate { **another** apple.
another one.
another.
- (d) Paul ate one apple. Sara ate { **the other** apple.
the other one.
the other.

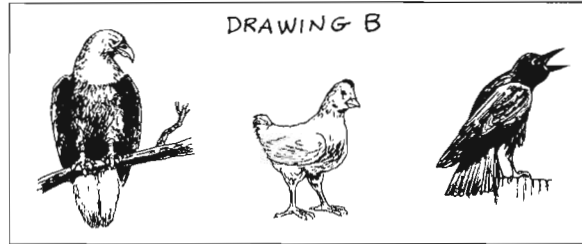
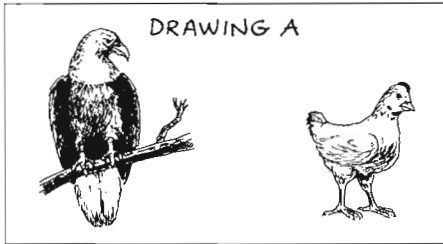
Another and **the other** can be used as adjectives in front of a noun (e.g., *apple*) or in front of the word *one*.

Another and **the other** can also be used alone as pronouns.

□ EXERCISE 31. Singular forms of OTHER. (Chart 6-14)

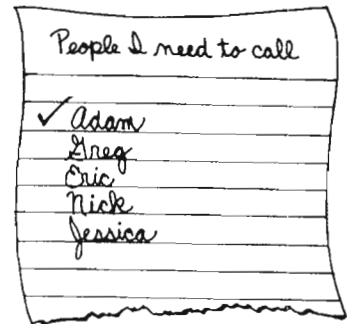
Directions: Complete the sentences with *another* or *the other*.

1. There are two birds in Drawing A. One is an eagle. The other is a chicken.



2. There are three birds in Drawing B. One is an eagle.
 a. _____ one is a chicken.
 b. _____ bird is a crow.
3. There are many kinds of birds in the world. One kind is an eagle.
 a. _____ kind is a chicken.
 b. _____ kind is a crow.
 c. _____ kind is a sea gull.
 d. What is the name of _____ kind of bird in the world?
4. I have two brothers. One is named Nick. _____ is named Matt.

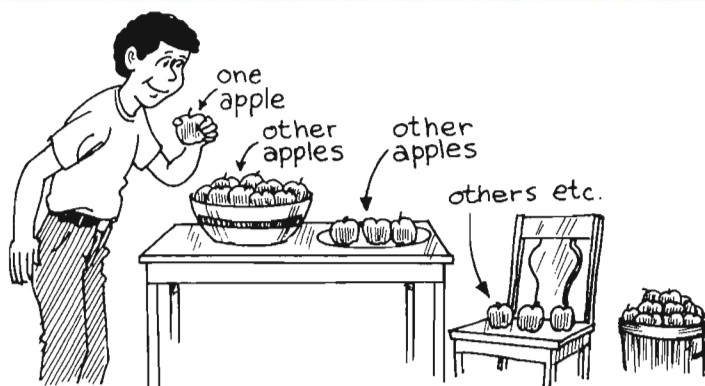
5. There are five names on this list. One is Adam. _____ is Greg.
 _____ is Nick.
 _____ one of the names is Eric.
 _____ name on the list (the last of the five) is Jessica.



6. It rained yesterday, and from the look of those dark clouds, we're going to have _____ rainstorm today.
7. Nicole and Michelle are identical twins. The best way to tell them apart is by looking at their ears. One of them has pierced ears, and _____ doesn't.
8. Of the fifty states in the United States, forty-nine are located on the North American continent. Where is _____ located?
9. France borders on several countries. One is Spain. _____ is Italy.

6-15 PLURAL FORMS OF *OTHER*: *OTHER(S)* vs. *THE OTHER(S)*

OTHER(S)



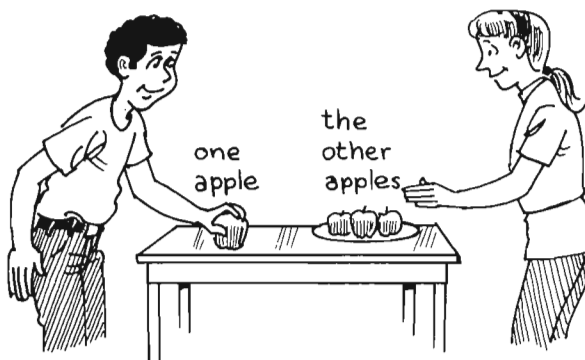
There are many apples in Paul's kitchen. Paul is holding one apple.

- (a) There are **other** *apples* in a bowl.
(adjective) + (noun)
- (b) There are **other** *ones* on a plate.
(adjective) + (ones)
- (c) There are **others** on a chair.
(pronoun)

Other(s) (without *the*) means "several more out of a group of similar items, several in addition to the one(s) already mentioned." The adjective **other** (without an *-s*) can be used with a plural noun (e.g., *apples*) or with the word *ones*.

Others (with an *-s*) is a plural pronoun; it is not used with a noun.
In (c): **others** = **other apples**.

THE OTHER(S)



There are four apples on the table. Paul is going to take one of them.

- (d) Sara is going to take **the other** *apples*.
(adjective) + (noun)
- (e) Sara is going to take **the other** *ones*.
(adjective) + (ones)
- (f) Sara is going to take **the others**.
(pronoun)

The other(s) means "the last ones in a specific group, the remains from a given number of similar items."

The other (without an *-s*) can be used as an adjective in front of a noun or the word *ones*, as in (d) and (e).

The others (with an *-s*) is a plural pronoun; it is not used with a noun.
In (f): **the others** = **the other apples**.

□ EXERCISE 32. Forms of OTHER. (Charts 6-14 and 6-15)

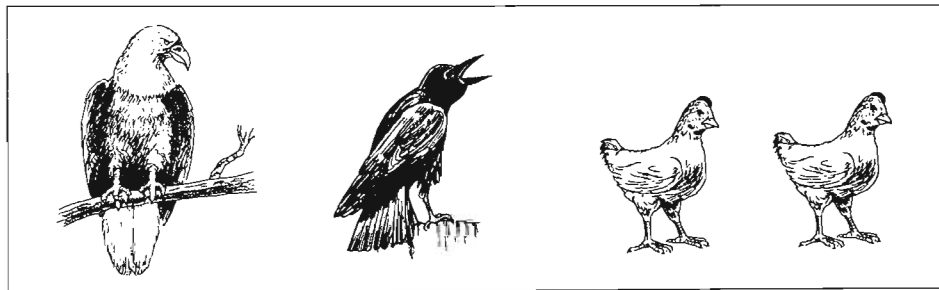
Directions: Perform the following actions.

1. Hold two pens. Use a form of *other* to describe the second pen.
→ *I'm holding two pens. One is mine, and the other belongs to Ahmed.*
2. Hold three pens. Use a form of *other* to describe the second and third pens.
3. Hold up your two hands. One of them is your right hand. Tell us about your left hand, using a form of *other*.
4. Hold up your right hand. One of the five fingers is your thumb. Using forms of *other*, tell us about your index finger (or forefinger), then your middle finger, then your ring finger, and then your little finger, the last of the five fingers on your right hand.
5. Write two names on the board. Use a form of *other* in your description of these names.
6. Write five names on the board and tell us about them, using forms of *other* in your descriptions. Begin with "One of the names on the board is . . ."

□ EXERCISE 33. Plural forms of OTHER. (Chart 6-15)

Directions: Complete the sentences with *other(s)* or *the other(s)*.

1. There are many kinds of animals in the world. The elephant is one kind. Some others are tigers, horses, and whales.
2. There are many kinds of animals in the world. The elephant is one kind. Some _____ kinds are tigers, horses, and whales.
3. There are three colors in the U.S. flag. One of the colors is red. _____ are white and blue.
4. There are three colors in the U.S. flag. One of the colors is red. _____ colors are white and blue.
5. There are four birds in the picture. One is an eagle, and another one is a crow. _____ birds in the picture are chickens.



6. There are four birds in the picture. One is an eagle, and another one is a crow. _____ are chickens.

7. There are four seasons. Spring and summer are two. _____ are fall and winter.
8. Spring and summer are two of the four seasons. _____ seasons are fall and winter.
9. There are many kinds of geometric figures. Some are circles. _____ figures are squares. Still _____ are rectangular.



10. There are four geometric figures in the above drawing. One is a square. _____ figures are a rectangle, a circle, and a triangle.
11. Of the four geometric figures in the drawing, only the circle has curved lines. _____ have straight lines.
12. Birds have different eating habits. Some birds eat insects.
- _____ birds get their food chiefly from plants.
 - _____ eat only fish.
 - _____ hunt small animals like mice and rabbits.
 - _____ birds prefer dead and rotting flesh.
13. A: There were ten questions on the test. Seven of them were easy. _____ three were really hard.
- B: Any question is easy if you know the answer. Seven of the questions were easy for you because you had studied for them. _____ were hard because you hadn't studied for them.
14. Many people like to get up very early in the morning. _____ like to sleep until noon.
15. A: What do you do when you're feeling lonely?
- B: I go someplace where I can be around _____ people. Even if they are strangers, I feel better when there are _____ around me. How about you?
- A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all _____ people who are there with their friends and family, and I start to feel even lonelier. So I try to find _____ things to do to keep myself busy. If I'm busy, I don't feel lonely.

6-16 SUMMARY OF FORMS OF OTHER

| | ADJECTIVE | PRONOUN | Notice that the word <i>others</i> (<i>other</i> + <i>final -s</i>) is used only as a plural pronoun. |
|--------------------|-------------------------------------|-------------------------|---|
| SINGULAR PLURAL | another apple other apples | another others | |
| SINGULAR PLURAL | the other apple the other apples | the other the others | |

□ EXERCISE 34. Forms of OTHER. (Charts 6-12 → 6-16)

Directions: Complete the sentences with correct forms of *other*: **another, other, others, the other, the others.**

- Jake has only two suits, a blue one and a gray one. His wife wants him to buy _____ another one.
- Jake has two suits. One is blue, and _____ is gray.
- Some suits are blue. _____ are gray.
- Some suits have two buttons. _____ suits have three buttons.
- Some people keep dogs as pets. _____ have cats. Still _____ people have fish or birds as pets. Can you name _____ kinds of animals that people keep for pets?
- When I was a kid, I had two pets. One was a black dog. _____ was an orange cat.
- When I walked into the classroom on the first day, the room was empty. I sat down at a desk and wondered if I was in the right room. Soon _____ student came and took a seat. Then a few _____ followed, and the room slowly began to fill.
- My boyfriend gave me a ring. I tried to put it on my ring finger, but it didn't fit. So I had to put it on _____ finger.
- People have two thumbs. One is on the right hand. _____ is on the left hand.
- There are five letters in the word "fresh." One of the letters is a vowel. _____ are consonants.
- Smith is a common last name in English. _____ common names are Johnson, Jones, Miller, Anderson, Moore, and Brown.

□ EXERCISE 35. Forms of OTHER. (Charts 6-12 → 6-16)

Directions: Complete the sentences with your own words. Use a form of **other** in the blank. If you write the completed sentences, underline the forms of **other**.

Example: I have . . . books on my desk. One is . . . , and _____ is/are

→ *I have three books on my desk. One is a grammar book, and the others are my dictionary and a science book.*

1. I have two favorite colors. One is . . . , and _____ is
2. Some students walk to school. _____
3. Ted drank . . . , but he was still thirsty, so . . . _____ one.
4. I speak . . . languages. One is . . . , and _____ is/are
5. Some people . . . , and _____
6. I have . . . sisters, brothers, and/or cousins. One is . . . , and _____ is/are
7. One of my teachers is _____ is/are
8. . . . and . . . are two common names in my country. _____ are
9. . . . of the students in my class are from _____ students are from
10. There are many popular sports in the world. One is _____ is
_____ are

□ EXERCISE 36. Error analysis: summary review of nouns and pronouns. (Chapter 6)

Directions: Correct the errors.

1. The fairy godmother told the boy to make three ^{wishes}~~wish~~.
2. I had some black beans soup for lunch. They were very good.
3. The highways in my country are excellents.
4. My mother and father work in Milan. Their teacher's.
5. Today many womens are miner, pilot, and doctor.
6. My wife likes all kind of flower.
7. We often read story in class and try to understand all the new word. I can't remember all of it.

8. There are two pool at the park. One is for childs. The another is for adults only.
9. My brother has an apple's trees orchard.
10. The windows in our classroom is dirty.
11. In addition to the news about the flood, I heard some others importants news this morning.
12. The population of my hometown in 1975 were about 50,000. Today they are more than 150,000.
13. I don't like my apartment. Its in a bad neighborhood. Is trash on both side of the street. I'm going to move to other neighborhood.
14. Every people needs an education. With a good education, people can improve they're live.
15. Alice when was a child lived in a very little town in the north of Brazil. Today is a very big city with many building and larges highways.



APPENDIX 1

Phrasal Verbs

CONTENTS

- A1-1 Phrasal verbs: introduction
- A1-2 Phrasal verbs: intransitive
- A1-3 Three-word phrasal verbs
- A1-4 Phrasal verbs: a reference list

□ EXERCISE 1. Preview: phrasal verbs. (Appendix 1)

Directions: Complete the sentences with the given words. The words may be used more than once.

away back off on up

1. The children's toys are all over the floor during the day, but before they go to bed, they always **put** their toys away.
2. In the winter, I never go outside without a coat. Before I go out, I always **put** _____ my coat.
3. I took a book from the shelf and then returned it to the exact same place. In other words, when I was finished looking at the book, I **put** it _____ where I found it.
4. Sometimes I postpone doing my homework in the evening and watch TV or talk on the phone instead. I probably should do my homework first, but sometimes I **put** it _____ and do it later.
5. I am not a late sleeper. I **get** _____ early almost every day.
6. I usually take the bus to work. I **get** _____ the bus near my apartment and **get** _____ just a block from my office.
7. We're leaving on May 1. We'll return May 7. As soon as we **get** _____ from our trip on the 7th, we'll call you.
8. When I entered the dark room, I **turned** _____ the lights. When I left, I **turned** them _____ because it's important to save electricity.

A1-1 PHRASAL VERBS: INTRODUCTION

| | |
|---|---|
| <p>(a) We put off our trip. We'll go next month instead of this month. (<i>put off = postpone</i>)</p> <p>(b) Jimmy, put on your coat before you go outdoors. (<i>put on = place clothes on one's body</i>)</p> <p>(c) Someone left the scissors on the table. They didn't belong there. I put them away. (<i>put away = put something in its usual or proper place</i>)</p> <p>(d) After I used the dictionary, I put it back on the shelf. (<i>put back = return something to its original place</i>)</p> | <p>In (a): <i>put off</i> = a phrasal verb. A phrasal verb = a verb and a particle that together have a special meaning. For example, <i>put off</i> means "postpone." A particle = a "small word" (e.g., <i>off, on, away back</i>) that is used in a phrasal verb. Note that the phrasal verbs with <i>put</i> in (a), (b), (c), and (d) all have different meanings.</p> |
| <p style="text-align: center;">SEPARABLE</p> <p>(e) We <i>put off our trip</i>. = (vb + particle + NOUN)</p> <p>(f) We <i>put our trip off</i>. = (vb + NOUN + particle)</p> <p>(g) We <i>put it off</i>. = (vb + PRONOUN + particle)</p> | <p>Some phrasal verbs are separable: a NOUN OBJECT can either</p> <p>(1) follow the particle, as in (e), OR</p> <p>(2) come between (separate) the verb and the particle, as in (f).</p> <p>If a phrasal verb is separable, a PRONOUN OBJECT comes between the verb and the particle, as in (g). <i>INCORRECT: We put off it.</i></p> |
| <p style="text-align: center;">NONSEPARABLE</p> <p>(h) I <i>ran into Bob</i>. = (vb + particle + NOUN)</p> <p>(i) I <i>ran into him</i>. = (vb + particle + PRONOUN)</p> | <p>If a phrasal verb is nonseparable, a NOUN or PRONOUN always follows (never precedes) the particle, as in (h) and (i). <i>INCORRECT: I ran Bob into.</i> <i>INCORRECT: I ran him into.</i></p> |

□ EXERCISE 2. Phrasal verbs: separable vs. nonseparable. (Charts A1-1 and A1-4)

Directions: If the phrasal verb is separable, mark SEPARABLE. If it is not separable, mark NONSEPARABLE.

- | | |
|---|--|
| <p>1. CORRECT: I <i>turned the light on</i>. CORRECT: I <i>turned on the light</i>.</p> | <p><i>turn on</i> = <input checked="" type="checkbox"/> SEPARABLE <input type="checkbox"/> NONSEPARABLE</p> |
| <p>2. CORRECT: I <i>ran into Mary</i>. (INCORRECT: I <i>ran Mary into</i>.)</p> | <p><i>run into</i> = <input type="checkbox"/> SEPARABLE <input checked="" type="checkbox"/> NONSEPARABLE</p> |
| <p>3. CORRECT: Joe <i>looked up the definition</i>. CORRECT: Joe <i>looked the definition up</i>.</p> | <p><i>look up</i> = <input type="checkbox"/> SEPARABLE <input type="checkbox"/> NONSEPARABLE</p> |
| <p>4. CORRECT: I <i>got off the bus</i>. (INCORRECT: I <i>got the bus off</i>.)</p> | <p><i>get off</i> = <input type="checkbox"/> SEPARABLE <input type="checkbox"/> NONSEPARABLE</p> |
| <p>5. CORRECT: I <i>took off my coat</i>. CORRECT: I <i>took my coat off</i>.</p> | <p><i>take off</i> = <input type="checkbox"/> SEPARABLE <input type="checkbox"/> NONSEPARABLE</p> |
| <p>6. CORRECT: I <i>got in the car and left</i>. (INCORRECT: I <i>got the car in and left</i>.)</p> | <p><i>get in</i> = <input type="checkbox"/> SEPARABLE <input type="checkbox"/> NONSEPARABLE</p> |

7. CORRECT: I *figured out* the answer. *figure out* = SEPARABLE
 CORRECT: I *figured* the answer *out*. NONSEPARABLE
8. CORRECT: I *turned* the radio *off*. *turn off* = SEPARABLE
 CORRECT: I *turned off* the radio. NONSEPARABLE

EXERCISE 3. Identifying phrasal verbs. (Chart A1-1)

Directions: Underline the second part of the phrasal verb in each sentence.

1. I *figured* the answer out.
2. The teacher *called* on me in class.
3. I *made* up a story about my childhood.
4. I feel okay now. I *got* over my cold last week.
5. The students *handed* their papers in at the end of the test.
6. I *woke* my roommate up when I got home.
7. I *picked* up a book and started to read.
8. I *turned* the radio on to listen to some music.
9. When I don't know how to spell a word, I *look* it up in the dictionary.
10. I opened the telephone directory and *looked* up the number of a plumber.
11. I *put* my book down and *turned* off the light.

EXERCISE 4. Phrasal verbs: separable vs. nonseparable. (Chart A1-1)

Directions: Complete the sentences with pronouns and particles. If the phrasal verb is separable, circle SEP. If it is nonseparable, circle NONSEP.

1. I *got over* my cold. → I got over it. SEP NONSEP
2. I *made up* the story. → I made it up. SEP NONSEP
3. I *put off* my homework. → I put _____ . SEP NONSEP
4. I *wrote down* the numbers. → I wrote _____ . SEP NONSEP
5. I *ran into* Robert. → I ran _____ . SEP NONSEP
6. I *figured* the answer *out*. → I figured _____ . SEP NONSEP
7. I *took off* my shoes. → I took _____ . SEP NONSEP
8. I *got over* my cold. → I got _____ . SEP NONSEP
9. I *turned off* the lights. → I turned _____ . SEP NONSEP
10. I *threw away* the newspaper. → I threw _____ . SEP NONSEP

| Group A: Phrasal Verbs (separable)* | | |
|-------------------------------------|--|--|
| Verb | Definition | Example |
| figure out | find the solution to a problem | I <i>figured out</i> the answer. |
| hand in | give homework, papers, etc., to a teacher | We <i>handed in</i> our homework. |
| hand out | give something to this person, then to that person, then to another person, etc. | The teacher <i>handed out</i> the test papers. |
| look up | look for information in a dictionary, a telephone directory, an encyclopedia, etc. | I <i>looked</i> a word <i>up</i> in the dictionary. |
| make up | invent (a story) | Children like to <i>make up</i> stories. |
| pick up | lift | Tom <i>picked up</i> the baby. |
| put down | stop holding or carrying | I <i>put down</i> the heavy packages. |
| put off | postpone | We <i>put off</i> our trip until next summer. |
| put on | place clothes on one's body | I <i>put on</i> my coat before I left . |
| take off | remove clothes from one's body | I <i>took off</i> my coat when I arrived . |
| throw away } | put in the trash, discard | I <i>threw away</i> my old notebooks. |
| throw out } | | I <i>threw out</i> my old notebooks. |
| turn off | stop a machine or a light | I <i>turned off</i> the lights and went to bed. |
| turn on | start a machine or a light | I <i>turned on</i> the light so I could read. |
| wake up | stop sleeping | My wife <i>woke me up</i> at six. |
| write down | write a note on a piece of paper | I <i>wrote</i> his phone number <i>down</i> . |

*Appendix I presents phrasal verbs in small groups to be learned and practiced one group at a time. A complete reference list can be found on pp. 449–452.

□ EXERCISE 5. Phrasal verbs. (Group A)

Directions: Complete the sentences with the given particles.

| | | | | | | |
|-------------|-------------|-----------|------------|-----------|------------|-----------|
| <i>away</i> | <i>down</i> | <i>in</i> | <i>off</i> | <i>on</i> | <i>out</i> | <i>up</i> |
|-------------|-------------|-----------|------------|-----------|------------|-----------|

- Before I left home this morning, I put on my coat.
- When I got to class this morning, I took my coat _____.
- The students handed their homework _____.
- Johnny made _____ a story. He didn't tell the truth.
- The weather was bad, so we put _____ the picnic until next week.
- Alice looked a word _____ in her dictionary.
- Alice wrote the definition _____.
- My roommate is messy. He never picks _____ his clothes.
- The teacher handed the test papers _____ at the beginning of the class period.
- A strange noise woke _____ the children in the middle of the night.
- When some friends came to visit, Chris stopped watching TV. He turned the television set _____.
- It was dark when I got home last night, so I turned the lights _____.

13. Peggy finally figured _____ the answer to the arithmetic problem.
14. When I was walking through the airport, my arms got tired. So I put my suitcases _____ for a minute and rested.
15. I threw _____ yesterday's newspaper.

EXERCISE 6. Phrasal verbs. (Group A)

Directions: Complete the sentences with pronouns and particles.

1. A: Did you postpone your trip to Puerto Rico?
B: Yes, we did. We put it off until next summer.
2. A: Is Pat's phone number 322-4454 or 322-4455?
B: I don't remember. You'd better look _____. The telephone directory is in the kitchen.
3. A: Is Mary asleep?
B: Yes. I'd better wake _____. She has a class at nine.
4. A: Do you want to keep these newspapers?
B: No. Throw _____.
5. A: I'm hot. This sweater is too heavy.
B: Why don't you take _____?
6. A: Is that story true?
B: No. I made _____.
7. A: When does the teacher want our compositions?
B: We have to hand _____ tomorrow.
8. A: I made an appointment with Dr. Armstrong for three o'clock next Thursday.
B: You'd better write _____ so you won't forget.
9. A: Do you know the answer to this problem?
B: No. I can't figure _____.
10. A: Johnny, you're too heavy for me to carry. I have to put _____.
B: Okay, Mommy.
11. A: Oh, dear. I dropped my pen. Could you pick _____ for me?
B: Sure.
12. A: How does this tape recorder work?
B: Push this button to turn _____, and push that button to turn _____.
13. A: I have some papers for the class. Ali, would you please hand _____ for me?
B: I'd be happy to.
14. A: Timmy, here's your hat. Put _____ before you go out. It's cold outside.
B: Okay, Dad.

Group B: Phrasal Verbs (nonseparable)

| Verb | Definition | Example |
|----------------------|------------------------------------|--|
| call on | ask (someone) to speak in class | The teacher <i>called on</i> Ali. |
| come from | originate | Where do these bananas <i>come from</i> ? |
| get over | recover from an illness or a shock | Sue <i>got over</i> her cold and returned to work. |
| get off | leave | I <i>got off</i> the bus at Maple Street. |
| get on | enter | I <i>got on</i> the bus at Pine Street. |
| get in | enter | I <i>got in</i> the taxi at the airport. |
| get out of | leave | I <i>got out of</i> the taxi at the hotel. |
| look into | investigate | Someone needs to <i>look into</i> this problem. |
| run into | meet by chance | I <i>ran into</i> Peter at the market. |

□ EXERCISE 7. Phrasal verbs. (Group B)

Directions: Complete the sentences with particles.

- When I raised my hand in class, the teacher called on me.
- While I was walking down the street, I ran an old friend.
- Fred feels okay today. He got his cold.
- Last week I flew from Chicago to Miami. I got the plane in Chicago. I got the plane in Miami.
- Sally took a taxi to the airport. She got the taxi in front of her apartment building. She got the taxi at the airport.
- I take the bus to school every day. I get the bus at the corner of First Street and Sunset Boulevard. I get the bus just a block away from the classroom building.
- Mr. Zabidi will look renting a car for his weekend trip.
- Where do snow leopards come ?

□ EXERCISE 8. Review: phrasal verbs. (Groups A and B)

Directions: Complete the sentences with particles and pronouns.

- I had the flu, but I got over it a couple of days ago.
- I was wearing gloves. I took before I shook hands with Mr. Lee.
- Stacy needed to find the date India became independent. She looked on the computer and wrote in her notebook.
- I tried to solve the math problem, but I couldn't figure .
- It looked like rain, so I got my raincoat from the closet and put before I left the apartment.
- A: Have you seen Dan this morning?
B: Not this morning. I ran at the movie last night.

7. A: Why do you look so worried?
 B: I don't have my homework. My mother threw _____ with the trash this morning. If Ms. Anthony calls _____ in class to answer homework questions, I'll have to tell her what happened.
 A: She'll never believe your story. She'll think you made _____.
8. A: Miss Smith, our supply room is out of pencils again. Why are we always running out of pencils? What is the problem?
 B: I don't know, sir. I'll look _____ right away.

□ **EXERCISE 9. Review: phrasal verbs. (Groups A and B)**

Directions: Work in pairs.

Speaker A: Read the cue. Your book is open.

Speaker B: Finish Speaker A's sentence. Your book is closed.

Example:

SPEAKER A (*book open*): Yesterday I cleaned my closet. I found an old pair of shoes that I don't wear anymore. I didn't keep the shoes. I threw

SPEAKER B (*book closed*): . . . them away/out.

1. The teacher gave us some important information in class yesterday. I didn't want to forget it, so I wrote
2. When I raised my hand in class, the teacher called
3. I was carrying a suitcase, but it was too heavy, so I put
4. I didn't know the meaning of a word, so I looked
5. I haven't finished my work. I'll do it later. I'm going to put
6. The lights were off in the dark room, so I turned
7. (. . .) isn't wearing his/her hat right now. When s/he got to class, s/he took
8. My pen just fell on the floor. Could you please pick . . . ?

Switch roles.

9. I saw (. . .) at a concert last night. I was surprised when I ran
10. When you finish using a stove, you should always be careful to turn
11. When I finished my test, I handed
12. Is (. . .) sleeping?! Would you please wake . . . ?
13. What's the answer to this problem? Have you figured . . . ?
14. I don't need this piece of paper anymore. I'm going to throw
15. I had the flu last week, but now I'm okay. I got
16. I told a story that wasn't true. I made

Switch roles.

17. Name some means of transportation that you get on.
18. Name some that you get in.
19. Name some that you get off.

Switch roles.

20. Name some that you get out of.
21. Name some things that you turn on.
22. Name some things that you turn off.

| Group C: Phrasal Verbs (separable) | | |
|------------------------------------|--|--|
| Verb | Definition | Example |
| ask out | ask (someone) to go on a date | Tom <i>asked</i> Mary <i>out</i> . They went to a movie. |
| call back | return a telephone call | I'll <i>call</i> you <i>back</i> tomorrow. |
| call off | cancel | We <i>called off</i> the picnic due to bad weather. |
| call up | make a telephone call | I <i>called up</i> my friend in New York. |
| give back | return something to someone | I borrowed Al's pen, then I <i>gave</i> it <i>back</i> . |
| hang up | hang on a hanger or a hook | I <i>hung</i> my coat <i>up</i> in the closet. |
| pay back | return borrowed money to someone | Thanks for the loan. I'll <i>pay</i> you <i>back</i> soon. |
| put away | put something in its usual or proper place | I <i>put</i> the clean dishes <i>away</i> . |
| put back | return something to its original place | I <i>put</i> my papers <i>back</i> into my briefcase. |
| put out | extinguish (stop) a fire, a cigarette | We <i>put out</i> the campfire before we left. |
| shut off | stop a machine or light, turn off | I <i>shut off</i> my printer before I left the office. |
| try on | put on clothing to see if it fits | I <i>tried on</i> several pairs of shoes. |
| turn down | decrease the volume | Sue <i>turned down</i> the music. It was too loud. |
| turn up | increase the volume | Al <i>turned up</i> the radio. He likes loud music. |

□ EXERCISE 10. Phrasal verbs. (Group C)

Directions: Complete the sentences with pronouns and particles.

1. A: Could you lend me a couple of bucks?
B: Sure.
A: Thanks. I'll pay you back tomorrow.
2. A: The radio is too loud. Could you please turn _____?
B: Sure.
3. A: I can't hear the TV. Could you please turn _____?
B: I'd be glad to.
4. A: Have you heard from Jack lately?
B: No. I think I'll call _____ tonight and see how he is.*
5. A: Someone's at the door. Can I call _____?
B: Sure.
6. A: Where's my coat?
B: I hung _____.

*There is no difference in meaning between *I'll call him tonight* and *I'll call him up tonight*.

7. A: Did you leave the water on?
 B: No. I shut _____ when I finished washing my hands.
8. A: May I borrow your calculator? I'll give _____ to you tomorrow.
 B: Sure. Keep it as long as you need it.
9. A: You can't smoke that cigarette in the auditorium. You'd better put
 _____ before we go in.
 B: Okay.
10. A: Do you have any plans for Saturday night?
 B: Yes. I have a date. Jim Olsen asked _____.
11. A: Did you take my eraser off my desk?
 B: Yes, but I put _____ on your desk when I was finished.
 A: Oh? It's not here.
 B: Look under your notebook.
 A: Ah. There it is. Thanks.
12. A: Your toys are all over the floor, kids. Before you go to bed, be sure to
 put _____.
 B: Okay, Daddy.
13. A: Did you go to Kathy's party last night?
 B: She didn't have the party. She called _____.
14. A: This is a nice-looking coat. Why don't you try _____?
 B: How much does it cost?
15. A: That's Annie's toy, Tommy. Give _____ to her.
 B: No!

□ **EXERCISE 11. Review: phrasal verbs. (Groups A, B, and C)**

Directions: Complete the sentences with pronouns and particles. Work in pairs, in groups, or as a class.

Example:

SPEAKER A (*book open*): I wanted to be sure to remember (Anna)'s phone number, so I wrote

SPEAKER B (*book closed*): . . . it down.

1. I can't hear the tape. Could you please turn . . . ?
2. I dropped my book. Could you please pick . . . ?
3. This is a hard problem. I can't figure
4. I bought these shoes a few days ago. Before I bought them, I tried
5. Where's your homework? Did you hand . . . ?
6. (. . .) asked (. . .) to go to a movie with him. He asked
7. We postponed the picnic. We put
8. I didn't know the meaning of a word, so I looked

9. We don't need that light. Would you please turn . . . ?
 10. My coat was too warm to wear inside, so I took
- (Switch roles if working in pairs.)
11. That music is too loud. Could you please turn . . . ?
 12. These papers are for the class. Could you please hand . . . ?
 13. (. . .) was going to have a party, but s/he canceled it. S/he called
 14. My coat is in the closet. I hung
 15. The story I told wasn't true. I made
 16. I was cold. So I reached for my sweater and put
 17. (. . .) fell asleep in class, so I woke
 18. I was finished with the tools, so I put
 19. I don't need these papers, so I'm going to throw
 20. Let's listen to the radio. Would you please turn . . . ?

Group D: Phrasal Verbs (separable)

| Verb | Definition | Example |
|--------------------------------|---|---|
| cross out | draw a line through | I <i>crossed out</i> the misspelled word. |
| fill in | complete by writing in a blank space | We <i>fill in</i> blanks in grammar exercises. |
| fill out | write information on a form | I <i>filled out</i> a job application. |
| fill up | fill completely with gas, water, coffee, etc. | We <i>filled up</i> the gas tank. |
| find out | discover information | I <i>found out</i> where he lives. |
| have on | wear | She <i>has</i> a blue blouse <i>on</i> . |
| look over | examine carefully | <i>Look over</i> your paper for errors before you hand it in. |
| point out | call attention to | The teacher <i>pointed out</i> a misspelling. |
| print out | create a paper copy from a computer | I finished the letter and <i>printed it out</i> . |
| tear down | destroy a building | They <i>tore down</i> the old house and built a new one. |
| tear out (of) | remove (paper) by tearing | I <i>tore</i> a page <i>out of</i> a magazine. |
| tear up | tear into small pieces | I <i>tore up</i> the secret note. |
| turn around } | change to the opposite direction | After a mile, we <i>turned around/back</i> . |
| turn back } | | |
| turn over | turn the top side to the bottom | I <i>turned</i> the paper <i>over</i> and wrote on the back. |

EXERCISE 12. Phrasal verbs. (Group D)
 Directions: Complete the phrasal verbs.

1. There was no name on the front of the paper, so I turned it over and looked on the back.
2. My wife pointed _____ an interesting article in the newspaper.

3. Before you submit the job application, look it _____ carefully to make sure you've filled it _____ correctly.
4. A: Good news! I've been accepted at the University of Florida.
B: Great. When did you find _____?
A: I got a letter in the mail today.
5. A: My roommate moved last week. Before he left, he filled _____ a change-of-address card at the post office, but I'm still getting some of his mail. What should I do?
B: Cross _____ the old address on a letter and write in his new one. Also write "please forward" on the letter. You don't have to use another stamp.
6. How much does it cost to fill _____ your gas tank?
7. We're doing an exercise. We're filling _____ blanks with prepositions.
8. When I went to Dr. Green's office for the first time, I had to fill _____ a long form about my health history.
9. I made a mistake on the check I was writing, so I tore it _____ and wrote another.
10. An old building was in the way of the new highway through the city, so they tore the old building _____.
11. Sam has his new suit _____ today. He looks very handsome.
12. My employer asked for the latest sales figures, so I went to my computer and quickly printed _____ a new report.
13. I think we're going in the wrong direction. Let's turn _____.

□ EXERCISE 13. Phrasal verbs. (Group D)

Directions: Work in pairs, in groups, or as a class.

Example:

SPEAKER A (*book open*): When your cup is empty, you fill it

SPEAKER B (*book closed*): . . . up.

1. I made a mistake, so I crossed it
2. When you read your composition carefully for mistakes, you look it
3. When you're done writing something on the computer and you want a hard copy, you print it
4. You look in reference books when you want to find something
5. If you want to remove a page from your notebook, you tear it
6. If you destroy an old building, you tear it
7. If you tear something into many small pieces, you tear it

(Switch roles if working in pairs.)

8. If you want to see the back of a piece of paper, you turn it
9. If you discover you are walking in the wrong direction, you turn
10. If you put water in a glass to the very top, you fill it

11. If you give information on an application form, you fill it
12. When you write words in a blank, you fill the blank
13. When you're wearing something, we say that you have it
14. When there's something the teacher wants to make sure we notice, she points it

| Group E: Phrasal Verbs (separable) | | |
|------------------------------------|--|--|
| Verb | Definition | Example |
| blow out | extinguish (a match, a candle) | He <i>blew</i> the candles <i>out</i> . |
| bring back | return | She <i>brought</i> my books <i>back</i> to me. |
| bring up | (1) raise (children) (2) mention, start to talk about | The Lees <i>brought up</i> six children. He <i>brought</i> the news <i>up</i> in conversation. |
| cheer up | make happier | The good news <i>cheered</i> me <i>up</i> . |
| clean up | make neat and clean | I <i>cleaned up</i> my apartment. |
| give away | donate, get rid of by giving | I didn't sell my old bike. I <i>gave</i> it <i>away</i> . |
| help out | assist (someone) | Could you please <i>help</i> me <i>out</i> ? |
| lay off | stop employment | The company <i>laid off</i> 100 workers. |
| leave on | (1) not turn off (a light, a machine) (2) not take off (clothing) | Please <i>leave</i> the light <i>on</i> . I <i>left</i> my coat <i>on</i> at the movie theater. |
| take back | return | She <i>took</i> a book <i>back</i> to the library. |
| take out | invite out and pay | He <i>took</i> Mary <i>out</i> . They went to a movie. |
| talk over | discuss | We <i>talked</i> the problem <i>over</i> . |
| think over | consider | I <i>thought</i> the problem <i>over</i> . |
| work out | solve | We <i>worked</i> the problem <i>out</i> . |

EXERCISE 14. Phrasal verbs. (Group E)

Directions: Complete the sentences.

1. When I am sad, my friends can always cheer me up.
2. These are bad economic times. Businesses are laying _____ hundreds of workers.
3. After I lit the candles, I blew _____ the match.
4. Jack and Ann are having some problems in their marriage, but they are trying hard to work them _____.
5. When they have a problem, they always try to talk it _____ to make sure they are communicating with each other.
6. A: I'm leaving. Should I turn the TV off?
B: No. Please leave it _____.
7. Saturday night I took my parents _____ to a fancy restaurant.
8. After dinner, Michael helped me clean _____ the kitchen.
9. I was brought _____ in the South.
10. You're welcome to borrow my tools, but when you finish, please be sure to bring them _____.

11. Don't forget to take the video _____ to the store today.
12. I didn't take off my hat when I came inside. I left it _____.
13. I hate to bring this problem _____, but we need to talk about it.
14. A: Are you going to accept the job offer?
B: I don't know. I'm still thinking it _____.
15. I can't sell this old sofa. I guess I'll give it _____. Someone will be able to use it.
16. My parents usually help me _____ with a little money when I'm having trouble paying my bills.

□ EXERCISE 15. Phrasal verbs. (Group E)

Directions: Work in pairs, in groups, or as a class.

Example:

SPEAKER A (*book open*): If I am sad, you will try to cheer me

SPEAKER B (*book closed*): . . . up.

1. You need to return that book to the library. You need to take it
2. I lost my job. The company I'm working for laid me
3. If you don't need the light from a candle anymore, you blow it
4. If we need to discuss something, we need to talk it
5. You walked into a cold building. Instead of taking your coat off, you left it
6. If you give your old clothes to charity, you give them
7. When we have a problem to solve, we need to work it
8. If I lend you something, I want you to return it to me. I want you to bring it

(Switch roles if working in pairs.)

9. Parents feed, educate, and love their children. They bring their children
10. When I finish using my computer, I don't turn it off each time. Instead, I often leave it
11. Someone offered you a job. Before you give an answer, you need some time to think it
12. When you take guests to a restaurant and pay the bill, you take them
13. If you introduce a topic into a conversation, you bring it
14. If you make a mess, you need to clean it
15. You rented a video. When you were finished with it, you took it
16. When friends need our assistance, we offer to help them

A1-2 PHRASAL VERBS: INTRANSITIVE

- (a) The machine *broke down*.
- (b) Please *come in*.
- (c) I *fell down*.

Some phrasal verbs are intransitive; i.e., they are not followed by an object.

Group F: Phrasal Verbs (intransitive)

| Verb | Definition | Example |
|--------------------------------|-------------------------------------|--|
| break down | stop functioning properly | My car <i>broke down</i> on the highway. |
| break out | happen suddenly | War <i>broke out</i> between the two countries. |
| break up | separate, end a relationship | Ann and Tom <i>broke up</i> . |
| come in | enter a room or building | May I <i>come in</i> ? |
| dress up | put on nice clothes | People usually <i>dress up</i> for weddings. |
| eat out | eat outside of one's home | Would you like to <i>eat out</i> tonight? |
| fall down | fall to the ground | I <i>fell down</i> and hurt myself. |
| get up | get out of bed in the morning | What time did you <i>get up</i> this morning? |
| give up | quit doing something or quit trying | I can't do it. I <i>give up</i> . |
| go on | continue | Let's not stop. Let's <i>go on</i> . |
| go out | not stay home | Jane <i>went out</i> with her friends last night. |
| grow up | become an adult | Jack <i>grew up</i> in Sweden. |
| hang up | end a telephone conversation | When we finished talking, I <i>hung up</i> . |
| move in (to) | start living in a new home | Some people <i>moved in</i> next door to me. |
| move out (of) | stop living at a place | My roommate is <i>moving out</i> . |
| show up | come, appear | Jack <i>showed up</i> late for the meeting. |
| sit back | put one's back against a chair back | <i>Sit back</i> and relax. I'll get you a drink. |
| sit down | go from standing to sitting | Please <i>sit down</i> . |
| speak up | speak louder | I can't hear you. You'll have to <i>speak up</i> . |
| stand up | go from sitting to standing | I <i>stood up</i> and walked to the door. |
| start over | begin again | I lost count, so I <i>started over</i> . |
| stay up | not go to bed | I <i>stayed up</i> late last night. |
| take off | ascend in an airplane | The plane <i>took off</i> 30 minutes late. |

□ EXERCISE 16. Phrasal verbs. (Group F)

Directions: Complete the sentences.

1. A: Are you comfortable?
B: Yes. This is a very comfortable chair.
A: Good. Now just sit back and take it easy. There's nothing to worry about.
2. A: I'm exhausted. I can't go _____. I have to stop and rest.
B: Let's sit in the shade of that tree. I'll get you some water.
3. A: I don't feel like cooking tonight. Let's eat _____.
B: Okay. Where do you want to go?
4. A: Are you going to get dressed _____ for the symphony tonight?
B: Yes. I think so. You?
5. A: What time do you usually get _____ in the morning?
B: Around seven.

6. A: Knock, knock. Hello? Is anyone here? Professor Cook?
 B: Ah, Miss Sweeney. Hello. Come _____, come _____. Here, have a seat.
 Please sit _____.
7. A: I couldn't print out my composition.
 B: Why not?
 A: My printer broke _____.
8. A: Are you going to bed soon?
 B: No. I think I'll stay _____ for a while and read.
9. A: When I saw a pregnant woman on the crowded bus, I stood _____ and gave her my seat.
 B: Good for you. That's very considerate.
10. A: I don't feel like staying home. Let's go _____ this evening. I'm bored.
 B: How about going to a movie?
 A: Great! Let's go!
11. A: A riot broke _____ after the soccer finals.
 B: I find it hard to believe that people riot over a sports event.
12. A: Are you all right? What happened?
 B: I tripped on the rug and fell _____.
 A: Let me help you up.
13. A: Shall we begin the meeting without Ms. Lane?
 B: Yes. She'll probably show _____ soon, but we can begin without her.
14. A: When are Bill and Gloria getting married?
 B: They're not. They broke _____.
15. A: Don't forget that Grandma is a little hard of hearing.
 B: I won't. I'll be sure to speak _____ when I'm talking to her.
16. There's an empty apartment next to mine. My neighbors moved _____. Why don't you move _____? It'd be fun to live next door to each other.
17. A: It's been fun talking to you, but I need to hang _____ now.
 B: Okay. Let's talk again tomorrow.
18. I can't solve this math problem. I give _____.
19. Dan had trouble figuring out what to say in his letter to his girlfriend. He had to start _____ three times.
20. My flight was supposed to leave at 6:30, but the plane didn't take _____ until nearly 8:00.

□ **EXERCISE 17. Phrasal verbs. (Group F)**

Directions: Work in pairs, in groups, or as a class.

Example:

SPEAKER A (*book open*): Don't stop. I'm enjoying your story. Please go

SPEAKER B (*book closed*): . . . on.

1. If I'm sitting and then get to my feet, I stand
2. If you don't feel like staying at home, you go
3. When you put on nice clothes for a special affair, you dress
4. If you're not tired at night, instead of going to bed you stay
5. When you play soccer, sometimes you fall
6. When a fax machine stops working, you say that it broke
7. You walk to a chair, and then you sit

Switch roles.

8. If you relax into the chair, you sit
9. If two people end a relationship, they break
10. After you stop sleeping in the morning, you get
11. If you continue to do something and don't stop, you go
12. If a war begins, you say that it broke
13. If I invite you to enter my house, I say, "Please come"
14. If you eat at a restaurant instead of at home, you eat
15. If you ask someone to speak more loudly, you ask them to speak
16. When someone arrives for a meeting, you say that he or she shows
17. When you decide a problem is impossible to solve, you give
18. An airplane increases its speed on the runway, and then it takes

A1-3 THREE-WORD PHRASAL VERBS

| | |
|---|--|
| | Some two-word verbs (e.g., drop in) can become three-word verbs (e.g., drop in on). |
| (a) Last night some friends dropped in . | In (a): drop in is not followed by an object. It is an intransitive phrasal verb (i.e., it is not followed by an object). |
| (b) Let's drop in on Alice this afternoon. | In (b): drop in on is a three-word phrasal verb. Three-word phrasal verbs are transitive (they are followed by objects). |
| (c) We dropped in on her last week. | In (c): Three-word phrasal verbs are nonseparable (the noun or pronoun follows the phrasal verb). |

Group G: Phrasal Verbs (three-word)

| Verb | Definition | Example |
|-------------------------------------|--|--|
| drop in (on) | visit without calling first or without an invitation | <i>We dropped in on my aunt.</i> |
| drop out (of) | stop attending (school) | <i>Beth dropped out of graduate school.</i> |
| fool around (with) | have fun while wasting time | <i>My son likes to fool around with his friends on the weekends.</i> |
| get along (with) | have a good relationship with | <i>I get along well with my roommate.</i> |
| get back (from) | return from (a trip) | <i>When did you get back from Hawaii?</i> |
| get through (with) | finish | <i>I got through with my work before noon.</i> |
| grow up (in) | become an adult | <i>Hamid grew up in Sweden.</i> |
| look out (for) | be careful | <i>Look out for that car!</i> |
| run out (of) | finish the supply of (something) | <i>We ran out of gas.</i> |
| sign up (for) | put one's own name on a list | <i>Did you sign up for the school trip?</i> |
| watch out (for) | be careful | <i>Watch out for that car!</i> |

□ **EXERCISE 18. Phrasal verbs. (Group G)**

Directions: Complete the phrasal verbs.

- Look out ! There's a car coming!
- Look out for that car!
- Where did you grow _____?
- I grew _____ Springfield.
- I couldn't finish the examination. I ran _____ time.
- A: What did you do yesterday?
B: Nothing much. I just fooled _____.
- A: Hi, Chris! What's up? I haven't seen you in a long time. Where have you been?
B: I went to California last week to visit my brother.
A: Oh? When did you get _____ California?
B: Just yesterday.
- A: Where's Jack? He hasn't been in class for at least two weeks.
B: He dropped _____ school.
- A: Watch _____ that truck!
B: What truck?
- A: What time do you expect to get _____ your homework?
B: In about an hour, as soon as I finish reading this chapter.
- A: I haven't seen the Grants for a long time. Let's drop _____ them this evening.
B: We'd better call first. They may not like unexpected company.

12. A: I want to change my room in the dorm.
 B: Why?
 A: I don't get _____ my roommate.
13. A: I signed _____ Mrs. Grant's art class.
 B: You're lucky. I tried to sign _____ too, but it was full.

| Group H: Phrasal Verbs (three-word) | | |
|---|--|--|
| Verb | Definition | Example |
| come along (with) | accompany | Do you want to <i>come along with</i> us? |
| come over (to) | visit the speaker's place | Some friends are <i>coming over</i> tonight. |
| cut out (of) | remove with scissors or knife | I <i>cut</i> an article <i>out of</i> today's paper. |
| find out (about) | discover information about | When did you <i>find out about</i> the problem? |
| get together (with) | join, meet | Let's <i>get together</i> after work today. |
| go back (to) | return to a place | I <i>went back to</i> work after my illness. |
| go over (to) | (1) approach (2) visit another's home | I <i>went over to</i> the window. Let's <i>go over to</i> Jim's tonight. |
| hang around (with) } hang out (with) } | spend undirected, idle time | John likes to <i>hang around</i> the coffee shop. Kids like to <i>hang out with</i> each other. |
| keep away (from) | not give to | <i>Keep</i> matches <i>away from</i> children. |
| set out (for) | begin a trip | We <i>set out for</i> our destination at dawn. |
| sit around (with) | sit and do nothing | You can't just <i>sit around</i> . Do something. |

□ EXERCISE 19. Phrasal verbs. (Group H)

Directions: Complete the sentences.

1. A: Are you busy tonight?
 B: No.
 A: Would you like to come along with us to the movie?
2. A: I need to talk to you. When can we get _____?
 B: How about tomorrow morning?
3. My teenage daughter is lazy. All she wants to do is hang _____
 _____ her friends.
4. I saw a young child who was all alone. He was crying. I went _____
 _____ him and asked if I could help.
5. How did you find _____ the change in the schedule?
6. It's a long trip. We'd better set _____ early.
7. Keep that cat _____ me! I'm allergic.
8. Do you want to come _____ tonight? We could watch a movie or something.
9. There was a funny cartoon in the newspaper. I cut it _____ for my aunt.

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

| | | |
|----------|---|---|
| | fill in | <i>complete by writing in a blank space</i> |
| | fill out | <i>write information on a form</i> |
| | fill up | <i>fill completely with gas, water, coffee, etc.</i> |
| | find out (about) | <i>discover information</i> |
| | fool around (with) | <i>have fun while wasting time</i> |
| G | get along (with) | <i>have a good relationship with</i> |
| | get back (from) | <i>return from (a trip)</i> |
| | get in | <i>enter a car, a taxi</i> |
| | get off | <i>leave a bus/an airplane/a train/a subway</i> |
| | get on | <i>enter a bus/an airplane/a train/a subway</i> |
| | get out of | <i>leave a car, a taxi</i> |
| | get over | <i>recover from an illness or a shock</i> |
| | get together (with) | <i>join, meet</i> |
| | get through (with) | <i>finish</i> |
| | get up | <i>get out of bed in the morning</i> |
| | give away | <i>donate, get rid of by giving</i> |
| | give back | <i>return (something) to (someone)</i> |
| | give up | <i>quit doing (something) or quit trying</i> |
| | go on | <i>continue</i> |
| | go back (to) | <i>return to a place</i> |
| | go out | <i>not stay home</i> |
| | go over (to) | (1) <i>approach</i> (2) <i>visit another's home</i> |
| | grow up (in) | <i>become an adult</i> |
| H | hand in | <i>give homework, test papers, etc., to a teacher</i> |
| | hand out | <i>give (something) to this person, then to that person, then to another person, etc.</i> |
| | hang around/out (with) | <i>spend undirected time</i> |
| | hang up | (1) <i>hang on a hanger or a hook</i> (2) <i>end a telephone conversation</i> |
| | have on | <i>wear</i> |
| | help out | <i>assist (someone)</i> |
| K | keep away (from) | <i>not give to</i> |
| | keep on | <i>continue</i> |
| L | lay off | <i>stop employment</i> |
| | leave on | (1) <i>not turn off (a light, a machine)</i> (2) <i>not take off (clothing)</i> |
| | look into | <i>investigate</i> |

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

| | |
|------------------------------------|---|
| look over | <i>examine carefully</i> |
| look out (for) | <i>be careful</i> |
| look up | <i>look for information in a dictionary, a telephone directory, n an encyclopedia, etc.</i> |
| M | |
| make up | <i>invent (a story)</i> |
| move in (to) | <i>start living in a new home</i> |
| move out (of) | <i>stop living at a place</i> |
| P | |
| pay back | <i>return borrowed money to (someone)</i> |
| pick up | <i>lift</i> |
| point out | <i>call attention to</i> |
| print out | <i>create a paper copy from a computer</i> |
| put away | <i>put (something) in its usual or proper place</i> |
| put back | <i>return (something) to its original place</i> |
| put down | <i>stop holding or carrying</i> |
| put off | <i>postpone</i> |
| put on | <i>put clothes on one's body</i> |
| put out | <i>extinguish (stop) a fire, a cigarette</i> |
| R | |
| run into | <i>meet by chance</i> |
| run out (of) | <i>finish the supply of (something)</i> |
| S | |
| set out (for) | <i>begin a trip</i> |
| shut off | <i>stop a machine or a light, turn off</i> |
| sign up (for) | <i>put one's name on a list</i> |
| show up | <i>come, appear</i> |
| sit around (with) | <i>sit and do nothing</i> |
| sit back | <i>put one's back against a chair back</i> |
| sit down | <i>go from standing to sitting</i> |
| speak up | <i>speak louder</i> |
| stand up | <i>go from sitting to standing</i> |
| start over | <i>begin again</i> |
| stay up | <i>not go to bed</i> |
| T | |
| take back | <i>return</i> |
| take off | <i>(1) remove clothes from one's body (2) ascend in an airplane</i> |
| take out | <i>invite out and pay</i> |
| talk over | <i>discuss</i> |
| tear down | <i>destroy a building</i> |
| tear out (of) | <i>remove (paper) by tearing</i> |

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

| | | |
|----------------|-------|--|
| tear up | ..... | <i>tear into small pieces</i> |
| think over | ..... | <i>consider</i> |
| throw away/out | ..... | <i>put in the trash, discard</i> |
| try on | ..... | <i>put on clothing to see if it fits</i> |
| turn around | } | <i>change to the opposite direction</i> |
| turn back | | |
| turn down | ..... | <i>decrease the volume</i> |
| turn off | ..... | <i>stop a machine or a light</i> |
| turn on | ..... | <i>start a machine or a light</i> |
| turn over | ..... | <i>turn the top side to the bottom</i> |
| turn up | ..... | <i>increase the volume</i> |

| | | | |
|----------|-----------------|-------|---|
| W | wake up | ..... | <i>stop sleeping</i> |
| | watch out (for) | ..... | <i>be careful</i> |
| | work out | ..... | <i>solve</i> |
| | write down | ..... | <i>write a note on a piece of paper</i> |



APPENDIX 2

Preposition Combinations

CONTENTS

- A2-1 Preposition combinations: introduction
- A2-2 Preposition combinations: a reference list

A2-1 PREPOSITION COMBINATIONS: INTRODUCTION

- adj + prep
(a) Ali is **absent from** class today.
- verb + prep
(b) This book **belongs to** me.

At, from, of, on, and to are examples of prepositions.*

Prepositions are often combined with adjectives, as in (a), and verbs, as in (b).

*See Chart 64, p. 161, for a list of prepositions.

EXERCISE 1. Preview: preposition combinations. (Chart A2-2)

Directions: These sentences contain a sampling of the preposition combinations in this Appendix. Complete the sentences with prepositions. How many do you already know? Which ones do you still need to learn?

1. Tom is devoted to his family.
2. I'm afraid I don't agree _____ you.
3. I wasn't aware _____ the problem.
4. I'm excited _____ the concert.
5. Are you satisfied _____ your progress?
6. She warned us _____ the coming storm.
7. What's the matter _____ him?
8. It doesn't matter _____ me.
9. I got rid _____ my old bicycle.
10. I don't approve _____ smoking in public.
11. The solution is clear _____ me.
12. Who is responsible _____ this?
13. The hotel provides guests _____ towels.
14. Protect your eyes _____ the sun.
15. He filled my cup _____ hot tea.

□ SELF-STUDY PRACTICE. Group A.*

Directions: The prepositions in the column on the left are the correct completions for the blanks. To test yourself and practice the preposition combinations, follow these steps:

- (1) **Cover** the ANSWERS column with a piece of paper.
- (2) Complete the SENTENCES.
- (3) Then remove the paper and check your answers.
- (4) Then **cover** both the ANSWERS and the SENTENCES to complete your own REFERENCE LIST.
- (5) Again check your answers.

| Preposition Combinations: Group A | | |
|-----------------------------------|-------------------------------------|---------------------------------|
| Answers | Sentences | Reference List |
| from | He was absent <u>from</u> work. | be absent <u>from</u> s.t.** |
| of | I'm afraid <u>of</u> rats. | be afraid <u>of</u> s.t./s.o.** |
| about | I'm angry <u>about</u> it. | be angry _____ s.t. |
| at / with | I'm angry _____ you. | be angry _____ s.o. |
| about | I'm curious _____ many things. | be curious _____ s.t./s.o. |
| to | This is equal _____ that. | be equal _____ s.t./s.o. |
| with | I'm familiar _____ that book. | be familiar _____ s.t./s.o. |
| of | The room is full _____ people. | be full _____ (people/things) |
| for | I'm happy _____ you. | be happy _____ s.o. |
| about | I'm happy _____ your good luck | be happy _____ s.t. |
| to | He's kind _____ people and animals. | be kind _____ s.o. |
| to | She's always nice _____ me. | be nice _____ s.o. |
| to | Are you polite _____ strangers? | be polite _____ s.o. |
| for | I'm ready _____ my trip. | be ready _____ s.t. |
| for | She's thirsty _____ knowledge. | be thirsty _____ s.t. |

**s.t. = "something" s.o. = "someone"

□ EXERCISE 2. Preposition combinations. (Group A)

Directions: Complete the sentences with prepositions.

1. Mr. Porter is nice to everyone.
2. Kathy was absent _____ class yesterday.
3. Are you ready _____ the test?
4. I'm angry _____ Greg.
5. Are you afraid _____ dogs?
6. Sometimes people aren't kind _____ animals.
7. One inch is equal _____ 2.54 centimeters.
8. I'm thirsty _____ a big glass of water.
9. Joe has good manners. He's always polite _____ everyone.

*Appendix 2 presents preposition combinations in small groups to be learned and practiced one group at a time.

10. I'm not familiar _____ that book. Who wrote it?
11. Children ask "Why?" a lot. They are curious _____ everything.
12. Anna got a good job that pays well. I'm very happy _____ her.
13. Anna is very happy _____ getting a new job.
14. Jack's thermos bottle is full _____ coffee.

EXERCISE 3. Review: preposition combinations. (Group A)

Directions: Make up a review quiz for a classmate. On a separate piece of paper, write sentences with the preposition combinations in Group A, but omit the preposition. Leave a blank for a classmate to write in the correct preposition. When your classmate has finished the quiz you wrote, correct his or her answers.

- Example:* 1. Are you afraid _____ loud noises?
 2. It's important to be nice _____ other people.
 3. (Etc.)

SELF-STUDY PRACTICE. Group B.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group B | | |
|-----------------------------------|---|--|
| Answers | Sentences | Reference List |
| <i>for</i> | I admire you _____ <i>for</i> _____ your honesty. | admire s.o. _____ <i>for</i> _____ s.t. |
| <i>for</i> | He applied _____ a job. | apply _____ s.t. |
| <i>with</i> | I argued _____ my husband. | argue _____ s.o. |
| <i>about / over</i> | We argued _____ money. | argue _____ s.t. |
| <i>in</i> | My parents believe _____ me. | believe _____ s.o./s.t. |
| <i>from</i> | I borrowed a book _____ Oscar. | borrow s.t. _____ s.o. |
| <i>with</i> | I discussed the problem _____ Jane. | discuss s.t. _____ s.o. |
| <i>with</i> | Please help me _____ this. | help s.o. _____ s.t. |
| <i>to</i> | I introduced Sam _____ Helen. | introduce s.o. _____ s.o./s.t. |
| <i>at</i> | I laughed _____ the joke. | laugh _____ s.t./s.o. |
| <i>for</i> | I'm leaving _____ Rome next week. | leave _____ (<i>a place</i>) |
| <i>at</i> | Don't stare _____ me. | stare _____ s.o./s.t. |

EXERCISE 4. Preposition combinations. (Group B)

Directions: Complete the sentences with prepositions.

1. I borrowed this dictionary _____ Pedro.
2. Could you please help me _____ these heavy suitcases?
3. Sue, I'd like to introduce you _____ Ed Jones.
4. You shouldn't stare _____ other people. It's not polite.

5. Do you believe _____ ghosts?
6. Are you laughing _____ my mistake?
7. I admire my father _____ his honesty and intelligence.
8. I argued _____ Anna _____ politics.
9. I discussed my educational plans _____ my parents.
10. I applied _____ admission to the University of Massachusetts.
11. We're leaving _____ Cairo next week.
12. Mrs. Wertz smiled _____ her grandchildren.

SELF-STUDY PRACTICE. Group C.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group C | | |
|-----------------------------------|------------------------------------|---------------------------------------|
| Answers | Sentences | Reference List |
| <i>of</i> | I'm aware _____ the problem. | be aware _____ s.t./s.o. |
| <i>for</i> | Smoking is bad _____ you. | be bad _____ s.o./s.t. |
| <i>to</i> | The solution is clear _____ me. | be clear _____ s.o. |
| <i>about</i> | Alex is crazy _____ football. | be crazy _____ s.t. |
| <i>from</i> | Jane is very different _____ me. | be different _____ s.o./s.t. |
| <i>for</i> | Venice is famous _____ its canals. | be famous _____ s.t. |
| <i>to / with</i> | She's friendly _____ everyone. | be friendly _____ s.o. |
| <i>for</i> | Fresh fruit is good _____ you. | be good _____ s.o. |
| <i>for</i> | I'm hungry _____ some chocolate. | be hungry _____ s.t. |
| <i>in</i> | I'm interested _____ art. | be interested _____ s.t. |
| <i>about</i> | I'm nervous _____ my test scores. | be nervous _____ s.t. |
| <i>with</i> | I'm patient _____ children. | be patient _____ s.o. |
| <i>of</i> | My parents are proud _____ me. | be proud _____ s.o./s.t. |
| <i>for</i> | Who's responsible _____ this? | be responsible _____ s.t./s.o. |
| <i>about</i> | I'm sad _____ losing my job. | be sad _____ s.t. |
| <i>to</i> | A canoe is similar _____ a kayak. | be similar _____ s.o./s.t. |
| <i>of / about</i> | I'm sure _____ the facts. | be sure _____ s.t. |



EXERCISE 5. Preposition combinations. (Group C)

Directions: Complete the sentences with prepositions.

1. I don't understand that sentence. It isn't clear _____ me.
2. Mark Twain is famous _____ his novels about life on the Mississippi River.
3. I'm hungry _____ some chocolate ice cream.
4. Our daughter graduated from the university. We're very proud _____ her.
5. A lot of sugar isn't good _____ you. It is bad _____ your teeth.

6. Who was responsible _____ the accident?
7. My coat is similar _____ yours, but different _____ Ben's.
8. Some people aren't friendly _____ strangers.
9. My daughter is crazy _____ horses. She is very interested _____ them.
10. Sara knows what she's talking about. She's sure _____ her facts.
11. Are you aware _____ the number of children who die each day throughout the world? According to one report, 40,000 children die each day, mostly due to malnutrition and lack of minimal medical care.

SELF-STUDY PRACTICE. Group D.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group D | | |
|--|--------------------------------------|--|
| Answers | Sentences | Reference List |
| <i>with</i> | I agree _____ you. | agree _____ s.o. |
| <i>about</i> | I agree with you _____ that. | agree with s.o. _____ s.t. |
| <i>in</i> | We arrived _____ Toronto at six. | arrive _____ (<i>a city/country</i>) |
| <i>at</i> | We arrived _____ the hotel. | arrive _____ (<i>a building/room</i>) |
| <i>about</i> | We all complain _____ the weather. | complain _____ s.t./s.o. |
| <i>of</i> | A book consists _____ printed pages. | consist _____ s.t. |
| <i>with</i> | I disagree _____ you. | disagree _____ s.o. |
| <i>about</i> | I disagree with you _____ that. | disagree with s.o. _____ s.t. |
| <i>from</i> | She graduated _____ Reed College. | graduate _____ (<i>a place</i>) |
| <i>to</i> | Ted invited me _____ a picnic. | invite s.o. _____ s.t. |
| <i>to</i> | We listened _____ some music. | listen _____ s.t./s.o. |
| <i>for</i> | Jack paid _____ my dinner. | pay _____ s.t. |
| <i>to</i> | I talked _____ Anna. | talk _____ s.o. |
| <i>about</i> | We talked _____ her problem. | talk _____ s.t. |
| <i>on</i> | A salesman waited _____ a customer. | wait _____ s.o. |
| <i>for</i> | We waited _____ the bus. | wait _____ s.t. |
| <i>about</i> | Sally complained to me _____ my dog. | complain to s.o. _____ s.t. |

EXERCISE 6. Preposition combinations. (Group D)

Directions: Complete the sentences with prepositions.

1. Tom paid _____ his airplane ticket in cash.
2. Joan graduated _____ high school two years ago.
3. I waited _____ the bus.
4. Jim is a waiter. He waits _____ customers at a restaurant.
5. I have a different opinion. I don't agree _____ you.

6. I arrived _____ this city last month.
7. I arrived _____ the airport around eight.
8. I listened _____ the news on TV last night.
9. This exercise consists _____ verbs that are followed by certain prepositions.
10. Jack invited me _____ his party.
11. I complained _____ the landlord _____ the leaky faucet in the kitchen.
12. Annie disagreed _____ her father about the amount of her weekly allowance.
13. Did you talk _____ Professor Adams _____ your grades?

□ **EXERCISE 7. Review: preposition combinations. (Groups A and B)**

Directions: Complete the sentences with prepositions.

1. Dan is always nice _____ everyone.
2. A: How long do you need to keep the Spanish book you borrowed _____ me?
B: I'd like to keep it until I'm ready _____ the exam next week.
3. A: Why weren't you more polite _____ Alan's friend?
B: Because he kept staring _____ me all evening. He made me nervous.
4. A: We're going to beat you in the soccer game on Saturday.
B: No way. Two of your players are equal _____ only one of ours.
A: Oh yeah? We'll see.
5. Stop pouring! My cup is already full _____ coffee.
6. May I please borrow some money _____ you? I'm thirsty _____ an ice cream soda, and we're walking right by the ice cream shop.
7. A: Do you believe _____ astrology?
B: I'm really not familiar _____ it.
8. A: Mike, I really admire you _____ your ability to remember names.
Will you help me _____ the introductions?
B: Sure. Ellen, let me introduce you _____ Pat, Andy, Debbie, Olga, Ramon, and Kate.

□ **EXERCISE 8. Review: preposition combinations. (Groups A, B, C, and D)**

Directions: Complete the sentences with prepositions.

1. Everyone is talking _____ the explosion in the high school chemistry lab.
2. Carlos was absent _____ class six times last term.
3. Fruit consists mostly _____ water.
4. Our children are very polite _____ adults, but they argue _____ their playmates all the time.

5. Three centimeters is equal _____ approximately one and a half inches.
6. I'm not ready _____ my trip. I haven't packed yet.
7. I borrowed some clothes _____ my best friend.
8. Are you familiar _____ ancient Greek history?
9. I discussed my problem _____ my uncle.
10. Someday astronauts will travel _____ another solar system.
11. Jennifer arrived _____ this city last Tuesday.
12. Jack's plane arrived _____ the airport in Mexico City two hours ago.
13. I admire you _____ your ability to laugh _____ yourself when you make a silly mistake.
14. A: Why are you staring _____ the wall?
B: I'm not. I'm thinking.
15. A: Are you two arguing _____ each other _____ your in-laws again?
B: Do you know what his father did?
C: Oh yeah? Listen _____ what her sister said.
A: Shhh. I don't want to hear any of this. Stop complaining _____ me _____ your relatives. I don't agree _____ either of you.

SELF-STUDY PRACTICE. Group E.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group E | | |
|-----------------------------------|---|---|
| Answers | Sentences | Reference List |
| <i>about</i> | She asked me _____ my trip. | ask s.o. _____ s.t. (inquire) |
| <i>for</i> | She asked me _____ my advice. | ask s.o. _____ s.t. (request) |
| <i>to</i> | This book belongs _____ me. | belong _____ s.o. |
| <i>about / of</i> | I dreamed _____ my girlfriend. | dream _____ s.o./s.t. |
| <i>about</i> | Do you know anything _____ jazz? | know _____ s.t. |
| <i>at</i> | I'm looking _____ this page. | look _____ s.t./s.o. |
| <i>for</i> | I'm looking _____ my lost keys. | look _____ s.t./s.o. (search) |
| <i>like</i> | Anna looks _____ her sister. | look _____ s.o. (resemble) |
| <i>to</i> | I'm looking forward _____ vacation. | look forward _____ s.t. |
| <i>to</i> | Your opinion doesn't matter _____ me. | matter _____ s.o. |
| <i>with</i> | Something is the matter _____ the cat. | be the matter _____ s.t./s.o. |
| <i>for</i> | I'm searching _____ my lost keys. | search _____ s.t./s.o. |
| <i>from</i> | She separated the boys _____ the girls. | separate (<i>this</i>) _____ (<i>that</i>) |
| <i>about / of</i> | I warned them _____ the danger. | warn s.o. _____ s.t. |

□ EXERCISE 9. Preposition combinations. (Group E)

Directions: Complete the sentences with prepositions.

1. What's the matter _____ you? What's wrong?
2. We can go out for dinner, or we can eat at home. It doesn't matter _____ me.
3. To make this recipe, you have to separate the egg whites _____ the yolks.
4. I don't know anything _____ astrology.
5. I'm looking forward _____ my vacation next month.
6. Dennis dreamed _____ his girlfriend last night.
7. Right now I'm doing an exercise. I'm looking _____ my book.
8. Jim can't find his book. He's looking _____ it.
9. Jim is searching _____ his book.
10. I asked the waitress _____ another cup of coffee.
11. I asked Rebecca _____ her trip to Japan.
12. Does this pen belong _____ you?
13. The city was warned _____ the hurricane in advance.

□ SELF-STUDY PRACTICE. Group F.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group F | | |
|-----------------------------------|---------------------------------------|--|
| Answers | Sentences | Reference List |
| to | I apologized _____ my friend. | apologize _____ s.o. |
| for | I apologized _____ my behavior. | apologize _____ s.t. |
| of | I don't approve _____ Al's behavior. | approve _____ s.t. |
| to / with | I compared this book _____ that book. | compare (this) _____ (that)* |
| on | I depend _____ my family. | depend _____ s.o./s.t. |
| of / from | He died _____ heart disease. | die _____ s.t. |
| from | The teacher excused me _____ class. | excuse s.o. _____ s.t. |
| for | I excused him _____ his mistake. | excuse s.o. _____ s.t. (forgive) |
| for | I forgave him _____ his mistake. | forgive s.o. _____ s.t. |
| of | I got rid _____ my old clothes. | get rid _____ s.t./s.o. |
| to | What happened _____ your car? | happen _____ s.t./s.o. |
| on | I insist _____ the truth. | insist _____ s.t. |
| from | I protected my eyes _____ the sun. | protect s.t./s.o. _____ s.t./s.o. |
| on | I am relying _____ you to help me. | rely _____ s.o./s.t. |
| for | Thank you _____ your help. | take care _____ s.t./s.o. |
| of | Mr. Lee took care _____ the problem. | thank s.o. _____ s.t. |

*Also possible: *I compared this and that.* (*And* is not a preposition. A parallel structure with *and* may follow *compare*.)


□ EXERCISE 10. Preposition combinations. (Group F)

Directions: Complete the sentences with prepositions.

1. I apologized _____ Ann _____ stepping on her toe.
2. I thanked Sam _____ helping me fix my car.
3. My grandfather doesn't approve _____ gambling.
4. Please forgive me _____ forgetting your birthday.
5. My friend insisted _____ taking me to the airport.
6. Please excuse me _____ being late.
7. Children depend _____ their parents for love and support.
8. In my composition, I compared this city _____ my hometown.
9. Umbrellas protect people _____ rain.
10. We're relying _____ Jason to help us move into our new apartment.
11. We had mice in the house, so we set some traps to get rid _____ them.
12. What happened _____ your finger? Did you cut it?
13. My boss excused me _____ the meeting when I became ill.
14. What did old Mr. Hill die _____?

□ SELF-STUDY PRACTICE. Group G.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

| Preposition Combinations: Group G | | |
|-----------------------------------|--|---|
| Answers | Sentences | Reference List |
| <i>to</i> | I'm accustomed _____ hot weather. | be accustomed _____ s.t. |
| <i>to</i> | I added a name _____ my address book. | add (<i>this</i>) _____ (<i>that</i>) |
| <i>on</i> |  I'm concentrating _____ this exercise. | concentrate _____ s.t. |
| <i>into</i> | I divided the cookie _____ two pieces. | divide (<i>this</i>) _____ (<i>that</i>) |
| <i>from</i> | They escaped _____ prison. | escape _____ (<i>a place</i>) |
| <i>about</i> | I heard _____ the prison escape. | hear _____ s.t./s.o. |
| <i>from</i> | I heard about it _____ my cousin. | hear about s.t. _____ s.o. |
| <i>from</i> | The escapees hid _____ the police. | hide (s.t.) _____ s.o. |
| <i>for</i> | We're hoping _____ good weather. | hope _____ s.t. |
| <i>by</i> | I multiplied 8 _____ 2. | multiply (<i>this</i>) _____ (<i>that</i>) |
| <i>to / with</i> | I spoke _____ the teacher. | speak _____ s.o. |
| <i>about</i> | We spoke to Dr. Carter _____ my problem. | speak to/with _____ s.t. |
| <i>tell</i> | I told the teacher _____ my problem. | tell s.o. _____ s.t. |
| <i>from</i> | I subtracted 7 _____ 16. | subtract (<i>this</i>) _____ (<i>that</i>) |
| <i>about</i> | I wonder _____ lots of curious things. | wonder _____ s.t. |

□ EXERCISE 11. Preposition combinations. (Group G)

Directions: Complete the sentences with prepositions.

1. Shhh. I'm trying to concentrate _____ this math problem.
2. How did the bank robbers escape _____ jail?
3. Did you tell your parents _____ the dent in their new car?
4. We're hoping _____ good weather tomorrow so we can go sailing.
5. Did you hear _____ the earthquake in Turkey?
6. I heard _____ my sister last week. She wrote me a letter.
7. I spoke _____ Dr. Rice _____ my problem.
8. I'm not accustomed _____ cold weather.
9. When you divide 2 _____ 6, the answer is 3.
10. When you subtract 1 _____ 6, the answer is 5.
11. When you multiply 6 _____ 3, the answer is 18.*
12. When you add 6 _____ 4, the answer is 10.**
13. George wondered _____ his team's chances of winning the tennis tournament.
14. Sally hid her journal _____ her younger sister.

□ EXERCISE 12. Review: preposition combinations. (Groups E, F, and G)

Directions: Complete the sentences with prepositions.

1. He insisted _____ knowing the truth.
2. I was wondering _____ that!
3. What's the matter _____ you today?
4. He hid the money _____ his wife.
5. We separated the ducks _____ the chickens.
6. I apologized _____ my boss _____ my mistake.
7. We got rid _____ the cockroaches in our apartment.
8. Who does this book belong _____?
9. The prisoners escaped _____ their guards.
10. What happened _____ you?
11. I'm sorry. Please forgive me _____ my error.
12. What did Mr. Grant die _____?
13. Parents protect their children _____ harm.
14. Shh. I'm trying to concentrate _____ my work.

*Also possible: multiply 6 times 3

**Also possible: add 6 and 4; add 6 plus 4

15. I rely _____ my friends for their help.
 16. I don't approve _____ his lifestyle.
 17. The official warned us _____ the danger of traveling there.
 18. Fresh vegetables are good _____ you.
 19. We're looking forward _____ your visit.
 20. Does it matter _____ you what time I call this evening?

A2-2 PREPOSITION COMBINATIONS: A REFERENCE LIST

A

be absent from
be accustomed to
 add (*this*) to (*that*)
be acquainted with
 admire (*someone*) for (*something*)
be afraid of
 agree with (*someone*) about (*something*)
be angry at / with (*someone*) about / over (*something*)
 apologize to (*someone*) for (*something*)
 apply for (*something*)
 approve of
 argue with (*someone*) about / over (*something*)
 arrive at (*a building / a room*)
 arrive in (*a city / a country*)
 ask (*someone*) about (*something*)
 ask (*someone*) for (*something*)
be aware of

B

be bad for
 believe in
 belong to
be bored with / by
 borrow (*something*) from (*someone*)

C *cater to*

be clear to
 combine with
 compare (*this*) to / with (*that*)
 complain to (*someone*) about (*something*)
be composed of
 concentrate on
 consist of
be crazy about
be crowded with
be curious about

D

depend on (*someone*) for (*something*)
be dependent on (*someone*) for (*something*)

be devoted to
 die of / from
be different from
 disagree with (*someone*) about (*something*)
be disappointed in
 discuss (*something*) with (*someone*)
 divide (*this*) into (*that*)
be divorced from
be done with
 dream about / of
 dream of

E

be engaged to
be equal to
 escape from (*a place*)
be excited about
 excuse (*someone*) for (*something*)
 excuse from
be exhausted from

F

be familiar with
be famous for
 feel about
 feel like
 fill (*something*) with
be finished with
 forgive (*someone*) for (*something*)
be friendly to / with
be frightened of / by
be full of

G

get rid of
be gone from
be good for
 graduate from

H

happen to
be happy about (*something*)

A2-2 PREPOSITION COMBINATIONS (CONTINUED)

be happy for (*someone*)
hear about / of (*something*) from (*someone*)
help (*someone*) with (*something*)
hide (*something*) from (*someone*)
hope for
be hungry for

I

insist on
be interested in
introduce (*someone*) to (*someone*)
invite (*someone*) to (*something*)
be involved in

K

be kind to
know about

L

laugh at
leave for (*a place*)
listen to
look at
look for
look forward to
look like

M

be made of
be married to
matter to
be the matter with
multiply (*this*) by (*that*)

N

be nervous about
be nice to

O

be opposed to

P

pay for
be patient with
be pleased with / about
play with
point at
be polite to
prefer (*this*) to (*that*)
be prepared for

protect (*this*) from (*that*)
provide (*someone*) with
be proud of

Q

be qualified for

R

read about
be ready for
be related to
rely on
be responsible for

S

be sad about
be satisfied with
be scared of / by
search for
separate (*this*) from (*that*)
be similar to
speak to / with (*someone*) about (*something*)
stare at
subtract (*this*) from (*that*)
be sure of / about

T

take care of
talk about (*something*)
talk to / with (*someone*) about (*something*)
tell (*someone*) about (*something*)
be terrified of / by
thank (*someone*) for (*something*)
think about / of
be thirsty for
be tired from
be tired of
translate from (*one language*) to (*another*)

U

be used to

W

wait for
wait on
warn about / of
wonder about
be worried about



Answer Key

Chapter 1: PRESENT TIME

EXERCISE 1, p. 1.

PART II. . . . Maria is from Mexico. Right now, she's living in a dorm. She has been here for three days. She came here to study English at this school before she goes to another school to study computer programming. In her free time, she likes to get on the Internet.

PART III: *Possible introduction:* I would like to introduce Kunio to you. He's from Japan. Right now, he's living in a dorm. He has been here for two months. Right now he's studying English. Later, he's going to study engineering at this school. In his free time, he reads a lot. He also likes to get on the Internet.

PART IV: *Expected questions:*

What is your name?

Where are you from?

Where are you living? / Where do you live?

How long have you been in (this city)?

Why did you come here?

What do you like to do in your free time?

EXERCISE 3, p. 3.

1. **I am** a student at this school. (OR: **We are** students at this school.)
2. **I am not** living at home right now.
3. **I am** living in this city.
4. I'm **studying** English.
5. I **don't know** my teacher's name.
6. (*name*) **teaches** our English class.
7. She/He **expects** us to be in class on time.
8. We always **come** to class on time.
9. **Does Omar go** to school? / **Is Omar going** to school?
10. Tom **doesn't** go to school.
11. My sister **doesn't** have a job.
12. Does Anna **have** a job?

EXERCISE 4, p. 5.

- | | |
|--------------|---------------|
| 1. right now | 4. right now |
| 2. right now | 5. habit |
| 3. habit | 6. habit |
| 7. right now | 11. right now |

- | | |
|---------------|-----------|
| 8. right now | 12. habit |
| 9. habit | 13. habit |
| 10. right now | |

EXERCISE 5, p. 5.

2. am sitting . . . sit
3. speaks . . . is speaking
4. Does it rain . . . is
5. Is it raining . . . is starting
6. is walking
7. walks . . . Do you walk . . . Does Oscar walk
8. am buying . . . buy

EXERCISE 10, p. 10.

2. Tom is always at
3. The mail usually comes
4. The mail is usually here
5. I generally eat
6. Tom is generally in
7. . . . do you generally eat
8. Are you usually in

EXERCISE 11, p. 10.

1. c. Jack frequently doesn't shave
d. Jack occasionally doesn't shave
e. Jack sometimes doesn't shave
f. Jack always shaves
g. Jack doesn't ever shave
h. Jack never shaves
i. Jack hardly ever shaves
j. Jack rarely shaves
k. Jack seldom shaves
2. a. I usually don't eat breakfast.
b. I don't always eat breakfast.
c. I seldom eat breakfast.
d. I don't ever eat breakfast.
3. a. My roommate generally isn't home
b. My roommate sometimes isn't home
c. My roommate isn't always home
d. My roommate is hardly ever home

EXERCISE 14, p. 12.

3. listens = *a singular verb*
4. students = *a plural noun*

5. helps = *a singular verb*
6. Planets = *a plural noun*
7. lists = *a singular verb*
8. likes, takes, sits, feeds = *singular verbs*
bus = *a singular noun*
birds, Ducks, pigeons = *plural nouns*

EXERCISE 15, p. 12.

- | | | |
|------------|-------------|-------------|
| 3. hopes | 8. waits | 12. buys |
| 4. reaches | 9. mixes | 13. enjoys |
| 5. moves | 10. studies | 14. flies |
| 6. kisses | 11. studies | 15. carries |
| 7. pushes | | |

EXERCISE 16, p. 13.

- | | |
|------------------------------|--|
| 3. floats | 11. consists |
| 4. flow (<i>no change</i>) | 12. sleep (<i>no change</i>) |
| 5. worries | 13. contains |
| 6. buys | 14. freezes ... boils |
| 7. fly (<i>no change</i>) | 15. crosses ... walks ... uses |
| 8. teaches | 16. enjoy (<i>no change</i>) ... lasts |
| 9. asks | ... brings |
| 10. watches | |

EXERCISE 17, p. 14.

1. A star shines in the sky at night.
2. Automobiles cause air pollution.
3. A rubber band stretches when you pull it.
4. A hotel supplies its guests with clean towels.
5. Newspaper ink stains my hands when I read the paper.
6. Oceans support a huge variety of marine life.
7. A bee gathers nectar from flowers.
9. A hurricane causes great destruction when it reaches land.
10. A river flows downhill.
11. Does physical exercise improve your circulation and general health?
12. An elephant uses its long trunk like a hand to pick things up.
14. Brazil produces one-fourth of the world's coffee.

EXERCISE 19, p. 17.

1. am looking ... see
2. Do you need ... Do you want
3. think ... know ... forget ... remember
4. Do you believe ... are you talking ... exist
5. are ... are having ... have ... are playing ... like ... are sunbathing ... are trying ... are listening ... hear
6. are you thinking ... am thinking ... Do you like ... think
7. do you prefer ... like ... am reading ... prefer ... are ... value ... means ... is ... loves ... sounds
8. spins ... is spinning ... Are you trying ... Do you really think ... Do you believe ... are growing ... are getting ... are taking ... are speaking

EXERCISE 20, p. 20.

2. Is it raining ... it isn't ... don't think
3. Do your friends write ... they do ... get
4. Are the students taking ... they aren't ... are doing
5. Does the weather affect ... it does ... get
6. Is Jean studying ... she isn't ... is ... is playing ... Does Jean play ... she doesn't ... studies ... Is she ... she is ... plays ... Do you play ... I do ... am not

EXERCISE 22, p. 21.

2. Are they watching ... aren't ... are playing
3. hear ... Do you hear ... do
4. are you listening ... want
5. am ... are you doing ... am trying ... is resting
6. do you think ... think ... don't think
7. are you thinking ... am thinking ... am not thinking ... don't believe
8. Do you see ... am talking ... is wearing ... Do you know ... don't think
9. Do you know ... do ... is ... doesn't make ... know

EXERCISE 23, p. 23.

(1) My friend Omar **owns** his own car now. It's brand new. Today he **is** driving to a small town north of the city to visit his aunt. He **loves** to listen to music, so the CD player is **playing** one of his favorite CDs—loudly. Omar is very happy: he is **driving** his own car and **listening** to loud music. He's **looking** forward to his visit with his aunt.

(2) Omar **visits** his aunt once a week. She's elderly and **lives** alone. She **thinks** Omar **is** a wonderful nephew. She **loves** his visits. He **tries** to be helpful and considerate in every way. His aunt **doesn't hear** well, so Omar ~~is~~ speaks loudly and clearly when he's with her.

(3) When he's there, he **fixes** things for her around her apartment and **helps** her with her shopping. He **doesn't stay** with her overnight. He usually **stays** for a few hours and then **heads** back to the city. He **kisses** his aunt good-bye and **gives** her a hug before he **leaves**. Omar is a very good nephew.

Chapter 2: PAST TIME

EXERCISE 1, p. 24.

- | | | |
|---------|-------------|----------------|
| 1. b | 6. d, c | 11. c, c, c, c |
| 2. b, b | 7. c, c | 12. c |
| 3. a | 8. c, b, b | 13. b, b, b |
| 4. c | 9. d, b, c | 14. c, c |
| 5. c, c | 10. c, c, d | 15. c, b |

EXERCISE 2, p. 26.

2. I don't live in a tree. I live in ...
3. I didn't take a taxi to school today. I ... to school today.
4. I'm not sitting on a ... sofa. I'm sitting on ...

5. Our teacher didn't write *Romeo and Juliet*.
Shakespeare wrote
6. Our teacher's name isn't William Shakespeare.
Our teacher's name is
7. I wasn't on a cruise ship . . . yesterday. I was
8. Rocks don't float, and wood doesn't sink.
Rocks sink, and wood floats.
9. The teacher didn't fly into the classroom today. The
teacher
10. Spiders don't have six legs.
Spiders have eight legs.

EXERCISE 5, p. 28.

- | | | |
|--------------|---------------|---------------|
| 4. ask/t/ | 8. push/t/ | 12. touch/t/ |
| 5. start/əd/ | 9. add/əd/ | 13. wave/d/ |
| 6. drop/t/ | 10. pass/t/ | 14. point/əd/ |
| 7. pull/d/ | 11. return/d/ | 15. agree/d/ |

EXERCISE 6, p. 29.

- | | | |
|----------------|--------------|-----------------|
| 1. answer/d/ | 6. finish/t/ | 11. work/t/ |
| 2. arrive/d/ | 7. fix/t/ | 12. invite/əd/ |
| 3. continue/d/ | 8. help/t/ | 13. suggest/əd/ |
| 4. end/əd/ | 9. look/t/ | 14. smell/d/ |
| 5. explain/d/ | 10. plan/d/ | 15. cross/t/ |

EXERCISE 7, p. 30.

- | | |
|-----------------------------|------------------------------|
| 2. waiting, waited | 13. taping, taped |
| 3. hitting, (hit) | 14. tapping, tapped |
| 4. writing, (wrote/written) | 15. raining, rained |
| 5. shouting, shouted | 16. running, (ran/run) |
| 6. cutting, (cut) | 17. whining, whined |
| 7. meeting, (met) | 18. winning, (won) |
| 8. hoping, hoped | 19. explaining, explained |
| 9. hopping, hopped | 20. burning, burned/burnt |
| 10. helping, helped | |
| 11. sleeping, (slept) | |
| 12. stepping, stepped | |

EXERCISE 8, p. 30.

- | | |
|--------------------------------|-----------------------|
| 1. opening, opened | 11. hurrying, hurried |
| 2. beginning, (began/begun) | 12. studying, studied |
| 3. occurring, occurred | 13. enjoying, enjoyed |
| 4. happening, happened | 14. replying, replied |
| 5. referring, referred | 15. staying, stayed |
| 6. offering, offered | 16. buying, (bought) |
| 7. listening, listened | 17. trying, tried |
| 8. admitting, admitted | 18. tying, tied |
| 9. visiting, visited | 19. dying, died |
| 10. omitting, omitted | 20. lying, lied |

EXERCISE 9, p. 31.

- | | |
|------------------------|----------------------|
| 2. promising, promised | 4. wiping, wiped |
| 3. slapping, slapped | 5. carrying, carried |

- | | |
|---------------------------|-------------------------|
| 6. crying, cried | 14. signing, signed |
| 7. praying, prayed | 15. pointing, pointed |
| 8. smiling, smiled | 16. appearing, appeared |
| 9. failing, failed | 17. relaxing, relaxed |
| 10. filing, filed | 18. borrowing, borrowed |
| 11. dragging, dragged | 19. aiming, aimed |
| 12. using, used | 20. cramming, crammed |
| 13. preferring, preferred | |

EXERCISE 10, p. 34.

Expected answers:

- | | |
|--|-----------------------|
| 1. drove . . . rode . . . took/rode | 12. caught |
| 2. slept | 13. stole/took |
| 3. wore | 14. wore |
| 4. froze | 15. sang . . . put |
| 5. drank | 16. shook |
| 6. chose/took | 17. swept |
| 7. hung/put | 18. flew |
| 8. rang . . . woke | 19. held |
| 9. rose/came up | 20. fed |
| 10. sent/wrote | 21. dug |
| 11. taught | 22. left . . . forgot |

EXERCISE 11, p. 35.

Expected answers:

- | | |
|--------------------------------|-----------------------|
| 1. cut | 12. sold |
| 2. spent | 13. hid |
| 3. kept | 14. tore . . . threw |
| 4. read | 15. drew |
| 5. lost . . . went . . . found | 16. felt |
| 6. held | 17. heard . . . got |
| 7. met | 18. won |
| 8. forgave | 19. bit |
| 9. broke | 20. blew |
| 10. bought | 21. caught . . . swam |
| 11. fought | 22. told . . . knew |

EXERCISE 13, p. 37.

2. Did Tom's plane arrive . . . it did . . . got
3. Did you go . . . I didn't . . . stayed . . . didn't feel
4. Did Mark Twain write . . . he did . . . wrote
5. Did you eat . . . I didn't . . . didn't have . . . didn't ring

EXERCISE 16, p. 40.

2. was eating . . . came
3. came . . . was eating
4. was sleeping
5. was sleeping . . . rang
6. rang . . . was sleeping
7. began
8. was walking . . . saw
9. saw . . . was standing . . . was holding
10. waved . . . saw

EXERCISE 18, p. 41.

3. was . . . talking . . . were describing
4. is . . . talking . . . is describing
5. am walking
6. was walking

EXERCISE 19, p. 42.

PART I.

- | | |
|--------------------|----------------|
| 2. is studying | 14. is weaving |
| 3. is sitting | 15. seems |
| 4. isn't studying | 16. isn't |
| 5. is staring | 17. looks |
| 6. wants | 18. never had |
| 7. is looking | 19. was |
| 8. are you looking | 20. was |
| 9. am watching | 21. tried |
| 10. don't know | 22. laughed |
| 11. admire | 23. tried |
| 12. is steering | 24. was |
| 13. is drinking | |

PART II.

- | | |
|---------------------|---|
| 26. (was) studying | 34. was drinking |
| 27. was sitting | 35. was weaving |
| 28. wasn't studying | 36. seemed |
| 29. was staring | 37. never learned (<i>also possible:</i> had never learned) |
| 30. was watching | |
| 31. walked | 38. was |
| 32. pointed | 39. offered |
| 33. was steering | 40. accepted |

EXERCISE 20, p. 44.

- (3) chose . . . took . . . held . . . walked . . . dropped . . . picked . . . spotted . . . bent . . . was
- (4) hopped . . . picked . . . brought . . . am . . . claim
- (5) told . . . refused . . . heard . . . laughed . . . laughed . . . said
- (6) felt . . . am . . . fell . . . sobbed . . . loved . . . believed . . . didn't understand . . . hid . . . kept . . . grew . . . had . . . rang
- (7) left . . . ran . . . went . . . ate . . . drank . . . cut . . . washed . . . swept . . . made . . . took . . . was
- (8) went . . . was . . . swam . . . became . . . was swimming . . . lost . . . quit . . . was drowning . . . appeared . . . pushed . . . saved
- (9) did you save . . . are . . . have . . . do not . . . am
- (10) said . . . began . . . sat . . . listened . . . understood . . . told . . . shared . . . spent . . . talked . . . laughed . . . played . . . worked
- (11) were sitting . . . bent . . . kissed . . . turned . . . took . . . saved . . . looked . . . saw . . . found . . . am . . . saw . . . found
- (12) returned . . . got . . . were . . . ignored . . . didn't talk . . . made . . . gave . . . lived

EXERCISE 22, p. 49.

2. Before I left my apartment this morning, I unplugged the coffee pot. OR I unplugged the coffee pot before I left my apartment this morning.
3. Until I was seven years old, I lived on a farm. OR I lived on a farm until I was seven years old.
4. As soon as I heard the doorbell, I opened the door. OR I opened the door as soon as I heard the doorbell.
5. While the rabbit was sleeping, the fox climbed through the window. OR The fox climbed through the window while the rabbit was sleeping. When the fox climbed through the window, the rabbit was sleeping. OR The rabbit was sleeping when the fox climbed through the window.
6. When it began to rain, I stood under a tree. OR I stood under a tree when it began to rain.
7. While I was lying in bed with the flu, my friends were swimming at the beach. OR I was lying in bed with the flu while my friends were swimming at the beach. While my friends were swimming at the beach, I was lying in bed with the flu. OR I was lying in bed with the flu while my friends were swimming at the beach.

EXERCISE 23, p. 50.

2. bought . . . went; *adv cl* = [before I went to the hospital yesterday to visit my friend]
3. went . . . got . . . was . . . was planting . . . was . . . was working . . . was changing . . . were playing . . . was changing . . . were playing; *adv cl* = [When I got there around two o'clock] and [while Mr. Smith was changing the oil in the car]
4. hit . . . was using . . . hurt; *adv cl* = [while I was using the hammer]
5. heard . . . began; *adv cl* = [As soon as we heard the news of the approaching hurricane]
6. walked . . . got . . . stopped . . . rested . . . was; *adv cl* = [until he got tired] and [until he was strong enough to continue]
7. was lying . . . heard . . . heard . . . turned . . . held . . . listened . . . was chewing; *adv cl* = [While I was lying in bed last night] and [When I heard this strange noise]
8. was looking . . . started . . . took . . . was taking . . . (was) enjoying . . . came . . . asked . . . told . . . thanked . . . went . . . stayed . . . came . . . covered . . . went . . . returned . . . noticed . . . was making . . . was humming . . . thought . . . shut . . . got . . . left . . . spent; *adv cl* = [while I was looking] and [while I was taking a short break outdoors and . . . on my face] and [After I told him how to get there] and [until a big cloud came and covered the sun] and [As soon as I returned to my desk]

EXERCISE 24, p. 52.

- ... used to **work**
- Margo ~~was~~ used to teach
- Where **did** you use(d) to live?
- didn't ~~was~~ use(d) to
- Did** you use(d) to
- ... used to **go** to the beach

EXERCISE 25, p. 52.

- used to think
- did you use(d) to live
- Did you use(d) to work
- never used to wake up / didn't use(d) to wake up ... used to sleep
- used to watch ... didn't use(d) to watch ... did you use(d) to watch

Chapter 3: FUTURE TIME

EXERCISE 2, p. 56.

- is Alex going to be ... is going to be
- Are you going to finish ... I'm going to finish
- are you going to call ... am not going to call ... am going to send
- is Dr. Price going to talk ... is going to discuss

EXERCISE 6, p. 59.

- We'll
- You'll
- She'll
- He'll
- It'll
- They'll

EXERCISE 7, p. 59.

- "Rob'll"
- "Dinner'll"
- "Mary'll"
- "weather'll"
- "party'll"
- "Sam'll"
- "friends'll"
- "sun'll"

EXERCISE 8, p. 60.

- very sure
- 90% sure
- 50% sure
- 90% sure
- very sure
- very sure
- 50% sure
- very sure (art museum),
- 50% sure (natural history museum)
- 90% sure
- 90% sure

EXERCISE 9, p. 61.

- Rosa probably won't go / probably isn't going to go
She'll probably stay / is probably going to stay home and rest.
- Sam will probably go / is probably going to go
He probably won't stay up / probably isn't going to stay up

- Ms. Bok probably won't fly / probably isn't going to fly
She'll probably travel / is probably going to travel
- Mr. Chu will probably call / is probably going to call ... or e-mail
He probably won't wait / probably isn't going to wait
- Gina probably won't run / probably isn't going to run
She'll probably skip / is probably going to skip

EXERCISE 13, p. 63.

- (1)
- (2)
- (1)
- (1), (2)
- (1)
- (1)
- (1), (2)
- (1), (2), (2), (2)
- (1), (2)

EXERCISE 14, p. 64.

- will
- am going to
- will
- are going to
- will
- will
- am going to
- will ... will

EXERCISE 15, p. 65.

- ... after she ~~will~~ **returns** from vacation next week.
- ... as soon as my plane ~~will~~ **lands**.
- ... until I ~~will~~ **find** something better.
- ... as soon as you ~~will~~ **find** out anything about it.
- When you **are** in Australia next month,
- If it **isn't** cold tomorrow, ... If it **is** cold tomorrow,

EXERCISE 16, p. 66.

- will call ... returns
- won't be ... come
- go ... will prepare
- visits ... will take
- will stay ... calls
- doesn't come ... will miss
- gets (*also possible: is*) ... will eat ... is ... will be

EXERCISE 20, p. 69.

- a. goes ... brushes
b. goes ... is going to e-mail / will e-mail
c. went ... took
d. was taking ... rang
e. rang ... jumped
f. gets ... is going to brush / will brush
g. brushes ... gets
- a. get ... drink
b. get ... am going to drink / will drink
c. will not have ... get
d. got ... drank
e. was drinking ... came ... offered
f. is probably going to drop / will probably drop ... comes ... am going to make / will make

EXERCISE 22, p. 70.

- A: are ... doing (*future*)
B: am going (*future*)
B: am going ... are ... doing (*future*)
A: am going ... are going (*future*)
B: am meeting (*future*)
- A: are ... taking (*present*)
B: am taking (*present*)
A: are ... taking (*future*)
B: am taking (*future*)
- A: am going (*future*)
B: are ... going (*future*)
B: Are ... flying ... taking/driving (*future*)
A: am flying (*future*)
A: am taking (*future*)
B: am staying (*future*)
- A: are ... doing (*present*)
B: am cutting (*present*)
- A: am leaving (*future*)
A: am spending (*future*) ... is going (*present*) ... am visiting (*future*)

EXERCISE 25, p. 73.

- b
- a, b
- a, b
- b
- a, b
- a, b
- a, b
- b

EXERCISE 26, p. 74.

- The chimpanzee is about to eat a banana.
- The man is about to leave/walk out the door.
- The airplane is about to land.
- The woman is about to answer the phone.

EXERCISE 27, p. 74.

Possible answers:

- She's about to open the door.
- He's about to finish the exam.
- She's about to wash her hands.
- He's about to leave/go outside.
- She's about to swat the fly.
- He's about to go to bed.

EXERCISE 29, p. 75.

- ... and invited
- ... and think
- ... and studying
- ... and turn

EXERCISE 30, p. 76.

- walked ... was reading ... smoking
- is going to/will move ... look ... graduates
- calls ... complains
- is crying ... laughing
- get ... am taking ... going (OR: am going to take ... go)

- dug ... buried
- comes ... am going to play ... jog (OR: am playing ... jogging)
- was carrying ... climbing ... flew ... sat ... dropped ... spilled [BrE: spilt]
- arrived ... started ... was watching ... feeling ... knocked ... asked ... see ... spend ... are going to borrow ... go (OR: are borrowing ... going) ... are taking ... going (OR: are going to take ... go)

EXERCISE 31, p. 77.

- ride ... was raining ... took ... arrived ... discovered
- opens ... leave
- cut ... is bleeding ... will get
- am going / going to go ... are going / going to go
- A: is ringing
B: know
A: Are you going to answer
A: Do you want
A: don't you want
B: am expecting ... don't want
- are you wearing / going to wear ... am planning / plan ... bought ... is ... will show ... will get ... bring
- A: is ... are flashing
B: know ... know ... see
A: is going ... Are you speeding
B: am driving
A: is passing
- A: Will the sun keep ... will it eventually burn (*also possible*: be going to)
B: will eventually burn ... won't happen (*also possible*: be going to)
- will land / is going to land ... think ... will find / are going to find ... don't expect / am not expecting ... believe ... will make / are going to make

EXERCISE 32, p. 79.

- (1) made ... didn't have ... weren't ... wore
- (2) make ... comes ... buy
- (3) is ... wear ... wear
- (4) exist ... wear ... are
- (5) will probably be / are probably going to be ... will wear / are going to wear ... Will we all dress / Are we all going to dress ... show ... do you think

EXERCISE 33, p. 80.

- ... and I **passed** it.
- I **do** not like the food in the United **States**.
- I **used** to get up
- I study **hard** every day, but my **English** is not **improving**.
- Everyone **enjoys**
- ... sang songs and **talked** to each other.

8. I **studied English** in my school in **Hong Kong** before I **came** here.
9. I like to travel. I **am going to go to**
10. Now I **am studying** at this school and **live** living with my cousin. I ~~am~~ always meet my friends in the cafeteria, and we **talk** about our classes.
11. When I wake up in the morning, I **turn** on the radio **before I** get up.
12. I ~~am~~ live with . . . They **have** four **children**.
13. . . . man **took** it . . . and **killed** it without mercy.
14. . . . the weather **is** not ~~to be~~ cloudy, I **see/can see** a beautiful
15. . . . children ~~they~~ are going to join me after I ~~will~~ finish

EXERCISE 34, p. 81.

1. I want to tell you about Oscar. He **is** my cousin. He **came** here four years ago. Before he came here, he **studied** statistics in Chile. When he **left** Chile to come here, **he** came with four friends. They **studied** English in Ohio. Then he went to New **York and** stayed there for three years. He graduated from New York University. Now he **is studying** at this school. After he **finishes** his Master's degree, he **will** return to Chile.
2. Long ago in a faraway place, a lonely man **moved** into a new neighborhood. His first project **was** his new garden. He **began** to work on it right away. He **wanted** to make a perfect garden. One day some friendly neighbors and their children **visited** the man in his garden and **helped** him with the work. They **planted** flowers and **built** a small bridge across a little stream. All of them were very happy **while** they were building the bridge and **working** on the garden. The man was especially happy because he **was** no longer lonely. While the adults **were** working, some of their children **played/were playing** with a ball in the **garden**. **While** they were **playing**, one of them **stepped** on a flower. Suddenly the man **got** very angry and **told** everyone to leave. All the neighbors **left** and **went** back to their own homes. After that, the man **built** a wall around his garden and **locked** the gate. For the rest of his life, the man sat alone in his garden every evening and **cried**.

EXERCISE 35, p. 81.

- | | |
|---------------------|-----------------------|
| 1. does yours say | 7. don't understand |
| 2. will be added | 8. speak/are speaking |
| 3. Are you planning | 9. will just smile |
| 4. will prove | 10. will make |
| 5. like | 11. looks |
| 6. will overcome | 12. will have |

Chapter 4: THE PRESENT PERFECT AND THE PAST PERFECT

EXERCISE 1, p. 83.

- | | |
|----------------|---|
| 2. am | 13. didn't practice |
| 3. am studying | 14. were |
| 4. have been | 15. came |
| 5. arrived | 16. have met |
| 6. began | 17. have met |
| 7. came | 18. had never met (<i>also possible: never met</i>) |
| 8. have done | 19. know |
| 9. have met | 20. have become (OR: are becoming) |
| 10. went | |
| 11. met | |
| 12. spoke | |

EXERCISE 2, p. 84.

- | | |
|-----------|-----------------------------|
| 3. gone | 12. studied |
| 4. had | 13. stayed |
| 5. met | 14. begun |
| 6. called | 15. started |
| 7. fallen | 16. written |
| 8. done | 17. eaten |
| 9. known | 18. cut |
| 10. flown | 19. read [pronounced "red"] |
| 11. come | 20. been |

EXERCISE 3, p. 85.

2. Have you ever stayed . . . have . . . have stayed
3. Have you ever met . . . haven't . . . have never met
4. Has Tom ever visited . . . has . . . has visited
5. Has Ann ever been . . . hasn't . . . has never been . . . has not been

EXERCISE 4, p. 87.

- | | |
|-------------------------|---------------------------------|
| 1. "Bob's been" | 6. "My friends've moved" |
| 2. "Jane's been" | 7. "My roommate's traveled" |
| 3. "The weather's been" | 8. "My aunt and uncle've lived" |
| 4. "My parents've been" | |
| 5. "Mike's already" | |

EXERCISE 6, p. 88.

- | SPECIFIED | UNSPECIFIED | |
|-------------------------------------|-------------------------------------|--------------------|
| | <input checked="" type="checkbox"/> | 3. present perfect |
| <input checked="" type="checkbox"/> | | 4. simple past |
| <input checked="" type="checkbox"/> | | 5. simple past |
| | <input checked="" type="checkbox"/> | 6. present perfect |
| | <input checked="" type="checkbox"/> | 7. present perfect |
| <input checked="" type="checkbox"/> | | 8. simple past |
| | <input checked="" type="checkbox"/> | 9. present perfect |
| <input checked="" type="checkbox"/> | | 10. simple past |

EXERCISE 7, p. 88.

- have ... have eaten ... ate
- have already seen ... saw
- have already written ... wrote
- Has Antonio ever had ... has ... has had ... had
- have already read ... read
- have you visited ... have visited ... visited ... was

EXERCISE 10, p. 91.

- ate, eaten
- gave, given
- fell, fallen
- took, taken
- shook, shaken
- drove, driven
- rode, ridden
- wrote, written
- bit, bitten
- hid, hidden

EXERCISE 11, p. 91.

- Have you ever taken
- Have you ever ridden
- Have you ever written
- Have you ever given
- Have you ever shaken
- Have you ever bitten
- Have you ever driven
- Have you ever eaten
- Have you ever hidden
- Have you ever fallen
- Have you ever seen

EXERCISE 12, p. 92.

- broke, broken
- spoke, spoken
- stole, stolen
- got, gotten (got)
- wore, worn
- drew, drawn
- grew, grown
- threw, thrown
- blew, blown
- flew, flown
- drank, drunk
- sang, sung
- swam, swum
- went, gone

EXERCISE 13, p. 192.

- flown
- broken
- drawn
- swum
- spoken
- worn
- gone
- gotten (got)
- stolen
- grown
- sung
- drunk
- thrown
- blown

EXERCISE 14, p. 92.

- had, had
- made, made
- built, built
- lent, lent
- sent, sent
- spent, spent
- left, left
- lost, lost
- slept, slept
- felt, felt
- met, met
- sat, sat
- won, won
- hung, hung

EXERCISE 15, p. 93.

- lost
- met
- had
- felt
- sent
- left
- sat
- spent
- lent
- slept
- made
- built
- won
- hung

EXERCISE 16, p. 93.

- sold, sold
- told, told
- heard, heard
- held, held
- fed, fed
- read, read
- found, found
- bought, bought
- thought, thought
- taught, taught
- caught, caught
- cut, cut
- hit, hit
- quit, quit
- put, put

EXERCISE 17, p. 94.

- taught
- held
- found
- cut
- thought
- heard
- read
- fed
- told
- quit [BrE: quitted]
- bought
- sold
- hit
- put
- caught

EXERCISE 18, p. 94.

- since
- since
- for
- since
- for
- since
- since
- since
- for
- since
- for
- since
- for

EXERCISE 21, p. 96.

- has changed ... [since he **started** school]
- [Ever since I **was** a child], I have been afraid
- haven't slept ... [since I **left** home three days ago]
- [Ever since Danny **met** Nicole], he hasn't been
- has had ... [ever since he **bought** it]
- have you eaten [since you **got** up this morning] ... have eaten
- had ... was ... [Ever since I **left** home at the age of fifteen], I have taken ... have had ... have learned

EXERCISE 23, p. 99.

- is waiting ... has been waiting
- are talking ... have been talking
- are doing ... have been doing
- A: are you doing B: am working
A: have you been working B: have been working

EXERCISE 25, p. 100.

- have read
- have been reading
- have stayed
- has been crying
- has been teaching / has taught
- has been playing / has played ... have been playing / have played
- has been working / has worked ... has worked

EXERCISE 26, p. 102.

2. already 8. yet
3. still 9. still
4. anymore 10. yet . . . still
5. already 11. already
6. yet 12. still . . . anymore
7. still

EXERCISE 30, p. 105.

1. A: Do you have B: am planning A: Have you ever been B: was . . . lives / is living . . . go
2. B: is studying A: will she get / is she going to get / is she getting A: has she been studying A: Does she study
3. A: is talking B: is she talking A: have been talking
4. A: Do you know B: have . . . get . . . will call . . . (will) give B: will do
5. A: has been . . . Has anyone seen B: saw . . . has been . . . will probably be / is probably going to be
6. A: have you worn / have you been wearing B: was A: Are you
7. A: Do you like B: have never eaten B: love A: is . . . have gone B: have never been . . . will be / is going to be . . . get
8. A: Do you smoke A: have you been smoking / have you smoked B: I have been smoking / have smoked . . . was . . . have been smoking / have smoked A: did you start B: was A: Do you want B: plan / am planning . . . have decided . . . intend / am intending A: will feel / are going to feel . . . stop / have stopped B: Have you ever smoked A: have never smoked . . . was . . . smoked . . . stole . . . went . . . got . . . have not had

EXERCISE 31, p. 107.

2. I **have wanted** to learn English since I **was** a child.
3. Our class has **had** three tests since the **beginning** of the term.
4. I ~~have~~ started the English classes ~~since~~ three weeks ago, and I **have learned** some English since that time.
5. . . . , but I still **haven't found** a good way.
6. All of us **have learned** many **things** since we were children.
7. . . . Since then I **haven't talked** to her. (OR: **After that**, I didn't talk to her for three days.)
8. Since I was very young, I **have liked** animals.
9. I have been **studying English** for three and a half **months**.
10. I like **English very much**. **When** I was young, my father . . . but when I **moved** to another city, my father **didn't** find one for five years.

11. I almost **died** in an automobile accident five **years** ago. Since that day my life **has** changed completely.
12. In my country, women **have been** soldiers in the army since the 1970s.
13. I **met** Abdul in my first English class last June . . . We **have been** friends since that day.
14. . . . I **lived** (OR: **have lived**) there for twenty years.
15. My wife and I **were** in Italy two weeks ago.
16. . . . A lot of our friends **have visited** her since she **broke** her leg.
17. I **have been** busy every day since I arrived **in** this city.
18. I haven't ~~to~~ eaten any kind of **Chinese** food for a week.

EXERCISE 32, p. 108.

2. haven't been 40. are
3. haven't heard 41. know
4. have been 42. enter
5. have been working 43. come
6. (have been) going 44. point
7. wrote 45. tell
8. was going 46. try
9. (was) studying 47. buy
10. have happened 48. don't agonize
11. were 49. have learned
12. lost 50. don't want
13. messed 51. need
14. got 52. will prepare / is going to prepare
15. showed 53. have decided
16. refused 54. am working
17. felt 55. (am) going
18. told 56. have always wanted
19. started 57. am
20. have been working / have worked 58. have
21. isn't/hasn't been 59. lost
22. isn't/hasn't been 60. made
23. fetch 61. have been
24. have met 62. are
25. started 63. am really enjoying
26. came 64. will continue / am going to continue
27. wanted 65. will study / am going to study
28. brought 66. will pursue / am going to pursue
29. put 67. have told
30. was walking 68. have grown
31. pulled 69. understand
32. started 70. made (*also possible*: has made)
33. looked 71. believe
34. said 72. am finally taking (OR: have finally taken)
35. do you like
36. twitched
37. said
38. turned
39. said

EXERCISE 35, p. 114.

- | | |
|-----------|-----------|
| 3. a. 1st | 6. a. 2nd |
| b. 2nd | b. 1st |
| 4. a. 2nd | 7. a. 1st |
| b. 1st | b. 2nd |
| 5. a. 1st | 8. a. 2nd |
| b. 2nd | b. 1st |

EXERCISE 36, p. 115.

- | | |
|-----------------------|----------------------|
| 3. have already slept | 7. have already seen |
| 4. had already slept | 8. had already seen |
| 5. have already met | 9. have made |
| 6. had already met | 10. had made |

EXERCISE 37, p. 116.

- | | |
|------|------|
| 2. A | 6. A |
| 3. A | 7. B |
| 4. B | 8. B |
| 5. B | |

EXERCISE 38, p. 117.

- | | |
|----------------------|---|
| 2. have never been | 7. Hasn't he come |
| 3. had already heard | 8. had never been |
| 4. was still snowing | 9. was wearing . . . had never worn . . . hasn't worn |
| 5. had passed | |
| 6. were making | |

EXERCISE 39, p. 117.

- | | | |
|------|------|-------|
| 1. C | 5. C | 8. D |
| 2. B | 6. C | 9. B |
| 3. D | 7. A | 10. B |
| 4. A | | |

EXERCISE 40, p. 118.

- | | | |
|------|------|-------|
| 1. D | 5. C | 8. A |
| 2. C | 6. C | 9. D |
| 3. D | 7. C | 10. B |
| 4. D | | |

Chapter 5: ASKING QUESTIONS

EXERCISE 2, p. 121.

- Does aspirin relieve pain? . . . it does.
- Do snakes have legs? . . . they don't.
- Can snakes move backward? . . . they can't.
- Is the United States in North America? . . . it is.
- Did you enjoy the movie? . . . I did.
- Will you be at home tonight? . . . I won't.
- Do you have a bicycle? . . . I do.
- Has Paul left? . . . he has.
- Did he leave with Kate? . . . he did.

EXERCISE 4, p. 123.

- Does she live there? Where does she live?
- Do the students live there? Where do the students live?
- Did Bob live there? Where did Bob live?
- Is Mary living there? Where is Mary living?
- Were you living there? Where were you living?
- Are they going to live there? Where are they going to live?
- Will John live there? Where will John live?
- Can the students live there? Where can the students live?
- Has Jim lived there? Where has Jim lived?
- Has Tom been living there? Where has Tom been living?

EXERCISE 5, p. 124.

- Where do your children go to school?
- What time/When does class begin?
- When did you meet the Smiths?
- Why is the cat staring at the hole in the wall?

EXERCISE 8, p. 126.

- Who knocked on the door? (S)
- Who(m) did Sara meet? (O)
- What did Mike learn? (O)
- What changed Ann's mind? (S)
- Who(m) is Ann talking about? (O)
[OR: About whom is Ann talking? (O)]

EXERCISE 9, p. 126.

- What did Mary see?
- Who saw an accident?
- Who(m) did Mary see?
- Who saw John?
- What happened?
- What did Alice buy?
- Who bought a new coat?
- What are you looking at?
(*very formal*: At what are you looking?)
- Who(m) are you looking at?
(*very formal*: At whom are you looking?)
- Who(m) did you talk to?
(*very formal*: To whom did you talk?)
- What did Tom talk about?
(*very formal*: About what did Tom talk?)
- What did the teacher look at?
(*very formal*: At what did the teacher look?)
- Who looked at the board?
- Who(m) did the teacher look at?
(*very formal*: At whom did the teacher look?)
- What is a frog?
- What is an amphibian?
- What do frogs eat?

EXERCISE 11, p. 128.

- | | |
|---------------|----------------|
| 1. Where's | 8. "Where'd" |
| 2. What's | 9. "What'd" |
| 3. "Why's" | 10. "Why'd" |
| 4. Who's | 11. "Who'd" |
| 5. "Who're" | 12. "Where'll" |
| 6. "Where're" | 13. "When'll" |
| 7. "What're" | 14. "Who'll" |

EXERCISE 13, p. 129.

1. What does *essential* mean?
2. What does *float* mean?
3. What does *mad* mean?
4. What does *bury* mean?
5. What does *beneath* mean?
6. What does *grabbed* mean?
7. What is an *orchard*? / What does *orchard* mean?
8. What is a *honeymoon*? / What does *honeymoon* mean?
9. What is *small talk*? / What does *small talk* mean?
10. What are *hedges*? / What does *hedges* mean?

EXERCISE 14, p. 130.

2. What did you do
3. What are you going to do
4. What do you want to do / What are you going to do
5. What would you like to do
6. What are you planning to do
7. What do you do
8. What do you do
9. What did the police officer do
10. What does a bear do
11. What should I do
12. What does Mr. Rice do . . . What does Mrs. Rice do

EXERCISE 16, p. 132.

3. music . . . classical/jazz/etc.
4. car . . . Ford, Toyota/etc.
5. books . . . novels/nonfiction/etc.
- 6.-8. *Free response.*

EXERCISE 18, p. 134.

3. Which
4. What
5. What
6. which . . . which

EXERCISE 19, p. 134.

3. Which pen / Which one / Which would you like?
4. What did Chris borrow from you?
5. What do you have in your hand?
Which piece of candy / Which one / Which would you like?
6. Which tie / Which one / Which are you going to buy?

7. What did Tony get?
8. What countries / Which countries did you visit? . . .
Which country / Which one / Which did you enjoy visiting the most?

EXERCISE 20, p. 136.

- | | |
|----------------------|-------------------|
| 3. Whose notebook is | 7. Whose coat is |
| 4. Whose tapes are | 8. Who is |
| 5. Who is | 9. Who is |
| 6. Whose clothes are | 10. Whose hair is |

EXERCISE 24, p. 139.

2. How important is education?
3. How do you get to school?
4. How deep is the ocean?
5. How are you going to get to Denver?
6. How difficult was the test?
7. How high is Mt. Everest?
8. How did you get to school today?

EXERCISE 26, p. 141.

2. How far is it from Montreal to Quebec?
3. How far is it to the post office?
4. How far did you get . . . ?

EXERCISE 28, p. 142.

2. It takes me twenty minutes to walk to class.
3. It took Gino an hour and a half to finish the test.
4. It will take us forty-five minutes to drive to the airport.
5. It took Alan two weeks to hitchhike to Alaska.
6. It takes me two hours to wash my clothes at the laundromat.

EXERCISE 30, p. 142.

2. How long will Mr. McNally be in the hospital?
3. How long does it take to learn a second language?
4. How long have you been living here?
5. How long did you live in Istanbul?
6. How long have you known Nho Pham?
7. How long has he been living in Canada?
8. How long does a person have to do something consistently before it becomes a habit?

EXERCISE 35, p. 144.

- | | |
|--------------|-------------------|
| 2. How long | 8. How fast |
| 3. How far | 9. How many |
| 4. How many | 10. How |
| 5. How often | 11. How heavy |
| 6. How far | 12. How . . . How |
| 7. How many | |

EXERCISE 37, p. 146.

Expected completions:

- | | |
|-------------------------------|--|
| 2. Which one are you going to | 9. How far is it? |
| 3. Did you go to the game | 10. How did you |
| 4. Did you go (to it) | 11. How long did (does) it take you to |
| 5. Did you go | 12. What time does the game |
| 6. Who went | 13. How often do you go |
| 7. Who(m) did you go | 14. Why do you like to go |
| 8. Can you walk | 15. What do you do |

EXERCISE 45, p. 152.

- didn't he . . . Yes, he did.
- wasn't he . . . Yes, he was.
- won't she . . . Yes, she will.
- can't you . . . Yes, I can.
- did he/she . . . No, he/she didn't.
- have you . . . No, I/we haven't.
- don't they . . . Yes, they do.

EXERCISE 46, p. 153.

- | | |
|-----------------|-------------------------------|
| 2. can't they | 9. shouldn't you |
| 3. doesn't he | 10. won't she |
| 4. is he | 11. did you |
| 5. wouldn't you | 12. isn't it |
| 6. doesn't she | 13. isn't it |
| 7. hasn't she | 14. aren't they |
| 8. doesn't she | 15. isn't it . . . can't they |

Chapter 6: NOUNS AND PRONOUNS

EXERCISE 1, p. 156.

- | | |
|----------------|-----------------|
| 5. noun | 11. noun |
| 6. noun | 12. adjective |
| 7. adjective | 13. preposition |
| 8. preposition | 14. noun |
| 9. noun | 15. pronoun |
| 10. adjective | |

EXERCISE 2, p. 157.

- | | | |
|--------|----------|----------|
| 3. /z/ | 9. /z/ | 15. /əz/ |
| 4. /z/ | 10. /z/ | 16. /əz/ |
| 5. /s/ | 11. /s/ | 17. /əz/ |
| 6. /z/ | 12. /əz/ | 18. /əz/ |
| 7. /s/ | 13. /əz/ | 19. /əz/ |
| 8. /z/ | 14. /əz/ | |

EXERCISE 3, p. 157.

- Boxes have six sides.
- Big cities have many problems.
- Bananas grow in hot, humid areas.
- Insects don't have noses.
- Lambs are the offspring of sheep.

- Libraries keep books on shelves.
- Parents support their children.
- Indonesia has several active volcanoes/s.
- Baboons are big monkeys. They have large heads and sharp teeth. They eat leaves, roots, insects, and eggs.

EXERCISE 4, p. 159.

- | | | |
|---------------|-------------------|-----------------|
| 2. libraries | 12. flashes | 22. butterflies |
| 3. children | 13. tomatoes | 23. categories |
| 4. leaves | 14. teeth | 24. mosquitoes/ |
| 5. wishes | 15. halves | mosquitos |
| 6. fish | 16. taxes | 25. sheep |
| 7. opinions | 17. possibilities | 26. wolves |
| 8. mice | 18. thieves | 27. stitches |
| 9. sandwiches | 19. heroes | 28. feet |
| 10. men | 20. geese | 29. pianos |
| 11. women | 21. attorneys | 30. beliefs |

EXERCISE 5, p. 160.

- | S | V | O |
|-----------------|-------------|------------------------|
| 3. Cows | eat | grass. |
| 4. My dog | barked. | |
| 5. The dog | chased | the cat. |
| 6. Steam | rises. | |
| 7. Accidents | happen. | |
| 8. Most birds | build | nests. |
| 9. Our guests | arrived. | |
| 10. Teachers | assign | homework. |
| 11. My roommate | opened | the window. |
| 12. Jack | raised | his hand. |
| 13. Irene | is watching | her sister's children. |

EXERCISE 6, p. 160.

- | | | |
|-------|--------|--------|
| 3. n. | 7. n. | 11. n. |
| 4. v. | 8. v. | 12. v. |
| 5. v. | 9. v. | 13. v. |
| 6. n. | 10. n. | 14. n. |

EXERCISE 8, p. 162.

- | | | | | | |
|------------|--------|---------------|------|---------------|-----------|
| S | V | PREP | + | O of PREP | |
| 2. Sara | looked | at | | the pictures. | |
| S | V | PREP | + | O of PREP | |
| 3. Emily | waited | for | | her friend | |
| PREP | + | O of PREP | | | |
| at | | a restaurant. | | | |
| S | V | PREP | + | O of PREP | |
| 4. The sun | rises | in | | the east. | |
| S | V | O | PREP | + | O of PREP |
| 5. Sue | lost | her ring | in | | the sand |
| PREP | + | O of PREP | | | |
| at | | the beach. | | | |

6. The moon usually disappears
 PREP from O of PREP view PREP during + O of PREP the day.
7. Eric talked to his friend
 PREP on + O of PREP the phone PREP for + O of PREP thirty minutes.
8. Children throughout the world play
 PREP with + O of PREP dolls.
9. Astronauts walked on the moon
 PREP in + O of PREP 1969.
10. A woman in a blue suit sat beside me until the end of the meeting.
 PREP beside + O of PREP me PREP until O of PREP the end
 PREP of + O of PREP the meeting.

EXERCISE 10, p. 163.

- | | | |
|-------|--------|-----------------|
| 2. in | 9. in | 16. on |
| 3. in | 10. at | 17. on |
| 4. At | 11. at | 18. in |
| 5. at | 12. at | 19. in . . . In |
| 6. at | 13. in | 20. On . . . On |
| 7. in | 14. in | 21. On |
| 8. in | 15. in | 22. at |

EXERCISE 11, p. 164.

- | | | |
|-------|-------|-----------------|
| 1. in | 5. on | 9. in |
| 2. at | 6. in | 10. at |
| 3. in | 7. on | 11. on |
| 4. in | 8. in | 12. at . . . in |

EXERCISE 12, p. 164.

- Alex works at his uncle's bakery on Saturday mornings. (OR: On Saturday mornings, Alex . . .)
- I often take a walk in the park in the evening. (OR: In the evening, I . . .)
- My plane arrived at the airport at six-thirty in the morning. (OR: At six-thirty in the morning, my plane . . .)

EXERCISE 13, p. 165.

- My mother = S speaks = V
- My aunt and uncle = S speak = V (no error)
- Oscar = S speaks = V (no error)
- The students = S speaks = V
- Every student = S speaks = V

- (There) are = V five students = S
- There's = V apartment = S (no error)
- Do -es = aux V people = S like = V
- The people = S speaks = V
- (There) are = V kinds = S
- The neighbors = S ~~is~~ are = V
- (Every) student = S ~~have~~ has = V

EXERCISE 14, p. 166.

- | | |
|---------------------|-------------------------------------|
| 2. dry | 7. Sensible . . . comfortable |
| 3. big | 8. soapy |
| 4. sharp | 9. local . . . stolen . . . illegal |
| 5. Dark . . . small | 10. primitive . . . wild |
| 6. funny | |

EXERCISE 15, p. 167.

Expected sentences:

- Red roses are beautiful flowers.
- Cold rain fell from the dark clouds.
- The waiter poured hot coffee into my empty cup.
- The young girl in the blue dress was looking for a telephone.
- Annie sleeps on a soft bed in a quiet room.
- Mrs. Fox gave the hungry children some fresh fruit.
- After we finished our delicious dinner, Frank helped me with the dirty dishes.
- When Tom was getting a haircut, the inexperienced barber accidentally cut Tom's right ear with the scissors.

EXERCISE 17, p. 168.

- | | |
|-----------------------|-----------------------|
| 2. vegetable garden | 7. automobile factory |
| 3. television program | 8. history lesson |
| 4. bean soup | 9. mountain villages |
| 5. vacation plans | 10. flag poles |
| 6. newspaper articles | |

EXERCISE 18, p. 169.

- | | |
|----------------|-------------------------------|
| 3. Airplanes | 6. languages |
| 4. (no change) | 7. Bicycles . . . Automobiles |
| 5. (no change) | 8. (no change) |

EXERCISE 19, p. 169.

- There are around 8,600 kinds of birds in the world.
- Birds hatch from eggs. Baby birds stay in their nests for several weeks or months. Their parents feed them until they can fly.
- People eat chicken eggs. Some animals eat bird eggs.
- Foxes and snakes are natural enemies of birds. They eat birds and their eggs.
- Some birds eat only seeds and plants. Other birds eat mainly insects and earthworms.
- Weeds are unwanted plants. They prevent farm crops or garden flowers from growing properly. Birds help farmers by eating weed seeds and harmful insects.

8. Rats, rabbits, and **mice** can cause huge losses on farms by eating stored crops. Certain big birds like hawks help farmers by hunting these animals.
9. The feathers of certain kinds of birds are used in pillows and mattresses. The soft feathers from **geese** are often used for pillows and quilts. Goose feathers are also used in winter jackets.
10. The wing feathers from **geese** were used as pens from the sixth century to the nineteenth century, when steel pens were invented.

EXERCISE 20, p. 170.

- (1) Whales ... fish ... fish ... mammals ... **Mice** ... tigers
- (2) beings ... examples ... mammals ... Whales ... animals
- (3) dogs ... chimpanzees ... seas, oceans ... rivers, whales
- (4) fish ... Fish ... eggs ... offspring ... Mammals ... birth
- (5) offspring
- (6) kinds ... whales ... whales ... creatures
- (7) whales ... whales ... feet ... meters ... length
- (8) tons ... kilograms ... whales ... elephants
- (9) dinosaurs ... heart ... whale
- (10) size ... car ... vessel ... aorta
- (11) person
- (12) beings ... whales ... times
- (13) people ... whales ... enemies ... people
- (14) hunting ... whales

EXERCISE 21, p. 172.

- | | |
|---------|----------------------|
| 2. me | 7. me ... us ... We |
| 3. I | 8. them ... They are |
| 4. I | 9. She ... me |
| 5. it | 10. me ... He ... I |
| 6. them | |

EXERCISE 22, p. 172.

3. They ... her
4. it ... it ... him ... he
5. it
6. they ... them ... they
7. them ... they
8. it
9. it ... It
10. them ... They ... They ... them

EXERCISE 23, p. 174.

- | | | |
|---------------|----------------|-----------------------|
| 3. daughter's | 8. women's | 13. teachers' |
| 4. daughters' | 9. people's | 14. teacher's |
| 5. man's | 10. person's | 15. enemy's |
| 6. woman's | 11. earth's | 16. enemies' |
| 7. men's | 12. elephant's | 17. Chris's OR Chris' |

EXERCISE 24, p. 174.

- | | |
|--------------------------------|-----------------|
| 3. Babies' | 9. earth's |
| 4. baby's | 10. Mosquitoes' |
| 5. caller's | 11. mosquito's |
| 6. receptionist's ... callers' | 12. animals' |
| 7. yesterday's ... today's | 13. animal's |
| 8. The pilots' | |

EXERCISE 25, p. 175.

- | | |
|--------------------------|--|
| 3. leaves | 11. Children's toys |
| 4. mother's | 12. actors' names |
| 5. Potatoes | 13. Teachers ... people's ... ideas |
| 6. birds ... teeth | 14. monkeys ... thumbs ... hands ... feet ... thumbs ... hands |
| 7. Tom's | |
| 8. thieves ... Mr. Lee's | |
| 9. Mountains ... valleys | |
| 10. child's | |

EXERCISE 26, p. 177.

2. his
3. their
4. my ... yours ... mine ... Yours ... your
5. its ... its
6. It's
7. Hers
8. her
9. your ... It is ... you
10. a. They
b. Their
c. Our ... theirs
d. They're ... there ... they're ... their
11. mine
12. yours

EXERCISE 28, p. 179.

- | | |
|--|----------------|
| 2. himself | 7. yourselves |
| 3. yourself (<i>also possible</i> : yourselves) | 8. yourself |
| ... themselves | 9. myself |
| 4. ourselves | 10. itself |
| 5. herself | 11. themselves |
| 6. himself | 12. myself |

EXERCISE 29, p. 179.

2. will cut yourself
3. introduced myself
4. was talking to himself
5. work for ourselves
6. taught themselves
7. killed himself
8. wished myself
9. is taking care of herself
10. believe in ourselves
11. felt sorry for myself
12. help themselves

EXERCISE 31, p. 182.

2. a. Another 5. Another . . . Another . . .
 b. The other Another . . . The other
3. a. Another 6. another
 b. Another 7. the other
 c. Another 8. the other
 d. another 9. Another
4. The other

EXERCISE 33, p. 184.

2. other 11. The others
3. The others 12. a. Other
 b. Others
4. The other c. Others
5. The other d. Other
6. The others 13. The other . . . The others
7. The others 14. Others
8. The other 15. other . . . others . . . the
 other . . . other
9. Other . . . others
10. The other

EXERCISE 34, p. 186.

2. the other 7. another . . . others
3. Others 8. another
4. Other 9. The other
5. Others . . . other . . . other 10. The others
6. The other 11. Other

EXERCISE 36, p. 187.

2. I had some black **bean** soup for lunch. **It** was very good.
3. The highways in my country are **excellent**.
4. . . . **They're** teachers.
5. Today many **women** are **miners, pilots,** and **doctors**.
6. My wife likes all **kinds** of **flowers**.
7. We often read **stories** in class and try to understand all the new **words**. I can't remember all of **them**.
8. There are two **pools** at the park. One is for **children**. The **other** is for adults only.
9. My brother has an **apple tree** orchard.
10. The windows in our classroom **are** dirty.
11. . . . I heard some **other important** news this morning.
12. The population of my hometown in 1975 **was** about 50,000. Today **it is** more than 150,000.
13. . . . **It's** in a bad neighborhood. **There is** trash on both **sides** of the street. I'm going to move to **another** neighborhood.
14. **All** people **need** an education / Every **person** **needs** people can improve **their** lives.
15. **When Alice was** a child, **she** lived in . . . Today **it is** a **very big city** with many **buildings** and **large** highways.

Chapter 7: MODAL AUXILIARIES

EXERCISE 1, p. 189.

3. Ø 7. Ø 10. to
4. to 8. Ø 11. Ø
5. Ø 9. Ø 12. Ø
6. Ø

EXERCISE 2, p. 190.

3. Ø 6. to 9. Ø
4. Ø 7. Ø 10. to
5. Ø 8. to 11. Ø

EXERCISE 3, p. 191.

1. Can you ~~to~~ help
2. I must **study** for
3. We couldn't **go** to
4. I ~~am~~ have to improve
5. You shouldn't ~~to~~ spend
6. My mother can't **speak** . . . **speak** . . . languages.

EXERCISE 4, p. 191.

2. can't . . . can
3. can . . . can't
4. can . . . can't
5. can . . . can't
6. can't . . . can

EXERCISE 8, p. 194.

4. may/might (*possibility*)
5. can't (*ability*)
6. may/can (*permission*)
7. can't (*ability*) . . . Can (*ability*) . . . may/might (*possibility*)
8. may not (cannot) (*permission*) . . . may (can) (*permission*)
9. may/might (*possibility*)

EXERCISE 9, p. 195.

3. could be = may/might be (*present time*)
4. could swim = were able to swim (*past time*)
5. could be = may/might be (*present time*)
6. could arrive = may/might arrive (*future time*)
7. could jump = was able to jump (*past time*)

EXERCISE 13, p. 197.

1. May/Could I speak (*possibly too informal*: Can I talk)
2. May/Could I speak (*too informal*: Can I talk)
3. Can I talk (*also possible*: May/Could I talk/speak)
4. May/Could/Can I help
5. May/Could/Can I speak . . . May/Could I take
6. May/Could/Can I speak . . . May/Could I leave
7. May/Could/Can I speak

EXERCISE 15, p. 200.

Possible polite questions:

2. Would/Could/Will/Can you answer the phone for me?
3. Would/Could/Will/Can you turn it down?
4. Would/Could/Will/Can you please turn the volume up?
5. Would/Could/Will/Can you please pick some up?
6. Would/Could/Will/Can you please say that again?
7. Would/Could/Will/Can you please tell me where the nearest post office is?

EXERCISE 17, p. 202.

Possible responses:

1. Maybe you should / ought to eat a sandwich.
2. You should / ought to put your coat on.
3. You should / ought to / had better see a dentist.
4. You should / ought to drink a glass of water. / You should hold your breath.
5. You should / ought to go back to the restaurant and ask about them.
6. Maybe you should / ought to open the windows.
7. You should / ought to take an aspirin.
8. You should / ought to call the police.
9. You should / ought to take them back to the store.
10. You should / ought to use a dictionary when you write.

EXERCISE 18, p. 203.

2. If you don't change clothes, you'll make a bad impression.
3. If I don't call the credit card company, I'll be held responsible for charges someone else makes on my card.
4. If you don't put ice on it, it will swell.
5. Someone might steal it if you don't lock it.

EXERCISE 20, p. 204.

2. Anna shouldn't **wear** shorts
3. I should ~~to~~ go to the post office today.
4. I ought **to pay** my bills today.
5. You'd ~~had~~ better ~~to~~ call
6. You ~~don't~~ shouldn't stay up
7. You'd ~~to~~ better not **leave** your key
8. . . . He ought **to find** a new apartment.

EXERCISE 26, p. 208.

- | | |
|--------------------|----------------------------------|
| 3. doesn't have to | 9. don't have to |
| 4. must not | 10. must not |
| 5. doesn't have to | 11. don't have to |
| 6. must not | 12. must not . . . don't have to |
| 7. must not | . . . must not |
| 8. don't have to | |

EXERCISE 28, p. 211.

Possible conclusions:

1. She must be happy.
2. She must have a cold.

3. He must be married.
4. He must be cold.
5. He must have mice in his apartment.
6. He must be hot.
7. She must like to watch movies.
8. She must be smart. / She must study a lot.
9. He must be strong.

EXERCISE 29, p. 211.

- | | |
|-------------|-------------|
| 3. must | 7. must |
| 4. must not | 8. must not |
| 5. must | 9. must |
| 6. must not | |

EXERCISE 36, p. 215.

Possible suggestions:

1. Why don't you have a glass of water?
2. Why don't you take a nap?
3. Why don't you see a dentist?
4. Why don't you open a window?
5. Why don't you take geology?
6. Why don't you give her a book?

EXERCISE 37, p. 216.

1. B: Why don't you have a strong cup of tea?
2. A: Let's rent a video.
3. B: Why don't you put on a sweater?
4. B: Why don't we go to (*name of a local place*)?
A: Let's go to (*name of a local place*) instead.
5. B: Why don't you take some aspirin?
B: Then why don't you lie down and rest?
6. A: Why don't we go dancing tonight?
A: Then why don't we go to a movie?
A: Well then, let's go to a restaurant for dinner.

EXERCISE 40, p. 219.

- | | | |
|---------|---------|----------|
| 4. to | 7. to | 10. than |
| 5. than | 8. than | 11. to |
| 6. than | 9. than | 12. than |

EXERCISE 43, p. 220.

- | | | |
|------|-------|-------|
| 1. C | 8. B | 15. B |
| 2. A | 9. C | 16. B |
| 3. A | 10. B | 17. A |
| 4. B | 11. B | 18. C |
| 5. C | 12. A | 19. A |
| 6. B | 13. C | 20. C |
| 7. C | 14. A | 21. A |

EXERCISE 44, p. 223.

Possible completions:

3. Would
4. must not
5. Did
6. May (Could/Can) . . . Could (Would/Can)

7. Could/Would . . . is
8. should / ought to / had better
9. are . . . am
10. has to / must / has got to
11. Don't
12. are . . . Do . . . Could/Would
13. May/Could . . . must
14. Is
15. must/should . . . cannot/will not

Chapter 8: CONNECTING IDEAS

EXERCISE 1, p. 225.

Expected corrections:

3. Ants, butterflies, cockroaches, bees, and flies are insects.
4. Butterflies and bees are insects. **S**piders are different from insects.
5. Spiders have eight legs, so they are not called insects.
6. Most insects have wings, but spiders do not.
7. Bees are valuable to us. **T**hey pollinate crops and provide us with honey.
8. *(no change)*
9. Insects can cause us trouble. **T**hey bite us, carry diseases, and eat our food.
10. Insects are essential to life on earth. **T**he plants and animals on earth could not live without them. **I**nsects may bother us, but we have to share this planet with them.
11. *(no change)*
12. Because insects are necessary to life on earth, it is important to know about them.

EXERCISE 2, p. 226.

3. wide and deep = *adj + adj (no commas)*
4. wide, deep, and dangerous = *adj + adj + adj*
5. Goats and horses = *noun + noun (no commas)*
6. Giraffes, anteaters, tigers, and kangaroos = *noun + noun + noun + noun*
7. played games, sang songs, and ate birthday cake = *verb + verb + verb*
8. played games and sang songs = *verb + verb (no commas)*
9. mother, father, and grandfather = *noun + noun + noun*
 . . . brother and sister = *noun + noun (no commas)*
10. moos like a cow, roars like a lion, and barks like a dog = *verb + verb + verb*

EXERCISE 4, p. 227.

3. I talked. **H**e listened.
4. I talked to Ryan about his school grades, and he listened to me carefully.

5. The man asked a question. **T**he woman answered it.
6. The man asked a question, and the woman answered it.
7. *(no change)*
8. Rome is an Italian city. **I**t has a mild climate and many interesting attractions.
9. You should visit Rome. **I**ts climate is mild, and there are many interesting attractions.
10. The United States is bounded by two oceans and two countries. **T**he oceans are the Pacific to the west and the Atlantic to the east, and the countries are Canada to the north and Mexico to the south.
11. The twenty-five most common words in English are: *the, and, a, to, of, I, in, was, that, it, he, you, for, had, is, with, she, has, on, at, have, but, me, my, and not.*

EXERCISE 5, p. 228.

- | | |
|----------|----------|
| 4. , but | 8. , but |
| 5. but | 9. or |
| 6. , and | 10. , or |
| 7. and | |

EXERCISE 6, p. 229.

2. Cats are mammals, but turtles are reptiles.
3. Cows and horses are farm animals, but zebras and giraffes are wild animals.
4. Cows and horses are farm animals. **Z**ebbras, giraffes, and lions are wild animals.
5. Cars use roads. **T**rains run on tracks.
6. Cars, buses, and trucks use roads, but trains run on tracks.
7. Most vegetables grow above the ground, but some are roots and grow under the ground. **C**orn, beans, and cabbage grow above the ground, but carrots and onions grow under the ground.
8. *(no change)*
9. Nothing in nature stays the same forever. **T**oday's land, sea, climate, plants, and animals are all part of a relentless process of change continuing through millions of years.
10. Mozart was a great composer, but he had a short and difficult life. **A**t the end of his life, he was penniless, sick, and unable to find work, but he wrote music of lasting beauty and joy.

EXERCISE 7, p. 230.

- | | |
|--------|--------|
| 3. so | 7. so |
| 4. but | 8. but |
| 5. so | 9. but |
| 6. but | 10. so |

EXERCISE 8, p. 231.

1. African elephants are larger than Asiatic elephants. **E**lephants native to Asia are easier to train and have gentler natures than African elephants.
2. Asiatic elephants are native to the jungles and forests in India, Indonesia, Malaysia, Thailand, India, China, and other countries in southeastern and southern Asia.
3. Elephants spend a lot of time in water and are good swimmers. **T**hey take baths in rivers and lakes. **T**hey like to give themselves showers by shooting water from their trunks.
4. After a bath, they often cover themselves with dirt. **T**he dirt protects their skin from the sun and insects.
5. A female elephant is pregnant for approximately twenty months and almost always has only one baby. **A** young elephant stays close to its mother for the first ten years of its life.
6. Elephants live peacefully together in herds, but some elephants (called *rogues*) leave the herd and become mean. **T**hese elephants usually are in pain from decayed teeth, a disease, or a wound.

EXERCISE 9, p. 232.

- (1) **A** few days . . . to Chicago.
- (2) **We** didn't . . . first hour, but near
- (3) . . . highway construction. **T**he traffic . . . at all. **M**y friend
- (4) . . . and waited. **We** talked . . . jobs, our families, and . . . traffic. **S**lowly
- (5) traffic started to move.
- (6) **We** . . . of the road. **T**he right blinker was blinking.
- (7) **T**he driver . . . the line of traffic. **C**ar after car
- (8) . . . get in line. **I** decided to do a good deed, so I
- (9) motioned . . . ahead of me. **T**he driver
- (10) . . . thanks to me, and I waved back at him.
- (11) **A**ll cars . . . down the road. **I** held out
- (12) . . . to pay my toll, but the tolltaker . . . me on. **S**he told me
- (13) . . . paid my toll. **W**asn't
- (14) (*no change*)

EXERCISE 10, p. 233.

- | | |
|----------|-------------|
| 3. won't | 7. can't |
| 4. don't | 8. hasn't |
| 5. does | 9. is |
| 6. are | 10. doesn't |

EXERCISE 11, p. 234.

- | | |
|----------|------------|
| 3. is | 7. did |
| 4. isn't | 8. won't |
| 5. can't | 9. doesn't |
| 6. does | 10. hasn't |

EXERCISE 12, p. 234.

- | | |
|------------------|------------------|
| 4. are too | 9. isn't |
| 5. aren't either | 10. won't either |
| 6. aren't | 11. wasn't |
| 7. didn't either | 12. is too |
| 8. does too | 13. can |

EXERCISE 13, p. 235.

- | | |
|---------------------------|--------------------------|
| 1. a. James does too | 3. a. Omar is too |
| b. so does James | b. so is Omar |
| 2. a. Ivan doesn't either | 4. a. James isn't either |
| b. neither does Ivan | b. neither is James |

EXERCISE 14, p. 236.

2. so does X OR X does too
3. neither can X OR X can't either
4. neither was X OR X wasn't either
5. so did X OR X did too
6. neither does X OR X doesn't either
7. so will X OR X will too
8. neither is X OR X isn't either
9. so does X OR X does too
10. so has X OR X has too

EXERCISE 15, p. 236.

2. salt isn't either / neither is salt
3. cats do too / so do cats
4. gorillas don't either / neither do gorillas
5. the teacher did too / so did the teacher
6. the teacher was too / so was the teacher
7. I haven't either / neither have I
8. penguins can't either / neither can penguins

EXERCISE 16, p. 237.

- | | |
|--------------------|-------------------|
| 3. So do I. | 7. So did I. |
| 4. Neither do I. | 8. So should I. |
| 5. Neither did I. | 9. Neither can I. |
| 6. Neither have I. | 10. So can I. |

EXERCISE 19, p. 239.

2. The children were hungry because there was no food in the house.
Because there was no food in the house, the children were hungry.
3. Because the bridge is closed, we can't drive to the other side of the river.
We can't drive to the other side of the river because the bridge is closed.
4. My car didn't start because the battery was dead.
Because the battery was dead, my car didn't start.
5. Larry and Patti laughed hard because the joke was very funny.
Because the joke was very funny, Larry and Patti laughed hard.

EXERCISE 20, p. 240.

- Mr. El-Sayed had a bad cold. **B**ecause he was not feeling well, he stayed
- Judy went to bed early because she was tired. **S**he likes to get
- Frank put his head in his hands. **H**e was angry and upset

EXERCISE 21, p. 240.

- The room was hot, so I opened the window.
- It was raining, so I stayed indoors.
- Because Jason was hungry, he ate. (OR: Jason ate because he was hungry.)
- Because the water in the river is polluted, we can't go swimming. (OR: We can't go swimming because the water in the river is polluted.)
- Because my watch is broken, I was late for my job interview. (OR: I was late for my job interview because my watch is broken.)

EXERCISE 22, p. 240.

- Jim was hot and tired, so he sat in the shade.
- Jim was hot, tired, and thirsty.
- Because he was hot, Jim sat in the shade.
- Because they were hot and thirsty, Jim and Susan sat in the shade and drank tea.
- (no change)
- Jim sat in the shade, drank tea, and fanned himself because he was hot, tired, and thirsty.
- Because Jim was hot, he stayed under the shade of the tree, but Susan went back to work.
- Mules are domestic animals. **T**hey are the offspring of a horse and a donkey. **M**ules are called "beasts of burden" because they can work hard and carry heavy loads.
- Because mules are strong, they can work under harsh conditions, but they need proper care.
- Ann had been looking for an apartment for two weeks. **Y**esterday she went to look at an apartment on Fifth Avenue. **S**he rented it because it was in good condition and had a nice view of the city. **S**he was glad to find a new apartment.
- The word "matter" is a chemical term. **M**atter is anything that has weight. **T**his book, your finger, water, a rock, air, and the moon are all examples of matter. **R**adio waves and heat are not matter because they do not have weight. **H**appiness, daydreams, and fear have no weight and are not matter.

EXERCISE 23, p. 242.

- Even though 7. because
- Because 8. even though
- Even though 9. Even though . . . because
- Because

EXERCISE 24, p. 242.

- A 7. C
- C 8. C
- B 9. B
- A 10. C
- C

EXERCISE 27, p. 244.

- Gold, silver, and copper ~~they~~ are metals.
- The students crowded around the bulletin **board** **because** their grades were posted there.
- I had a cup of coffee, and so **did** my friend.
- My roommate didn't go. Neither **did** I. (OR: I **didn't either**.)
- Even **though I was** very exhausted, I didn't stop working until after midnight last night.
- The teacher went **to** the meeting, and **two** of the students did **too**.
- ~~Although~~ I like chocolate, but I can't eat it because I'm allergic to it. (OR: Although I like chocolate, ~~but~~ I can't eat it because I'm allergic to it.)
- Many tourists visit my country **because it has warm** weather all **year and many** interesting landmarks.
- Because the weather . . . all year, ~~so~~ many tourists (OR: **The** weather . . . all year, so many tourists)
- . . . breakfast, and everybody else in my family **does** too.
- A hardware store sells tools, nails, plumbing supplies, paint, ~~and~~ etc.
- . . . in late September, we had to cancel . . . had our passports, visas, airplane tickets, and hotel reservations.
- . . . stress on our jobs. **M**y job is stressful . . . comfortable. **I**t is noisy, hot, and dirty. **E**ven though I try to do my best, my boss . . . bad performance reports. I need to find another job.
- I like animals. I have a little dog at home. **H**er name is Linda. **S**he is brown and white.

EXERCISE 28, p. 245.

- What is the most common substance on earth? **I**t isn't wood, iron, or sand. **T**he most common substance on earth is water. **I**t occupies more than seventy percent of the earth's surface. **I**t is in lakes, rivers, and oceans. **I**t is in the ground and in the air. **I**t is practically everywhere.
- Water is vital because life on earth could not exist without it. **P**eople, animals, and plants all need water in order to exist. **E**very living thing is mostly water. **A** person's body is about sixty-seven percent water. **A** bird is about seventy-five percent water. **M**ost fruit is about ninety percent water.
- Most of the water in the world is saltwater. **N**inety-seven percent of the water on earth is in the

oceans. **B**ecause seawater is salty, people cannot drink it or use it to grow plants for food. **O**nly three percent of the earth's water is fresh. **O**nly one percent of the water in the world is easily available for human use.

(4) **E**ven though water is essential to life, human beings often poison it with chemicals from industry and agriculture. **W**hen people foul water with pollution, the quality of all life—plant life, animal life, and human life—diminishes. **L**ife cannot exist without fresh water, so it is essential for people to take care of this important natural resource.

Chapter 9: COMPARISONS

EXERCISE 1, p. 247.

Expected responses:

- Rick looks **as happy as** Jim.
Rick and Jim look **happier** than Mike and David.
David looks **sadder** than the others.
David looks **the saddest** of all.
Mike is **happier** than David but **not as happy as** Rick or Jim.
Jim is **the happiest** of the four boys.
(OR: Rick looks just about **as happy as** Jim.) Etc.
- Canada is **the largest** of the four countries.
Brazil is **almost as large as** Canada.
Brazil is **larger** than Egypt and Spain put together.
Spain is **the smallest** of the four countries.
Spain is **much smaller** than Brazil or Canada. Etc.
- The second question is **the hardest** of all.
The first and fourth questions are **the easiest**.
The fourth question is **just as easy as** the first question.
The third question is **harder** than the first or fourth but **easier** than the second. Etc.
- C is **the best** handwriting.
A is **the worst** handwriting.
C is **better** than either A or B.
A is **worse** than B. B is **worse** than C.
A **isn't nearly as** good as C. Etc.

EXERCISE 2, p. 249.

- | | |
|-----------------------------|-----------------------------|
| 2. not nearly as | 5. not nearly as |
| 3. just as | 6. just as |
| 4. almost as / not quite as | 7. almost as / not quite as |

EXERCISE 3, p. 249.

Expected completions:

- A lake isn't (nearly) as . . . an ocean
- Honey is just as . . . sugar
- Money isn't (nearly) as . . . good health
- Children usually aren't as . . . adults
- A solar system isn't (nearly) as . . . a galaxy
- People aren't (nearly) as . . . monkeys
- reading a novel is just as / isn't nearly as . . . listening to music

EXERCISE 4, p. 250.

Possible completions:

- as fast as I can
- as sour as a lemon
- as wide as a river
- as difficult as I (had) expected
- as often/much as you can
- as (young) as you feel
- as easy as you might think / as easy as it looks
- as long to drive to the airport as it takes to fly to Chicago

EXERCISE 5, p. 251.

- | | |
|-----------------|---------------|
| 2. a bull/an ox | 7. a cat |
| 3. a bird | 8. a feather |
| 4. a mule | 9. a kite |
| 5. a rock | 10. a wet hen |
| 6. the hills | |

EXERCISE 7, p. 252.

- Alaska is **the** largest
- Texas is ~~the~~ larger **than** France.
- . . . comfortable **than** new shoes.
- I like Chinese food ~~more~~ better than French food.
- A pillow is **softer than** a rock.
- I am **younger** than my brother. My sister is **the youngest** person

EXERCISE 9, p. 254.

- better, the best
- lazier, the laziest
- hotter, the hottest
- neater, the neatest
- later, the latest
- happier, the happiest
- more dangerous, the most dangerous
- more slowly, the most slowly
- more common, the most common
OR commoner, the commonest
- more friendly, the most friendly
OR friendlier, the friendliest
- more careful, the most careful
- worse, the worst
- farther/further, the farthest/furthest

EXERCISE 10, p. 254.

- | | |
|-------------------|-------------|
| 2. funnier | 6. darker |
| 3. more dangerous | 7. prettier |
| 4. more confusing | 8. wetter |
| 5. cleaner | |

EXERCISE 11, p. 255.

- | | |
|--------------------|--------------------|
| 3. farther/further | 5. farther/further |
| 4. further | 6. further |

EXERCISE 12, p. 256.

Expected responses:

2. A pool is shallower than a lake.
3. An elephant's neck is thicker than a giraffe's neck.
4. Sunlight is brighter than moonlight.
5. Iron is heavier than wood.
6. Walking is easier / more relaxing / more enjoyable than running.
7. A river is wider and deeper than a stream.
8. Rubber is more flexible than wood.
9. Nothing is more enjoyable than sitting in a garden on
10. A butterfly's wing is thinner than a blade of grass.

EXERCISE 14, p. 257.

2. she is/her
3. they are/them
4. he can/him
5. he did/him
6. he can/him
7. mine . . . hers
8. theirs . . . ours

EXERCISE 16, p. 259.

3. very
4. much / a lot / far
5. very
6. much / a lot / far
7. much / a lot / far
8. very

EXERCISE 17, p. 259.

3. B
4. A, B
5. B
6. A, B

EXERCISE 18, p. 260.

Expected responses:

4. A sidewalk isn't as wide as
5. Arithmetic isn't as difficult as / is less difficult than
6. A hill isn't as high as
7. Bottled water is clearer and cleaner than
8. . . . weather isn't as pleasant as / is less pleasant than
9. . . . chair is more comfortable than
10. . . . path isn't as dangerous as / is less dangerous than
11. Toes aren't as long as fingers.
12. Toes aren't as useful as / are less useful than
13. Toes aren't as long or useful as
14. Fingers are longer and more useful than

EXERCISE 20, p. 261.

2. . . . better than he likes his wife.
OR . . . better than his wife does.
3. . . . more than he helps Debra.
OR . . . more than Debra does.
4. . . . more than I pay my dentist.
OR . . . more than my dentist does.

EXERCISE 21, p. 261.

4. more information
5. happier
6. more happily
7. more happiness
8. more mistakes
9. more responsibly
10. more responsibilities
11. more responsible
12. quicker
13. more salt
14. more doctors

EXERCISE 22, p. 262.

2. bigger and bigger
3. better and better
4. louder and louder
5. angrier and angrier / more and more angry
6. longer and longer
7. more and more discouraged
8. colder and colder / warmer and warmer
9. harder and harder . . . wetter and wetter
10. weaker and weaker

EXERCISE 23, p. 264.

2. The closer . . . the warmer
3. The sharper . . . the easier
4. The noisier (*also possible: the more noisy*) . . . the angrier (*also possible: more angry*)
5. more shrimp . . . the pinker
6. . . . faster she drove, the more nervous I became.
7. . . . more he thought about his family, the more homesick he became.
8. . . . the darker the sky grew, the faster we ran to reach the house.

EXERCISE 24, p. 265.

3. the most beautiful . . . in
4. the worst . . . in
5. the farthest/furthest . . . in
6. the best . . . of
7. the biggest . . . in
8. the oldest . . . in
9. the most comfortable . . . in
10. the most exhausted of

EXERCISE 25, p. 266.

2. the cleanest air
3. The highest mountains on earth
4. the biggest bird
5. The two greatest natural dangers
6. the most popular forms of entertainment
7. The three most common street names
8. The longest river in South America

EXERCISE 26, p. 266.

2. the nicest times she's ever had
3. the most difficult courses I've ever taken
4. the worst mistakes I've ever made
5. the most beautiful buildings we've ever seen
6. the easiest tests I've ever taken

EXERCISE 31, p. 269.

- friendlier/more friendly than
- the most famous ... in
- more wheels than
- easier ... than
- larger than ... darker ... than
- the loudest ... in
- The most important
- more education than
- the longest
- the most delightful
- The harder ... the more impossible
- the most common/commonest ... in
- the biggest ... in ... more people than
- The greatest
- shorter
- The easiest
- the highest ... of
- thicker than
- more words ... than
- The longer ... the more difficult
- faster than ... the fastest ... of
- larger than
- The greatest ... in
- More houseplants ... than from

EXERCISE 32, p. 272.

Expected responses:

- to
- as
- from
- ∅ ... ∅
- to ... ∅ ... as ... from
- ∅ ... as ... ∅ ... to ... from

EXERCISE 33, p. 273.

Expected responses:

- different from
- different
- the same/alike
- different from
- the same as
- the same as

EXERCISE 34, p. 273.

Expected responses:

All the figures are similar.
Figures B and F are the same/alike.
Figure A is different from all the others.
Figures C, D, and E are the same.
Figure C is the same as Figures D and E.
Figure A is different from Figure B.
Figure C is different from Figure F.
Figures E and F are similar.

EXERCISE 35, p. 274.

Possible completions:

- different from / not the same as
- the same
- like/similar to
- like ... alike
- the same ... as
- like
- the same
- different from / similar to
- the same ... as
- different from / the same as
- like
- similar
- like ... like ... like

Chapter 10: THE PASSIVE

EXERCISE 1, p. 277.

- a. I am helped
b. Jane is helped
c. We are helped
- a. I was helped
b. They were helped
- a. Joe has been helped
b. We have been helped
- a. I will be helped
b. Tim is going to be helped

EXERCISE 2, p. 278.

- are employed
- has been hired
- are going to be faxed
- was bought
- will be done
- were washed

EXERCISE 3, p. 278.

- The phonograph was invented by Thomas Edison.
- An island is surrounded by water.
- The leaky faucet is going to be fixed by a plumber.
- The sick child was examined by a doctor.
- Spanish is spoken by a large number of people.
- Children are fascinated by helicopters.
- Hamlet* was written by Shakespeare.
- You will be amazed by this news.

EXERCISE 4, p. 279.

- (a) Erin is surprised
(b) Are you surprised
- (a) Steve will be shocked
(b) Will Pat be shocked
- (a) The petition was signed
(b) Was it signed
- (a) The petition has been signed
(b) Has it been signed
- (a) It is going to be signed
(b) Is it going to be signed

EXERCISE 5, p. 279.

- Was the bird killed by a cat?
- The bird wasn't killed by my cat.
- Is French spoken by a large number of people?
- Is the window going to be fixed by the janitor?
- Will our hotel room be cleaned by a maid?
- Are clean towels provided by the hotel?
- Sometimes I am frustrated by my inability to understand spoken English.

EXERCISE 6, p. 280.

- A customs officer inspected my suitcase.
- All children need love and understanding.
- Did your parents teach you to read?
- My parents taught me to read.
- Is your cousin going to meet us at the train station?
- Has the architect already drawn the plans for the new hospital?
- A dog chased the bear up a tree.

EXERCISE 7, p. 281.

3. stayed = v.i. (no change)
4. fell = v.i. (no change)
5. slept = v.i. (no change)
6. happened = v.i. (no change)
7. saw = v.t. → The accident was seen by many people.
8. existed = v.i. (no change)
9. agree = v.i. (no change)
10. die = v.i. (no change)
11. doesn't occur = v.i. (no change)
12. will discover = v.t. A cure for AIDS will be discovered
13. appeared = v.i. (no change)
14. Did . . . invent = v.t. → Was gunpowder invented by the Koreans?
15. kissed = v.t. → A frog was kissed by a princess.

EXERCISE 8, p. 282.

3. Rice is grown in India.
4. Is Spanish spoken in Peru?
5. The telephone was invented by Alexander Graham Bell.
6. When was the first computer invented?
7. Hammers are sold at a hardware store. They are used to pound nails.
8. My name will be listed in the new telephone directory.
9. *The Origin of Species* was written by Charles Darwin.
10. *The Origin of Species* was published in 1859.
11. Have you ever been hypnotized?
12. The name of this street has been changed from Bay Avenue to Martin Luther King Way.

EXERCISE 9, p. 283.

3. was built
4. is grown
5. were grown
6. was delayed
7. have . . . been sold
8. has . . . been ruled
9. was invented
10. was invented . . . were copied

EXERCISE 10, p. 284.

2. is read
3. was interrupted
4. belongs
5. is delivered
6. is not pronounced
7. happened
8. arrived . . . was met
9. heard . . . was surprised . . . was shocked
10. will be built / is going to be built
11. wrote . . . was written
12. was discovered
13. was kicked . . . attended
14. am confused
15. have been accepted

16. agree . . . prefer
17. was your bike stolen
18. Have you paid . . . will be / is going to be shut off
19. happened . . . was hit . . . Was the bicyclist injured . . . called . . . was taken . . . (was) treated . . . happened . . . was arrested . . . wasn't killed
20. is . . . is visited . . . was designed . . . was erected . . . has been . . . is recognized

EXERCISE 11, p. 286.

2. was established
3. established
4. were established
5. were disgusted
6. were replaced
7. were studied
8. (were) kept
9. became
10. understood
11. have been trying / have tried
12. was reduced
13. were killed
14. died
15. is
16. were
17. were saved (also possible: have been saved)
18. will become
19. believe
20. are put
21. are watched
22. are fed
23. have
24. is prepared
25. is designed
26. are fed
27. are fed
28. are treated

EXERCISE 12, p. 288.

2. is being built
3. is being built
4. was being painted
5. is being organized
6. are being petted
7. were being grown
8. are being lost

EXERCISE 13, p. 289.

2. should be planted
3. can't be controlled
4. had to be fixed
5. can be reached
6. can be found
7. ought to be washed
8. may be cooked . . . eaten
9. could be destroyed
10. must be kept
11. shouldn't be pronounced
12. can be worn

EXERCISE 14, p. 290.

2. disappeared
3. died
4. survived
5. were domesticated
6. were used
7. were used
8. became
9. were reintroduced
10. came
11. returned
12. left
13. developed
14. began
15. were captured
16. (were) tamed
17. were hunted
18. (were) killed
19. are protected
20. cannot be killed
21. Should wild horses be protected

EXERCISE 15, p. 291.

- (3) Today it is eaten in almost all the countries of the world.
- (4) It can be eaten alone, or it may be eaten with bread.
- (5) It can be melted and added to noodles or vegetables.
- (6) It can be used as part of a main course or as a snack.
- (7) *(no change)*
- (8) *(no change)*
- (9) Most cheese is made from cow's milk, but it can be made from
- (10) ... but other kinds can be found only in small geographical areas.
- (11) Cheese is produced in factories.
- (12) The milk has to be treated in special ways.
- (13) It must be heated
- (14) At the end, salt is added, and it is packed into molds.
- (15) Most cheese is aged for weeks
- (16) Cheese is usually sold to stores
- (17) These big rounds of cheese can be seen
- (18)-(24) *(no change)*

EXERCISE 16, p. 293.

- | | |
|------------------------|------------------|
| 2. is interested in | 6. is married to |
| 3. are disappointed in | 7. is related to |
| 4. is pleased with | 8. are done with |
| 5. am satisfied with | |

EXERCISE 17, p. 293.

- | | |
|-----------------|--------------------------|
| 2. is made | 9. is scared |
| 3. is crowded | 10. is (not) satisfied |
| 4. is located | 11. are disappointed |
| 5. am exhausted | 12. Are (you) acquainted |
| 6. am lost | 13. am (not) qualified |
| 7. is broken | 14. is spoiled |
| 8. are related | 15. is composed |

EXERCISE 18, p. 294.

- | | | |
|----------|-----------|----------|
| 2. for | 9. to | 16. with |
| 3. to | 10. with | 17. in |
| 4. of | 11. about | 18. with |
| 5. to | 12. of | 19. to |
| 6. for | 13. to | 20. of |
| 7. with | 14. in | 21. with |
| 8. about | 15. with | |

EXERCISE 19, p. 295.

- | | | |
|------------|-----------|-----------------------------------|
| 1. in | 7. with | 13. to <i>(also possible: in)</i> |
| 2. to | 8. for | 14. from |
| 3. of | 9. with | 15. of/from |
| 4. to | 10. to | 16. with |
| 5. in/with | 11. of | 17. with |
| 6. for | 12. about | 18. in |

EXERCISE 20, p. 296.

- | | |
|-------------------------|-------------------------------|
| 3. are divorced | 13. were terrified |
| 4. Are (you) related to | 14. Are (you) acquainted with |
| 5. is spoiled | 15. was (not) qualified for |
| 6. was exhausted | 16. am disappointed in/with |
| 7. was involved in | 17. am done with |
| 8. is located in | 18. is crowded |
| 9. is drunk | 19. Are ... shut |
| 10. am interested in | 20. is gone |
| 11. is devoted to | |
| 12. Are ... lost | |

EXERCISE 21, p. 297.

- | | |
|------------------|--------------------|
| 2. a. excited | 7. a. confused |
| b. exciting | b. confusing |
| 3. a. fascinated | 8. a. embarrassed |
| b. fascinating | b. embarrassing |
| 4. a. depressed | 9. a. boring |
| b. depressing | b. bored |
| 5. a. interested | 10. a. surprising |
| b. interesting | b. surprised |
| 6. a. shocking | 11. a. frightening |
| b. shocked | b. frightened |

EXERCISE 22, p. 299.

- | | |
|---------------|----------------|
| 3. shocked | 7. depressed |
| 4. shocking | 8. depressing |
| 5. surprised | 9. interesting |
| 6. surprising | 10. interested |

EXERCISE 23, p. 300.

- | | |
|--------------------|-----------------------|
| 3. stolen car | 9. planning committee |
| 4. crowded room | 10. boiling water |
| 5. rising costs | 11. missing person |
| 6. existing danger | 12. frozen vegetables |
| 7. dried fruit | 13. freezing weather |
| 8. planned event | 14. broken pencil |

EXERCISE 24, p. 301.

- | | | |
|------------|----------|-----------|
| 2. hot | 7. busy | 12. hurt |
| 3. full | 8. lost | 13. angry |
| 4. sleepy | 9. dirty | 14. dizzy |
| 5. tired | 10. rich | 15. sick |
| 6. dressed | 11. bald | 16. drunk |

EXERCISE 25, p. 302.

- | | |
|--------------------|------------------|
| 2. get well | 10. got killed |
| 3. get married | 11. getting cold |
| 4. gets hungry | 12. get lost |
| 5. gets dark | 13. get excited |
| 6. get dry | 14. get crowded |
| 7. getting tired | 15. got sleepy |
| 8. getting worried | 16. get involved |
| 9. gets thirsty | |

EXERCISE 26, p. 303.

- is used to
- am not used to . . . am used to
- are used to
- is accustomed to . . . isn't accustomed to
- am accustomed to . . . am not accustomed to
- are accustomed to
- are not accustomed to

EXERCISE 30, p. 305.

- am
- are
- ∅
- is
- ∅
- ∅

EXERCISE 31, p. 306.

- used to eat
- used to have
- is used to growing
- am used to taking
- is used to eating
- used to go

EXERCISE 33, p. 307.

- The weather is supposed to be cold tomorrow.
- The plane is supposed to arrive at 6:00.
- I am supposed to work late tonight.
- The mail was supposed to arrive

EXERCISE 34, p. 307.

- We're not **supposed** to tell
- You **aren't** supposed to talk
- My friend was **supposed** to call
- Children **are** supposed to respect
- Weren't** you supposed to be

EXERCISE 35, p. 308.

- Ann is supposed to call Mary at nine.
- Johnny is supposed to make his bed
- Susie is supposed to put her dirty clothes
- Bobby is supposed to pick up his toys . . . Annie is supposed to hang up her coat.
- The patient is supposed to take one pill every eight hours and drink plenty of fluids.
- The students are supposed to read the directions carefully and raise their hand(s)

EXERCISE 36, p. 308.

- Doctors are supposed to care for their patients.
- Employees are supposed to be on time for work.
- Air passengers are supposed to buckle their seatbelts before takeoff.
- Theatergoers are not supposed to talk during a performance.
- Soldiers on sentry duty are not supposed to fall asleep.
- Children are supposed to listen to their parents.
- Heads of state are supposed to be diplomatic.

- A dog is supposed to obey its trainer.
- People who live in apartments are supposed to pay their rent on time.

EXERCISE 39, p. 309.

- An accident ~~was~~ happened at the corner yesterday.
- This pen ~~is~~ **belongs** to me.
- I am very **surprised** by the news.
- I'm **interested** in that subject.
- He is **married to** my cousin.
- Thailand is **located** in Southeast Asia.
- Mary's dog ~~was~~ died last week.
- Were you **surprised** when you saw him?
- When I went (go) downtown, I **got** (get) lost.
- Last night I **was** very **tired**.
- The bus ~~was~~ arrived ten minutes late.
- I ~~am~~ **disagree(d)** with that statement.
- Our class is **composed of** immigrants.
- I am not **accustomed** to cold weather.
- We're not **supposed** to have pets in our apartment.

Chapter 11: COUNT / NONCOUNT NOUNS AND ARTICLES

EXERCISE 1, p. 311.

- Jack has **a** wallet in his back pocket.
- (no change)
- There was **an** earthquake in Turkey last week.
- A** ball is **a** round object.
- (no change)
- Anna is wearing **a** ring on her fourth finger.
- (no change)
- Simon Bolivar is **a** hero to many people.
- . . . It was **an** honest mistake.
- I had **an** unusual experience yesterday.
- Ann had **a** unique experience yesterday.
- (no change)

EXERCISE 2, p. 312.

- | | | |
|-------|--------|--------|
| 2. an | 8. a | 14. a |
| 3. a | 9. an | 15. a |
| 4. an | 10. an | 16. a |
| 5. an | 11. a | 17. an |
| 6. a | 12. an | 18. an |
| 7. a | 13. an | |

EXERCISE 3, p. 312.

Possible definitions:

- An astronaut** is a person who travels in outer space.
- A microscope** is an instrument that magnifies very small things.
- An enemy** is a person you fight against.
- A ferry** is a boat that carries people between short distances.

5. **An absent-minded person** is someone who is very forgetful.
6. **A camel** is a large animal that lives in desert regions and carries people and things.
7. **An umbrella** is something that people carry to protect themselves from rain.
8. **A unicorn** is a mythical animal with one horn.
9. **An onion** is a root vegetable.
10. **A honeymoon trip** is a trip newly married couples take.
11. **An hourly wage** is the amount of money a worker earns per hour.
12. **A horn** is something that grows on the heads of goats or cows.
A horn is also a musical instrument.
13. **An unlit hallway** is a passageway without lights.
14. **A utensil** is a tool you use in the kitchen or the house.
15. **An orchard** is a field where fruit trees grow.

EXERCISE 4, p. 313.

3. (no change)
4. four chairs / some furniture
5. (no change)
6. some furniture / a chair
7. a chair / some chairs / some furniture
8. some furniture

EXERCISE 5, p. 314.

- | | |
|--------------------|--------------------|
| 3. a (count) | 7. some (noncount) |
| 4. some (noncount) | 8. an (count) |
| 5. a (count) | 9. some (noncount) |
| 6. some (noncount) | 10. a (count) |

EXERCISE 6, p. 315.

- | | |
|------------------|------------------|
| 3. traffic / | 11. songs |
| 4. automobiles | 12. music / |
| 5. scenery / | 13. suggestions |
| 6. mountains | 14. advice / |
| 7. information / | 15. literature / |
| 8. facts | 16. novels |
| 9. words | 17. sand / |
| 10. vocabulary / | 18. beaches |

EXERCISE 7, p. 316.

- | | |
|--|--|
| 3. weather / | 10. knowledge / |
| 4. storms | 11. ideas ... opinions |
| 5. is ... chalk / | 12. patience / |
| 6. wishes | 13. patients |
| 7. luck / | 14. progress / |
| 8. Thunder / ... lightning / | 15. pollution / |
| 9. Gold / ... is ... Diamonds ... are | 16. bridges ... rivers ... bodies ... water / |

EXERCISE 8, p. 316.

- | | | |
|------|------|------|
| 2. G | 4. B | 6. C |
| 3. F | 5. E | 7. A |

490 ANSWER KEY

EXERCISE 11, p. 318.

- | | |
|---|---|
| 3-5. (no change) | 10. (no change) |
| 6. too many chairs | 11. are a lot (spelled as two words) of desks |
| 7. a little furniture | 12. is a lot of furniture s |
| 8. (no change) | |
| 9. some new furniture s | |

EXERCISE 12, p. 319.

3. many players are there
4. much homework do you have
5. many apples are there
6. much fruit is there
7. many provinces are there
8. much Japanese did you know
9. many kinds of fish are there
10. much cheese should I buy
11. much coffee / many cups of coffee do you drink
12. much chalk is there / many pieces of chalk are there

EXERCISE 14, p. 320.

- | | |
|------------------------|---------------------------|
| 3. a little help | 11. A few friends |
| 4. a little pepper | 12. a little rain |
| 5. a few things | 13. a little French |
| 6. a few apples | 14. a few more hours |
| 7. a little fruit | 15. a little toothpaste |
| 8. a little advice | 16. a little more chicken |
| 9. a little more money | 17. a few chickens |
| 10. a few coins | |

EXERCISE 15, p. 322.

- | | |
|---------------------------|-------------------|
| 3. time | 12. hair ... hair |
| 4. times | 13. hairs |
| 5. papers | 14. glasses |
| 6. paper | 15. glasses |
| 7. a famous paper | 16. glass |
| 8. works | 17. Iron is |
| 9. work | 18. Irons are |
| 10. light ... gets ... it | 19. experiences |
| 11. are ... lights | 20. experience |

EXERCISE 16, p. 324.

Usual completions (others are possible):

PART I.

- | | | |
|-----------|------------|----------------|
| 3. bottle | 7. bag/box | 11. bag |
| 4. jar | 8. bottle | 12. bottle/can |
| 5. can | 9. can | 13. can |
| 6. can | 10. can | 14. box |

PART II.

- | | | |
|-----------------|-----------------|-----------------|
| 17. piece | 22. slice/piece | 26. bowl |
| 18. slice/piece | 23. glass | 27. slice/piece |
| 19. slice/piece | 24. bowl/cup | 28. bowl/cup |
| 20. glass/cup | 25. glass | 29. bowl |
| 21. bowl/cup | | |

EXERCISE 19, p. 330.

3. a . . . a
4. the . . . the
5. a
6. the . . . the
7. a . . . a
8. the
9. the
10. a
11. the
12. a . . . a
13. the . . . the . . . the . . . the . . . the
14. the
15. a

EXERCISE 20, p. 331.

3. \emptyset **Milk** . . . \emptyset (*none possible*)
4. **A** . . . **Flowers** are beautiful.
5. \emptyset **Water** . . . \emptyset (*none possible*)
6. **A** . . . **Horses** are strong.
7. \emptyset **Jewelry** . . . \emptyset (*none possible*)
8. \emptyset **Soap** . . . \emptyset (*none possible*)
9. **A** . . . **Shirts** **have** sleeves.
10. \emptyset **Honey** . . . \emptyset (*none possible*)

EXERCISE 21, p. 332.

- | | |
|--|----------------------------|
| 2. a. Mountains | 7. a. problems |
| b. The mountains | b. the problems |
| 3. a. Water | 8. a. the happiness |
| b. The water | b. happiness |
| 4. a. The information | 9. a. Vegetables |
| b. information | b. The vegetables |
| 5. a. Health | 10. a. Gold |
| b. the health | b. The gold |
| 6. a. Men . . . women | |
| b. the men . . . the women | |

EXERCISE 22, p. 333.

- | | |
|---|--|
| 3. \emptyset Air | 12. the nurses |
| 4. The air | 13. \emptyset English . . . \emptyset |
| 5. The windows | grammar |
| 6. \emptyset Windows . . . \emptyset glass | 14. The grammar |
| 7. \emptyset children | 15. \emptyset plants . . . \emptyset fruit |
| 8. the children | . . . \emptyset vegetables . . . |
| 9. \emptyset Paper . . . \emptyset trees | \emptyset plants . . . \emptyset meat |
| 10. The paper | . . . \emptyset plants |
| 11. \emptyset Nurses | 16. The plants |

EXERCISE 23, p. 333.

3. **a** desk . . . **a** bed . . . **The** desk . . . **The** bed
4. **a** pen . . . **some** paper . . . **the** pen . . . **the** paper
5. **a** picnic . . . **a** movie . . . **The** picnic . . . **the** movie
6. **a** dog . . . **a** cat . . . **The** dog . . . **the** cat . . . **The** cat was chasing **a** mouse. **The** mouse . . . **a** hole . . . but **the** hole . . . **The** cat . . . **the** hole . . . **a** tree. **The** dog . . . **the** tree

7. **a** bag . . . **some** sugar . . . **some** cookies . . . **The** sugar . . . **the** flour . . . **the** flour . . . **some** little bugs . . . **the** little bugs . . . **a** new bag . . . **The** new bag
8. **a** princess . . . **a** prince . . . **The** princess . . . **the** prince . . . **a** distant land . . . **a** messenger . . . **some** things . . . **the** prince . . . **The** messenger . . . **some** jewels . . . **a** robe . . . **the** prince . . . **The** princess . . . **the** messenger's . . . **the** prince . . . **some** tokens . . . **the** messenger . . . **the** jewels . . . **the** beautiful silk robe . . . **the** princess . . . **the** messenger . . . **the** prince . . . **a** wife

EXERCISE 24, p. 335.

2. **a** radio . . . \emptyset music (*also possible*: some music)
3. **the** radio . . . **The** music
4. **A** good book . . . **a** friend . . . \emptyset life
5. **a** book . . . **the** life
6. **the** lake . . . **a** good idea
7. **A** lake . . . \emptyset water . . . **a** sea . . . **a** pond . . . **An** ocean . . . **a** sea
8. **the** beach . . . **the** ocean
9. \emptyset **Water** . . . **the** water . . . **The** pollution
10. \emptyset fresh water . . . \emptyset seawater . . . \emptyset salt
11. **the** salt . . . **the** pepper
12. \emptyset different countries . . . \emptyset different geography . . . **a** peninsula . . . **an** island nation
13. **a** taxi
14. \emptyset fresh fish
15. \emptyset **Good** food . . . \emptyset pleasure
16. **The** food . . . **the** fish . . . **the** service . . . **the** waitress . . . **a** good tip
17. **the** car . . . **the** kids . . . **the** car
18. \emptyset coins . . . \emptyset shells . . . \emptyset beads . . . \emptyset salt . . . \emptyset paper . . . \emptyset plastic cards
19. \emptyset **Money** . . . \emptyset trees
20. \emptyset sick people . . . **A** farmer . . . \emptyset crops . . . **An** architect . . . \emptyset buildings . . . **An** artist . . . \emptyset new ways . . . **the** world . . . \emptyset life
21. \emptyset **Earthquakes** are \emptyset rare events
22. **an** earthquake . . . **the** earthquake . . . **The** ground
23. **a** good program . . . **a** documentary . . . **an** old movie . . . **the** documentary
24. \emptyset **Modern** people . . . **the** universe . . . **the** moon . . . \emptyset life . . . **a** star . . . **the** universe . . . **the** sun

EXERCISE 25, p. 337.

- | | |
|----------------|-----------------|
| 3. \emptyset | 7. the |
| 4. the | 8. the |
| 5. the | 9. \emptyset |
| 6. \emptyset | 10. \emptyset |

EXERCISE 26, p. 338.

- | | |
|----------------------------------|------------------------------------|
| 3. \emptyset . . . \emptyset | 6. The . . . \emptyset . . . the |
| 4. The | 7. \emptyset |
| 5. The . . . the | 8. \emptyset . . . \emptyset |

EXERCISE 27, p. 340.

2. Do you know **Richard Smith**? **He** is a professor at this university.
3. I know that **Professor Smith** teaches at the **University of Arizona**.
4. The **Nile River** flows into the **Mediterranean Sea**.
5. John is a **Catholic**. **Ali** is a **Moslem**.
6. Anna speaks **French**. **She** studied in **France** for two years.
7. (no change)
8. I'm taking **Modern European History 101** this semester.
9. We went to **Vancouver, British Columbia**, for our vacation last summer.
10. **Venezuela** is a **Spanish-speaking** country.
11. **Canada** is in **North America**.
12. **Canada** is north of the **United States**.
13. (no change)
14. The **Mississippi River** flows south.
15. The **Amazon** is a river in **South America**.
16. We went to **Brookfield Zoo** in **Chicago**.
17. The title of this book is ***Fundamentals of English Grammar***.
18. I enjoy studying **English grammar**.
19. On **Valentine's Day** (February 14), sweethearts give each other presents.
20. I read a book entitled ***The Cat and the Mouse in My Aunt's House***.

EXERCISE 28, p. 341.

- (1) Jane **Goodall** is . . . in **Tanzania**.
- (2) . . . heart of **London, England**, as . . . books were ***The Jungle Book***, by **Rudyard Kipling**, and books about **Tarzan**, a fictional . . .
- (3) . . . go to **Africa** . . . and **English literature** . . . poets was **T. S. Eliot** . . . passage to **Africa**.
- (4) . . . the **Red Sea** and southward down the **African coast** to **Mombasa in Kenya** . . . in **Nairobi with a British company** . . . she met **Louis Leakey**, a famous . . . shore of **Lake Tanganyika**.
- (5) Jane **Goodall** lived . . .
- (6) . . . Jane couldn't afford . . . a **Ph.D. from Cambridge University** and became a professor at **Stanford University** . . . of them is ***My Friends, the Wild Chimpanzees***.

EXERCISE 29, p. 342.

2. There **is** a lot of **information** in that book.
3. ~~The~~ **Oil** is a natural resource.
4. . . there **was** too **much traffic**.
5. I drank two **glasses of water**.
6. Our teacher gives us too **much homework**.
7. Nadia knows a lot of **vocabulary**.
8. I had **an** egg for breakfast.
9. There **are** many **kinds** of trees in the world.

10. I'm studying ~~the~~ **English**.
11. My cousin **is** living/lives in **the United States**.
12. Only twelve **students** were in class yesterday.
13. I need some **advice**.
14. We all have a few **problems** in ~~the~~ life.
15. There were no **jobs**, and . . . much **money**.
16. . . . animals except for **chickens**.
17. When I **was** a **child**, . . . with ~~the~~ **horses**.
18. I live with two **friends**. One is from ~~the~~ **Chile** . . . from ~~the~~ **Saudi Arabia**.
19. I think ~~the~~ **English** is a difficult language.
20. When people use a lot of **slang**, I can't understand them.

Chapter 12: ADJECTIVE CLAUSES

EXERCISE 1, p. 344.

3. The police officer who gave me directions was friendly.
4. The waiter who served us dinner was friendly.
5. The people whom I met at the party last night were very nice.
6. The people who live next to me have three cars.
7. The man whom I met on the plane talked a lot.
8. The man who sat next to me talked a lot.
9. Three women whom I didn't know walked into my office.
10. I talked to the women who walked into my office.

EXERCISE 2, p. 345.

- | | | |
|-----|--|---|
| | S | V |
| 3. | (whom we visited) | |
| 4. | (who live on a boat) | |
| 5. | (who was sitting next to me) | |
| 6. | (who were playing football at the park) | |
| 7. | (whom I admire tremendously) | |
| 8. | (whom they met in their English class) | |
| 9. | (who listen to very loud music) | |
| 10. | (who had put a beefsteak . . . without paying) | |
| 11. | (whom I invited to dinner at my home) | |

EXERCISE 3, p. 346.

2. I liked the people **who** sat
3. People **who** paint
4. . . . married couples **who** argue
5. . . . gentleman **who** started

EXERCISE 4, p. 346.

- | | | |
|------|------|-------|
| 2. C | 5. A | 8. D |
| 3. G | 6. B | 9. H |
| 4. J | 7. F | 10. I |

EXERCISE 5, p. 346.

Possible completions:

1. . . . makes bread, cakes, pies, etc.
2. . . . fixes cars.
3. . . . serves drinks.
4. . . . collects stamps.
5. . . . spends money unwisely.
6. . . . studies outer space.
7. . . . makes things from wood.
8. . . . hoards his money.

EXERCISE 6, p. 347.

- | | |
|------------------|------------------|
| 3. who(m)/that/∅ | 7. who/that |
| 4. who/that | 8. who(m)/that/∅ |
| 5. who/that | 9. who(m)/that/∅ |
| 6. who(m)/that/∅ | 10. who/that |

EXERCISE 7, p. 348.

2. The soup which/that/∅ I had for lunch was too salty.
3. I have a class which/that begins at 8:00 A.M.
4. I know a man who/that doesn't have to work for a living.
5. The information which/that/∅ I found on the Internet helped me a lot.
6. The people whom/that/∅ we saw on the bridge waved at us.
7. My daughter asked me a question which/that/∅ I couldn't answer.
8. The woman who/that read my palm predicted my future.
9. Where can I catch the bus which/that goes downtown?
10. All of the people who(m)/that/∅ I asked to my party can come.

EXERCISE 8, p. 349.

- | | |
|-------|------------------------------|
| 2. F | that measures air pressure. |
| 3. G | that can be shaped |
| 4. E | who designs buildings. |
| 5. H | that is difficult to solve. |
| 6. I | who doesn't eat meat. |
| 7. C | that forms when water boils. |
| 8. J | that has a hard shell |
| 9. A | who leaves society |
| 10. D | that is square |

EXERCISE 9, p. 350.

Possible completions:

1. . . . that defines words.
2. . . . who takes care of sick people.
3. . . . that can fly.
4. . . . that we use to open locks.
5. . . . who is in jail.
6. . . . that has a very long neck.

7. . . . who take pictures with cameras.
8. . . . (whom) many people admire.
9. . . . that modifies a noun.
10. . . . (whom) we can trust.

EXERCISE 10, p. 350.

2. . . . you wore ~~it~~ to class yesterday.
3. . . . you to meet ~~her~~.
4. . . . to rent ~~it~~ had two bedrooms.
5. . . . we bought ~~it~~ for ourselves last week.
6. . . . you met ~~her~~ at
7. . . . cat that ~~it~~ likes to catch birds.
8. . . . cat catches ~~them~~ are very frightened.
9. . . . had brought ~~it~~ into the house.

EXERCISE 11, p. 351.

- | | |
|-------------------|--------------------|
| 1. which, that, ∅ | 4. which, that, ∅ |
| 2. who, that | 5. who(m), that, ∅ |
| 3. which, that | 6. which, that |

EXERCISE 12, p. 351.

2. The (food) we ate at the sidewalk cafe was delicious.
3. . . . a (person) who owns or operates a store.
4. The (bus) I take to school every morning is
5. (Pizza) that is sold by the piece is
6. . . . (pirates) who sailed the South China Sea and the Gulf of Thailand.
7. . . . (heat) the sun produces.
8. . . . (fish) that can tear the flesh off an animal as large as a horse in a few minutes.
9. . . . (People) who read gain A (person) who does not read is . . . (person) who cannot read.
10. . . . (birds) that live in most parts of North America . . . a (bird) that is a little larger than a sparrow and has a band of yellow across the end of its tail, it

EXERCISE 13, p. 352.

3. **The** student who raised her hand in class asked the teacher a question.
The student who sat quietly in his seat didn't.
4. **The** girl who won the foot race is happy.
The girl who lost the foot race isn't happy.
5. **The** man who was listening to the radio heard the news bulletin
The man who was sleeping didn't hear it.
6. **The** person who bought a (*make of car*) probably spent more money than the person who bought a (*make of car*).
7. **The** vegetables Tom picked from his grandfather's garden probably tasted fresher than **the** vegetables (OR: **the** ones) Amanda bought at a supermarket.
8. **The** young musician who practiced hours and hours every day showed a great deal of improvement . . .
The one who had a regular job and practiced only in

the evenings and on the weekends didn't show as much improvement.

9. **The city** that uses its rivers and streams as both a source of water and a sewer has a high death rate from infectious diseases such as typhoid and cholera. **The city** that provides clean water and a modern sewer system for its citizens doesn't.

EXERCISE 14, p. 354.

- | | |
|-------------------------------|-------------------------------|
| 2. <u>tools</u> . . . are | 8. <u>athletes</u> . . . play |
| 3. <u>woman</u> . . . lives | 9. <u>books</u> . . . tell |
| 4. <u>people</u> . . . live | 10. <u>book</u> . . . tells |
| 5. <u>cousin</u> . . . works | 11. <u>men</u> . . . were |
| 6. <u>miners</u> . . . work | 12. <u>woman</u> . . . was |
| 7. <u>athlete</u> . . . plays | |

EXERCISE 15, p. 355.

2. The man who(m)/that/Ø I told you **about** is over there.
The man **about** whom I told you is over there.
3. The woman who(m)/that/Ø I work **for** pays me a fair salary.
The woman **for** whom I work pays me a fair salary.
4. . . . the family who(m)/that/Ø she is living **with**.
. . . . the family **with** whom she is living.
5. The picture which/that/Ø Tom is looking **at** is beautiful.
The picture **at** which Tom is looking is beautiful.
6. . . . the music which/that/Ø we listened **to** after dinner.
. . . . the music **to** which we listened after dinner.

EXERCISE 16, p. 356.

2. to . . . (we went **to**)
3. in/at . . . (we stayed **in/at**)
4. to . . . (we listened **to**)
5. for . . . (Sally was waiting **for**)
6. to . . . (**to** whom I talked)
7. (that I was looking **for**)
8. (I borrowed money **from**)
9. (we talked **about** in class)
10. (I've been interested **in** for a long time)
11. (I had graduated **from**)
12. (**with** whom he is living)
13. (I was staring **at**)
14. (that I'm not familiar **with**)
15. (**with** whom I almost always agree)
16. (**to/with** whom you speak at the airline counter)
17. (you introduced me **to** at the restaurant last night)
18. (I've always been able to depend **on**)
19. (you waved **at**)
20. (**to** whom you should complain)

EXERCISE 18, p. 357.

2. (Flowers) that bloom year after year are . . .
(Flowers) that bloom only one season are . . .

3. . . . (birds) that have long legs and curved bills.
4. . . . an (animal or plant) that lived in the past.
5. . . . the (boy) who's wearing the striped shirt or the (boy) who has on the T-shirt?
. . . . the (boy) who just waved at us . . . the (kid) that has the red baseball cap?
6. . . . a (family) who lived near Quito, Ecuador . . . the (things) they did and said seemed . . . (people) who were like him in their customs and habits . . . the (way) of life that his host family followed . . . the (things) he did with his host family began . . . the (things) that were different between his host family and himself . . . (things) they had in common as human beings despite their differences in cultural background.
7. . . . the (problems) that exist today have existed . . . (people) who come from different geographical areas or cultural backgrounds . . . (people) who are different from themselves in language, customs, politics, religion, and/or appearance . . . the (violence) that has occurred throughout the history of the world.

EXERCISE 19, p. 359.

2. There is the woman whose cat died.
3. Over there is the man whose daughter is in my English class.
4. Over there is the woman whose husband you met yesterday.
5. There is the professor whose course I'm taking.
6. That is the man whose daughter is an astronaut.
7. That is the girl whose camera I borrowed.
8. There is the boy whose mother is a famous musician.
9. They are the people whose house we visited last month.
10. That is the couple whose apartment was burglarized.

EXERCISE 21, p. 360.

(Usual usage is in **boldface**.)

- | | |
|-----------------------|---------------------------|
| 3. who /that | 12. which/ that |
| 4. whose | 13. whose |
| 5. which/ that | 14. which/that/Ø |
| 6. who(m)/that/Ø | 15. A: which/that/Ø . . . |
| 7. whom | which/that/Ø |
| 8. whose | B: which/ that |
| 9. which/that/Ø | B: which/that/Ø |
| 10. who /that | A: whose |
| 11. whom | |

EXERCISE 24, p. 363.

2. whose son was in an accident
3. (that/which/Ø) I slept on in a hotel last night
4. (that/which) erupted in Indonesia recently
5. whose specialty [BrE: speciality] is heart surgery
6. (that/which) lived in the jungles of Southeast Asia
7. whose mouth was big enough to swallow a whole cow in one gulp
8. (that/which/Ø) you drink . . . (that/which) have been used

EXERCISE 25, p. 364.

- (1) ... are people who provide love, care, and education for children. Parents ... people who raise a child ...
- (2) ... one adult with whom they can form a loving, trusting relationship. A strong ... babies who are not picked up frequently and held lovingly may ... Youngsters who are raised in an institution without bonding with an older person who functions as a parent often ...
- (3) ... safety. Children who are denied such basics in their early lives may ... One of the greatest responsibilities that parents have is ...
- (4) ... The lessons that parents teach their children are ... the education that young people need in order to become independent, productive members of society.

EXERCISE 28, p. 366.

2. The woman that/**whom**/Ø I met yesterday **was nice**.
3. The people **who** live next to me are friendly.
4. I met a woman **whose** ~~her~~ husband is a famous lawyer.
5. Do you know the people who **live** in that house?
6. The professor **who** teaches Chemistry 101 is
7. ... the people who/**whom**/Ø I visited ~~their house~~ on Thanksgiving Day.
(OR: ... the people **whose** ~~their~~ house I visited on Thanksgiving Day.)
8. The people who/Ø I met ~~them~~ at the party
9. ... that/Ø we listened to ~~it~~.
10. The man **whose** bicycle was stolen was very angry.
11. ... an instrument **that** measures time.
12. The apple tree that we planted ~~it~~ last year is
13. ... I **didn't** have ... people **whose** ~~their~~ native tongue is English.
14. One of the **things** I need to get **is** a new alarm clock.
15. The people who **were** waiting in line for tickets to the game ~~they~~ were

Chapter 13: GERUNDS AND INFINITIVES

EXERCISE 1, p. 369.

Expected responses:

3. going to / driving to / flying to
4. washing / sweeping / vacuuming / mopping / cleaning
5. doing / finishing / studying
6. snowing
7. reading / buying
8. taking / signing up for / registering for
9. looking for / changing to
10. watching / playing / taking part in / reading about
11. visiting / moving to / moving out of / traveling to
12. talking

13. working / painting / playing
14. closing / shutting / opening
15. attending / going to

EXERCISE 2, p. 370.

2. buying a new car ... getting a Toyota
3. reading a good book
4. smoking
5. trying
6. doing things ... doing my homework
7. helping him
8. tapping your fingernails on the table
9. going to the zoo on Saturday
10. repeating that

EXERCISE 4, 372.

2. Nancy and Frank like to go fishing.
3. Adam went camping.
4. Tim likes to go shopping.
5. Laura goes jogging/running.
6. Fred and Jean like to go skiing.
7. Joe likes to go hiking.
8. Sara often goes bowling.
9. Liz and Greg probably go dancing a lot.
10. The Taylors are going to go (ice) skating.
11. Alex and Barbara like to go sailing/boating.
12. Tourists go sightseeing on buses.
13. Colette and Ben like to go skydiving.
14. *Free response.*

EXERCISE 5, p. 373.

2. to find / to rent
3. to be
4. to buy / to get
5. to visit / to go to / to see
6. to go to / to visit / to live in
7. to do / to finish
8. to get to / to arrive in
9. to watch
10. to be
11. to be
12. to be ... to hear
13. to buy
14. to become / to be
15. to lend / to loan / to give
16. to eat
17. to go to ... to attend
18. to pass
19. to get to / to be in
20. to see / to be with
21. to hurt / to offend / to ignore / to interrupt / to embarrass
22. to swim / to read / to answer the phone / to tell time

EXERCISE 8, p. 375.

- | | |
|----------------------|---------------------------|
| 4. to get | 15. living |
| 5. eating | 16. to take |
| 6. to meet/meeting | 17. to give |
| 7. to help | 18. to hire/hiring . . . |
| 8. to watch/watching | coming |
| 9. cracking | 19. to say |
| 10. to feed | 20. to go shopping |
| 11. to be | 21. to want to go sailing |
| 12. moving | 22. sleeping |
| 13. to go/going | 23. trying to grow |
| 14. to lock | 24. being |

EXERCISE 10, p. 377.

- | | |
|---------------------------------|------------------------------|
| 2. to relax | 13. going . . . having |
| 3. to stay . . . relax | 14. to be/being |
| 4. to stay . . . relax . . . go | 15. going |
| 5. getting | 16. to stop making |
| 6. watching | 17. quitting . . . going |
| 7. getting . . . watching | 18. to leave . . . return |
| 8. getting . . . watching | 19. washing |
| . . . listening | 20. to unplug . . . turn off |
| 9. selling . . . buying | . . . lock |
| 10. to move . . . find | 21. to understand |
| . . . start | 22. to stop driving |
| 11. painting | 23. to reach . . . to keep |
| 12. to go . . . buy | trying |

EXERCISE 11, p. 379.

- | | |
|-------------------------|------------------------------|
| 1. plan to go | 17. finish studying |
| 2. consider going | 18. would mind helping |
| 3. offer to lend | 19. hope to go |
| 4. like to visit / | 20. think about going |
| like visiting | 21. quit trying |
| 5. enjoy reading | 22. expect to stay |
| 6. intend to get | 23. stop eating (OR: stop in |
| 7. decide to get | order to eat) |
| 8. seem to be | 24. refuse to lend |
| 9. put off writing | 25. agree to lend |
| 10. forget to go | 26. postpone going |
| 11. can't afford to buy | 27. begin to study / begin |
| 12. try to learn | studying |
| 13. need to learn | 28. continue to walk / |
| 14. would love to take | continue walking |
| 15. would like to go | 29. talk about going |
| swimming | 30. keep trying to improve |
| 16. promise to come | |

EXERCISE 12, p. 379.

- | | |
|------------------|--------------|
| 2. to drive | 8. taking |
| 3. to compromise | 9. renting |
| 4. to find | 10. going |
| 5. to go | 11. sailing |
| 6. going | 12. staying |
| 7. fishing | 13. relaxing |

- | | |
|-----------------------|-----------------|
| 14. doing | 27. thinking |
| 15. to visit/visiting | 28. to find |
| 16. to do/doing | 29. to go |
| 17. seeing | 30. to hear |
| 18. to visit | 31. to call |
| 19. to go | 32. skiing |
| 20. camping | 33. waterskiing |
| 21. camping/to camp | 34. hiking |
| 22. to go | 35. swimming |
| 23. to spend/spending | 36. exploring |
| 24. to say | 37. to climb |
| 25. to like | 38. look |
| 26. thinking | |

EXERCISE 13, p. 381.

- | | |
|--------------------|------------------------|
| 2. for opening | 11. like eating |
| 3. about being | 12. for not calling |
| 4. in going | 13. of living |
| 5. for being | 14. in being |
| 6. of flying | 15. on meeting/to meet |
| 7. about taking | 16. for cleaning |
| 8. about going | 17. from entering |
| 9. on paying | 18. at cutting |
| 10. of/about being | |

EXERCISE 15, p. 382.

- | | |
|-------------------|-----------------------|
| 3. of drowning | 12. on paying |
| 4. about meeting | 13. for causing |
| 5. for helping | 14. at remembering |
| 6. in going | 15. about/of quitting |
| 7. about visiting | 16. from doing |
| 8. about pleasing | 17. on eating |
| 9. to taking | 18. for spilling |
| 10. like telling | 19. of losing |
| 11. for lying | |

EXERCISE 17, p. 385.*Possible answers:*

2. by washing
3. by watching
4. by smiling
5. by eating
6. by drinking
7. by guessing
8. by waving
9. by wagging
10. by staying . . . taking
11. by cooking / by freezing
12. by frying . . . boiling . . . poaching
13. by reading a lot / speaking only English / etc.
14. by recycling glass (newspapers, aluminum, etc.) / by not wasting water (oil, electricity, etc.) / by turning off the electricity when we leave a room / etc.
15. by asking knowledgeable questions
16. by exercising

17. by reading aloud to them from a very young age
18. by conserving the earth's resources / by working for peace / etc.

EXERCISE 18, p. 386.

- | | |
|-----------------------------|----------------------------|
| 2. with a needle and thread | 6. with a shovel |
| 3. with a saw | 7. with a hammer |
| 4. with a thermometer | 8. with a pair of scissors |
| 5. with a spoon | |

EXERCISE 19, p. 386.

- | | | |
|---------|---------|----------|
| 3. with | 7. by | 11. with |
| 4. by | 8. with | 12. by |
| 5. with | 9. by | 13. with |
| 6. with | 10. by | 14. by |

EXERCISE 20, p. 387.

2. Making friends isn't hard.
3. Cooking rice is easy.
4. Taking a long walk is relaxing.
5. Is learning a second language difficult?
6. Cheating during a test is wrong.
7. Is living in an apartment expensive?
8. Living in a foreign country isn't easy.
9. Making new friends takes time.

EXERCISE 21, p. 387.

2. It's fun to play tennis.
3. It's important to be polite to other people.
4. It's interesting to learn about other cultures.
5. It's dangerous to walk alone at night
6. Is it easy to ride a motorcycle?
7. It isn't much fun to have a cold.
8. It takes a long time to learn a second language.
9. It takes three minutes to cook

EXERCISE 23, p. 388.

2. for teachers to speak clearly
3. for us to hurry
4. for a fish to live out of water
5. for students to budget their time carefully
6. for a child to sit still for a long time
7. for my family to eat turkey on Thanksgiving Day
8. for people to take trips to the moon
9. for me to understand Mr. Alvarez
10. for guests to wait until the hostess begins to eat
11. for the bride to feed the groom the first piece of wedding cake
12. for me to understand our teacher

EXERCISE 28, p. 392.

3. ... hospital **in order** to visit
4. (no change)
5. ... today **in order** to deposit

6. ... drugstore **in order** to buy
7. ... dictionary **in order** to find
8. ... cafeteria **in order** to eat
9. (no change)
10. ... TV **in order** to improve
11. (no change)
12. ... university **in order** to ask
13. ... shoulder **in order** to get
14. (no change)
15. ... bookstore **in order** to buy

EXERCISE 29, p. 392.

2. C (in order) to listen
3. D (in order) to find
4. A (in order) to keep
5. I (in order) to see
6. B (in order) to reach
7. J (in order) to look
8. F (in order) to chase
9. H (in order) to get
10. G (in order) to help

EXERCISE 30, p. 393.

- | | | |
|--------|---------|---------|
| 3. to | 8. for | 12. to |
| 4. for | 9. to | 13. for |
| 5. for | 10. for | 14. for |
| 6. to | 11. to | 15. to |
| 7. to | | |

EXERCISE 32, p. 394.

PART I.

2. I was too sleepy to finish my homework last night.
3. This jacket is too small for me to wear.
4. Mike was too busy to go to his aunt's housewarming party.
5. I live too far from school to walk there.
6. Some movies are too violent for children to watch.

PART II.

8. I'm not strong enough to lift a horse.
9. It's not warm enough today for us to go outside in shorts and sandals.
10. I wasn't sick enough to stay home and miss work, but I didn't feel good all day.

EXERCISE 33, p. 394.

- | | |
|------------------------|-------------------------|
| 3. too busy to answer | 6. large enough to hold |
| 4. early enough to get | 7. too big to get |
| 5. too full to hold | 8. big enough to hold |

EXERCISE 34, p. 395.

- | | |
|---------------------------|---------------------------|
| 3. \emptyset ... enough | 7. \emptyset ... enough |
| 4. too ... \emptyset | 8. \emptyset ... enough |
| 5. too ... \emptyset | 9. too ... \emptyset |
| 6. too ... \emptyset | |

EXERCISE 36, p. 396.

- (in order) to look
- to go/going swimming
- (in order) to invite
- going
- listening
- drawing
- to understand . . . to improve . . . to be . . . Lecturing
- to feed
- to feed . . . getting
- feeding
- (in order) to earn . . . to take
- to take
- to get . . . sleep
- staring . . . thinking . . . to be
- to work . . . going/to go . . . looking . . . doing
- Asking . . . getting . . . to make . . . keep . . . to be
- forgetting to call
- to travel/traveling . . . to go/going
- (in order) to make
- taking
- cracking . . . to be
- to shake . . . looking (*also possible*: to look)
- to stand/standing . . . to move/moving
- Smiling

EXERCISE 37, p. 398.

- I went to the store **to get** some toothpaste.
- Did you go ~~to~~ shopping yesterday?
- I usually go to the cafeteria ~~for~~ to get a cup of coffee in the morning.
(OR: . . . to the cafeteria for ~~to get~~ a cup of coffee)
- Bob needed to **go** downtown yesterday.
- I cut the rope **with** a knife.
- I thanked him for **driving** me to the airport.
- It is** difficult to learn a second language.
- It is important **to get** an education.
- Timmy isn't **old** enough **to get** married.
- Do you want **to go** ~~to~~ swimming tomorrow?
- I went to the bank **to cash** a check.
- I was **too** sleepy to finish my homework last night.
- It is easy to do** this exercise. / **This exercise is** easy to do.
- Last night **I was** too tired **to do** my homework.
- I've never gone ~~to~~ sailing, but I would like to.
- Reading ~~it~~ is one of my **hobbies**.
- The man began to **build** a wall around his garden.
- . . . you learn **a lot** about other countries and cultures.
- Instead of **settling** down in one place
- My grandmother likes to **fish** / likes ~~to~~ fishing / likes to **go** fishing.
- Mary would like to **have** a big family.

EXERCISE 40, p. 400.

- | | |
|---|-----------------------------------|
| 2. went | 36. to get |
| 3. is | 37. started |
| 4. manufactures | 38. walking/to walk |
| 5. are made | 39. knocking |
| 6. has | 40. (in order) to ask |
| 7. needs | 41. to ask |
| 8. to meet | 42. reached |
| 9. travels | 43. pushed |
| 10. went | 44. waited |
| 11. (in order) to meet | 45. came |
| 12. speaks | 46. took |
| 13. knows | 47. got |
| 14. doesn't know | 48. were surprised |
| 15. was staying | 49. saw |
| 16. had | 50. was wrapped |
| 17. was staying | 51. thought |
| 18. was getting | 52. trying |
| 19. heard | 53. to explain |
| 20. walked | 54. didn't know |
| 21. opened | 55. nodded |
| 22. found | 56. didn't smile / wasn't smiling |
| 23. took | 57. looked |
| 24. looked | 58. smiled |
| 25. saw | 59. reached |
| 26. turned | 60. walked |
| 27. to go | 61. looked |
| 28. was closed / had closed | 62. didn't have to understand |
| 29. was locked | 63. (in order) to figure |
| 30. didn't have | 64. didn't have to say |
| 31. wasn't dressed | 65. grabbed |
| 32. was wearing | 66. took |
| 33. am I going to do / will I do / should I do / can I do | 67. led |
| 34. standing | 68. is still embarrassed |
| 35. decided | 69. laughs |
| | 70. tells |

Chapter 14: NOUN CLAUSES

EXERCISE 1, p. 404.

- I don't know . . . living. (*noun clause*)
- Where is she living? (*information question*)
- Where did Paul go? (*information question*)
- I don't know . . . went. (*noun clause*)
- I don't know . . . begins. (*noun clause*)
- What time . . . begin? (*information question*)
- How old is Kate? (*information question*)
- I don't know . . . angry. (*noun clause*)
- What happened? OR I don't know what happened. (*both*)

12. Who came ... party? OR I don't know ... party. (both)
13. Who(m) did ... party? (information question)
14. What did Sue say? (information question)
15. I don't know ... about. (noun clause)

EXERCISE 2, p. 405.

2. where Natasha went
3. why Maria is laughing
4. why fire is
5. how much a new Honda costs
6. why Mike is always
7. how long birds live
8. when the first wheel was invented
9. how many hours a light bulb burns
10. where Emily bought
11. who lives
12. who(m) Julie talked

EXERCISE 4, p. 406.

2. Jason works / is working ... does he work / is he working
3. does that camera cost ... this camera costs
4. can you run ... I can run
5. did you see ... I saw
6. did she get ... she got
7. is it ... it is
8. Who invented ... who invented
9. are some people ... some people are
10. will you spend / are you going to spend ... you will spend / you are going to spend

EXERCISE 5, p. 408.

3. is (v) a crow (s), what a crow is
4. What (s) is (v), what is in that bag
5. cat (s) is (v), whose cat is in the driveway
6. that (s) is (v), whose car that is
7. is (v) violin (s), what a violin is
8. Who (s) is (v), who is in the doctor's office
9. this (s) is (v), whose hammer this is ... whose hammer this is
10. is (v) doctor (s), who Bob's doctor is
11. What (s) is (v), what is at the end of a rainbow

EXERCISE 6, p. 409.

I don't know ...

1. where (...) went yesterday.
2. how old (...) is.
3. where (...) eats lunch.
4. what (...)'s last name is.
5. what time (...) usually gets up.
6. when (...) got home last night.
7. what time (...) went to bed last night.
8. who (...)'s best friend is.
9. who (...) called last night.

10. how long (...) has been living here.
11. who wrote (*Tales of the South Pacific*).
12. what happened in Alaska yesterday.
13. what (...) did yesterday.
14. who that girl is.
15. who those people are.
16. what kind of tree that is.
17. whose (backpack) that is.
18. whose (gloves) those are.

EXERCISE 8, p. 410.

2. if (whether) Mr. Pips will be at the meeting
3. if (whether) Paulo went to work yesterday
4. if (whether) Barcelona is a coastal town
5. if (whether) I still have Yung Soo's address

EXERCISE 9, p. 410.

- | | |
|---------------------------|-----------------------|
| 2. if you are going to be | 5. if he can babysit |
| 3. if all birds have | 6. if you have |
| 4. if she took | 7. if you should take |

EXERCISE 10, p. 411.

2. what time it is.
3. what an amphibian is?
4. if a frog is an amphibian?
5. what's on TV tonight
6. what the speed of sound is?
7. if sound travels faster than light?
8. if dogs are colorblind?
9. why the sky is blue.
10. if insects have ears.
11. if beings from outer space have ever visited the earth.
12. how dolphins communicate with each other?
13. if people can communicate with dolphins.

EXERCISE 15, p. 414.

2. dreamed that I
3. believe that we
4. know that Matt ... assume that he
5. notice that Ji Ming ... hope that he's
6. believe that she
7. read that half
8. know that forty ... believe that these immigrants
9. think that a monster ... says that some investigators say that they can prove that the Loch Ness

EXERCISE 17, p. 416.

2. pleased that you
3. surprised that Ann ... think that she
4. afraid that another ... convinced that it
5. aware that you ... certain that I'll
6. disappointed that my son ... realize that young people ... worried that my son's ... forget that he's ... think that he'll

- a fact that some
- aware that dinosaurs . . . true that human beings
- a fact that blue whales . . . believe that they

EXERCISE 21, p. 419.

- I don't believe that we are going to have
- I hope that Margo will be
- I believe that cats can swim.
- I don't think that gorillas have tails.
- I suppose that Janet will be
- I hope that my/our flight won't be canceled

EXERCISE 23, p. 420.

- Ann **asked**, "Is your brother a student?"
- Rita **said**, "We're hungry."
- "We're hungry," Rita **said**. "Are you hungry too?"
- "We're hungry. Are you hungry too? Let's eat," Rita **said**.
- John F. Kennedy **said**, "Ask not . . . do for you. Ask what . . . for your country."
- The fox **said**, "I'm going to eat you." The rabbit **said**, "You have to catch me first!"

EXERCISE 24, p. 421.

"Both of your parents are deaf, aren't they?" I asked Roberto.

"Yes, they are," he replied.

"I'm looking for someone who knows sign language," I said. "Do you know sign language?" I asked.

He said, "Of course I do. I've been using . . . spoken language."

"A deaf student is going to visit . . . Could you interpret for her?" I asked.

"I'd be delighted to," he answered. "I'm looking forward . . . why she is coming?"

"She's interested in seeing . . . our English classes," I said.

EXERCISE 27, p. 423.

- she . . . her
- they . . . their
- he . . . me
- he . . . me . . . my . . . he . . . his . . . his

EXERCISE 28, p. 424.

- was meeting
- had studied
- had forgotten
- was going to fly
- would carry
- could teach

EXERCISE 29, p. 424.

- Sally said (that) she didn't like chocolate.
- Mary said (that) she was planning . . . her family.
- Tom said (that) he had already eaten lunch.

- Kate said (that) she had called her doctor.
- Mr. Rice said (that) he was going to go to Chicago.
- Eric said (that) he would come to my house at ten.
- Jane said (that) she couldn't afford to buy a new car.
- Ann said (that) she can't afford to buy a new car.
- Ms. Topp said (that) she wanted to see me in her office after my meeting with my supervisor.

EXERCISE 30, p. 425.

- said
- told
- asked
- told . . . said . . . asked . . . told . . . said
- said . . . asked . . . told . . . asked . . . said

EXERCISE 33, p. 427.

- In the middle of class yesterday, my friend tapped me on the shoulder. "What time is it?" she asked me. "Two-thirty," I answered.
- I met Mr. Redford at the reception for international students. "Where are you from?" he asked. "I'm from Argentina," I told him.
- When I was putting on my hat and coat, Robert asked me, "Where are you going?" "I have a date with Anna," I told him. "What are you going to do?" he wanted to know. "We're going to a movie," I answered/replied.

EXERCISE 34, p. 427.

Conversation One: Susan asked me where Bill was. I told her (that) he was in the lunch room. She wanted to know when he would be back in his office. I said (that) he would be back around two.

Conversation Two: Mrs. Ball asked her husband if he could help her clean the hall closet. Mr. Ball told his wife (that) he was really busy. She wanted to know what he was doing. He replied (that) he was fixing the zipper on his winter jacket. Then she asked him if/whether he would have some time to help her after he fixed the zipper. He said (that) he couldn't because he had to watch a really important ball game on TV. With a note of exasperation in her voice, Mrs. Ball finally said (that) she would clean the closet herself.

EXERCISE 35, p. 428.

(that) he wasn't going to have . . . wasn't hungry . . . had (already) eaten . . . he had come . . . he needed to talk to her about a problem he was having at work.

EXERCISE 37, p. 429.

- I don't know what ~~is~~ your e-mail address **is**.
- I think ~~so~~ that Mr. Lee is out of town.
- Can you tell me ~~that~~ where Victor
- . . . what kind of movies ~~does~~ he **likes**.

6. I think (*no comma*) that my English
7. **It** is true that people are
8. ... I **didn't** know who **he was**.
9. I want to know **if Pedro has** a laptop computer.
10. ... what ~~do~~ they say.
11. ... He told **me** / said that he **didn't** like
(*also possible: doesn't like*)
12. ... and **asked me**, "Where is your brother?"
13. ... doctor said, "**You** will be fine. It's nothing serious."
14. ... what ~~do~~ I read ... what **he is** saying.
15. ... asked me ~~that~~, "**When will you be home?**"

Appendix 1: PHRASAL VERBS

EXERCISE 1, p. 431.

- | | |
|--|---------------|
| 2. on | 6. on ... off |
| 3. back (<i>also possible: away</i>) | 7. back |
| 4. off | 8. on ... off |
| 5. up | |

EXERCISE 2, p. 432.

- | | |
|-----------------|-----------------|
| 3. SEPARABLE | 6. NONSEPARABLE |
| 4. NONSEPARABLE | 7. SEPARABLE |
| 5. SEPARABLE | 8. SEPARABLE |

EXERCISE 3, p. 433.

- | | | |
|---------|-------|------------------|
| 3. up | 6. up | 9. up |
| 4. over | 7. up | 10. up |
| 5. in | 8. on | 11. down ... off |

EXERCISE 4, p. 433.

- | | |
|------------------------|-----------------------|
| 3. it off ... SEP | 7. them off ... SEP |
| 4. them down ... SEP | 8. over it ... NONSEP |
| 5. into him ... NONSEP | 9. them off ... SEP |
| 6. it out ... SEP | 10. it away ... SEP |

EXERCISE 5, p. 434.

- | | | |
|--------|---------|--------------|
| 2. off | 7. down | 12. on |
| 3. in | 8. up | 13. out |
| 4. up | 9. out | 14. down |
| 5. off | 10. up | 15. away/out |
| 6. up | 11. off | |

EXERCISE 6, p. 435.

- | | | |
|------------------|--------------|----------------------|
| 2. it up | 7. them in | 12. it on ... it off |
| 3. her up | 8. it down | 13. them out |
| 4. them away/out | 9. it out | 14. it on |
| 5. it off | 10. you down | |
| 6. it up | 11. it up | |

EXERCISE 7, p. 436.

- | | | |
|---------------|------------------|---------|
| 2. into | 5. in ... out of | 8. from |
| 3. over | 6. on ... off | |
| 4. on ... off | 7. into | |

EXERCISE 8, p. 436.

- | | |
|----------------------|------------------------------------|
| 2. them off | 6. into him |
| 3. it up ... it down | 7. it away/out ... on me ... it up |
| 4. it out | 8. into it |
| 5. it on | |

EXERCISE 9, p. 437.

- | | |
|-----------------|----------------------------------|
| 1. it down | 12. him/her up |
| 2. on me | 13. it out |
| 3. it down | 14. it away/out |
| 4. it up | 15. over it |
| 5. it off | 16. it up |
| 6. them on | 17. a bus, a train, a plane |
| 7. it off | 18. a car, a taxi |
| 8. it up | 19. a bus, a train, a plane |
| 9. into him/her | 20. a car, a taxi |
| 10. it off | 21. a light, a radio, a computer |
| 11. it in | 22. a light, a radio, a computer |

EXERCISE 10, p. 438.

- | | |
|-------------|--|
| 2. it down | 9. it out |
| 3. it up | 10. me out |
| 4. him up | 11. it back |
| 5. you back | 12. them away (<i>also possible: back</i>) |
| 6. it up | 13. it off |
| 7. it off | 14. it on |
| 8. it back | 15. it back |

EXERCISE 11, p. 439.

- | | |
|------------|--|
| 1. it up | 11. it down (<i>also possible: off</i>) |
| 2. it up | 12. them out |
| 3. it out | 13. it off |
| 4. them on | 14. it up |
| 5. it in | 15. it up |
| 6. her out | 16. it on |
| 7. it off | 17. him/her up |
| 8. it up | 18. them away (<i>also possible: back</i>) |
| 9. it off | 19. them away/out |
| 10. it off | 20. it on |

EXERCISE 12, p. 440.

- | | | |
|-----------------|--------|-----------------|
| 2. out | 6. up | 10. down |
| 3. over ... out | 7. in | 11. on |
| 4. out | 8. out | 12. out |
| 5. out ... out | 9. up | 13. around/back |

EXERCISE 13, p. 441.

- | | | |
|---------|----------------|---------|
| 1. out | 6. down | 11. out |
| 2. over | 7. up | 12. in |
| 3. out | 8. over | 13. on |
| 4. out | 9. around/back | 14. out |
| 5. out | 10. up | |

EXERCISE 14, p. 442.

- | | | |
|---------|----------|----------|
| 2. off | 7. out | 12. on |
| 3. out | 8. up | 13. up |
| 4. out | 9. up | 14. over |
| 5. over | 10. back | 15. away |
| 6. on | 11. back | 16. out |

EXERCISE 15, p. 443.

- | | | |
|---------|----------|----------|
| 1. back | 7. out | 12. out |
| 2. off | 8. back | 13. up |
| 3. out | 9. up | 14. up |
| 4. over | 10. on | 15. back |
| 5. on | 11. over | 16. out |
| 6. away | | |

EXERCISE 16, p. 444.

- | | | |
|------------------|----------|----------------|
| 2. on | 8. up | 15. up |
| 3. out | 9. up | 16. out ... in |
| 4. up | 10. out | 17. up |
| 5. up | 11. out | 18. up |
| 6. in ... in ... | 12. down | 19. over |
| down | 13. up | 20. off |
| 7. down | 14. up | |

EXERCISE 17, p. 446.

- | | | |
|---------|---------|---------|
| 1. up | 7. down | 13. in |
| 2. out | 8. back | 14. out |
| 3. up | 9. up | 15. up |
| 4. up | 10. up | 16. up |
| 5. down | 11. on | 17. up |
| 6. down | 12. out | 18. off |

EXERCISE 18, p. 447.

- | | |
|--------------|-------------------|
| 3. up | 9. out for |
| 4. up in | 10. through with |
| 5. out of | 11. in on |
| 6. around | 12. along with |
| 7. back from | 13. up for ... up |
| 8. out of | |

EXERCISE 19, p. 448.

- | | | |
|--------------------|--------------|-------------|
| 2. together | 6. out | 9. out |
| 3. around/out with | 7. away from | 10. back to |
| 4. over to | 8. over | 11. around |
| 5. out about | | |

Appendix 2: PREPOSITION COMBINATIONS**EXERCISE 1, p. 453.**

- | | | |
|----------|---------|----------|
| 2. with | 7. with | 12. for |
| 3. of | 8. to | 13. with |
| 4. about | 9. of | 14. from |
| 5. with | 10. of | 15. with |
| 6. about | 11. to | |

EXERCISE 2, p. 454.

- | | | |
|------------|-----------|-----------|
| 2. from | 7. to | 12. for |
| 3. for | 8. for | 13. about |
| 4. at/with | 9. to | 14. of |
| 5. of | 10. with | |
| 6. to | 11. about | |

EXERCISE 4, p. 455.

- | | | |
|---------|-------------|---------|
| 1. from | 6. at | 10. for |
| 2. with | 7. for | 11. for |
| 3. to | 8. with ... | 12. at |
| 4. at | about/over | |
| 5. in | 9. with | |

EXERCISE 5, p. 456.

- | | |
|----------------|-----------------|
| 1. to | 7. to ... from |
| 2. for | 8. to |
| 3. for | 9. about ... in |
| 4. of | 10. of/about |
| 5. for ... for | 11. of |
| 6. for | |

EXERCISE 6, p. 457.

- | | | |
|---------|--------|------------------|
| 1. for | 6. in | 11. to ... about |
| 2. from | 7. at | 12. with |
| 3. for | 8. to | 13. to ... about |
| 4. on | 9. of | |
| 5. with | 10. to | |

EXERCISE 7, p. 458.

- | |
|-----------------------------|
| 1. to |
| 2. A: from B: for |
| 3. A: to B: at |
| 4. to |
| 5. of |
| 6. from ... for |
| 7. A: in B: with |
| 8. A: for ... with B: to |

EXERCISE 8, p. 458.

- | | |
|----------------|----------------------------|
| 1. about | 10. to |
| 2. from | 11. in |
| 3. of | 12. at |
| 4. to ... with | 13. for ... at |
| 5. to | 14. at |
| 6. for | 15. A: with ... about/over |
| 7. from | C: to |
| 8. with | A: to ... about ... with |
| 9. with | |

EXERCISE 9, p. 460.

- | | | |
|----------|-------------|-----------|
| 1. with | 6. about/of | 11. about |
| 2. to | 7. at | 12. to |
| 3. from | 8. for | 13. about |
| 4. about | 9. for | |
| 5. to | 10. for | |

EXERCISE 10, p. 461.

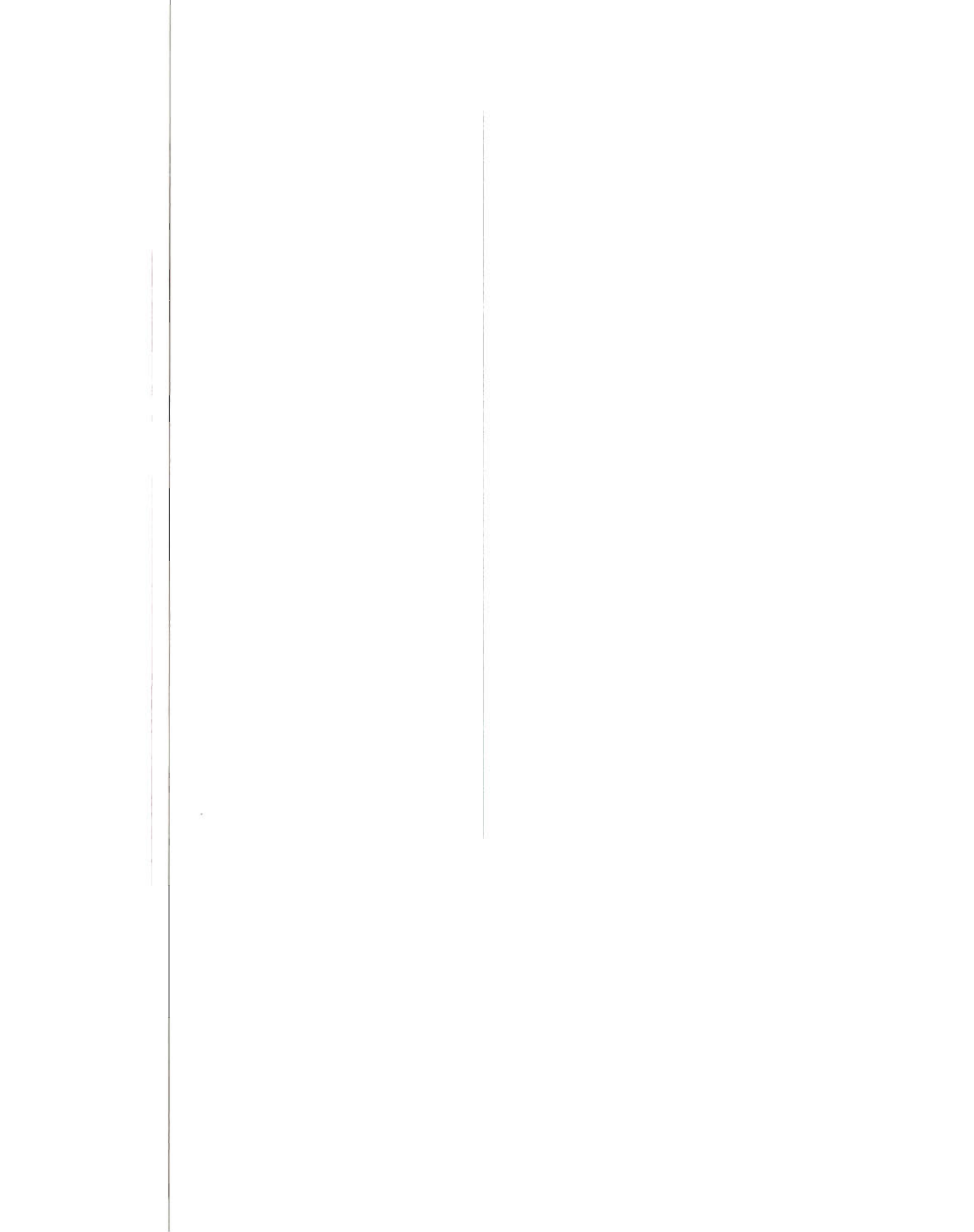
- | | | |
|---------------|------------|-------------|
| 1. to ... for | 6. for | 11. of |
| 2. for | 7. on | 12. to |
| 3. of | 8. to/with | 13. from |
| 4. for | 9. from | 14. of/from |
| 5. on | 10. on | |

EXERCISE 11, p. 462.

- | | | |
|----------|-----------------|-----------|
| 1. on | 6. from | 11. by |
| 2. from | 7. to ... about | 12. to |
| 3. about | 8. to | 13. about |
| 4. for | 9. into | 14. from |
| 5. about | 10. from | |

EXERCISE 12, p. 462.

- | | | |
|---------------|-------------|-----------|
| 1. on | 8. to | 15. on |
| 2. about | 9. from | 16. of |
| 3. with | 10. to | 17. about |
| 4. from | 11. for | 18. for |
| 5. from | 12. of/from | 19. to |
| 6. to ... for | 13. from | 20. to |
| 7. of | 14. on | |





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