

**FUNDAMENTALS OF**  

---

**ENGLISH**  
**GRAMMAR**  

---

Second Edition

**WORKBOOK**



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**Betty Schramper Azar**  
**Donald A. Azar**

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# WORKBOOK

## FUNDAMENTALS OF

# ENGLISH GRAMMAR

Second Edition

**Betty Schramper Azar**

**Donald A. Azar**

### MAIN TEXT

Available in full and split editions (A and B)

- A developmental skills text that teaches speaking, listening, writing, and reading while focusing on target structures
- A broad syllabus of English structures for intermediate-level ESL/EFL students
- Clear, concise, easy-to-understand grammar charts
- A variety of written and oral exercises with lively and realistic contexts

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- additional grammar areas
- new exercises
- clarified structures and presentations

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- guided study practices (with no answers given) for additional classwork, homework, or individualized instruction

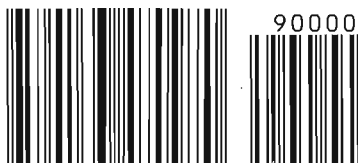
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- presentation suggestions
- background grammar notes
- techniques for handling exercises
- notes on cultural content, vocabulary, and structure usage
- suggested activities
- answers to Main Text and Workbook exercises

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*To Immee, Amelia Azar*

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## Preface

This *Workbook* consists of exercises to accompany *Fundamentals of English Grammar (2nd edition)*, a developmental skills text for mid-level ESL/EFL students. The exercises are designated SELFSTUDY (answers given) or GUIDED STUDY (answers not given). The SELFSTUDY practices are intended for students to use independently. The answers are in a separate, detachable *Answer Key* booklet at the back of this book. The GUIDED STUDY practices may be selected by the teacher for additional classwork, homework, or individualized instruction. Answers to the GUIDED STUDY practices, as well as suggestions for using the *Workbook*, can be found in the *Teacher's Guide*.

Many of the initial practices in each unit are tightly controlled and deliberate, intended to clarify form and meaning. Control is then loosened as the manipulative and clarifying practices lead to others that promote free, creative use of the target structures. The *Workbook* also contains suggestions for writing and various group activities such as games and discussions.

### ACKNOWLEDGMENTS

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BETTY SCHRAMPFER AZAR

Once again, I begin by expressing my gratitude to Betty for her continued patience and guidance, and for the same incredible expertise that she brings to all phases of this project. Much of this was accomplished during a difficult time. Her ability and persistence got the book out. I continue to marvel and to learn.

I want to thank my father-in-law, Bill Schramper, for numerous handwritten ideas for topics and sentences. His agile mind provided much fodder. Inspiration appeared from many sources, R.T. Steltz, Tom Hembra, and my uncle Elias George among them, as well as Fred Lockyear, Gary Althen and other colleagues whose brains I often pick without knowing why until I start putting sentences down.

And special thanks still go to Chelsea Azar. She continues to endure our commitment to these projects and always provides joy and support.

DONALD A. AZAR



# CHAPTER 1

## Present Time

### ◇ PRACTICE 1—SELFSTUDY: Interview questions and answers.

Directions: Complete the sentences with appropriate words.

A: Hi. My name \_\_\_\_\_ **is** \_\_\_\_\_ Kunio.

B: Hi. My \_\_\_\_\_ **name** \_\_\_\_\_ is Maria. I \_\_\_\_\_ glad to meet you.

KUNIO: I \_\_\_\_\_ glad to \_\_\_\_\_ you, too. Where \_\_\_\_\_?

MARIA: I \_\_\_\_\_ from Mexico. Where \_\_\_\_\_?

KUNIO: I \_\_\_\_\_ Japan.

MARIA: Where \_\_\_\_\_ living now?

KUNIO: On Fifth Avenue in \_\_\_\_\_ apartment. And you?

MARIA: I \_\_\_\_\_ living in a dorm.

KUNIO: \_\_\_\_\_ your field of study?

MARIA: Business. After I study English, I \_\_\_\_\_ going to attend the School of Business Administration. How \_\_\_\_\_ you? \_\_\_\_\_ your major?

KUNIO: Chemistry.

MARIA: \_\_\_\_\_ you like to do in your free time? \_\_\_\_\_ you have any hobbies?

KUNIO: I \_\_\_\_\_ to swim. How \_\_\_\_\_ you?

MARIA: I read a lot and I \_\_\_\_\_ stamps from all over the world.

KUNIO: Really? \_\_\_\_\_ you like some stamps from Japan?

MARIA: Sure! That would be great! Thanks.

KUNIO: I have \_\_\_\_\_ write your full name on the board when I introduce \_\_\_\_\_ to the class. \_\_\_\_\_ do you spell your name?

MARIA: My first \_\_\_\_\_ is Maria. M-A-R-I-A. My last \_\_\_\_\_ is Lopez. L-O-P-E-Z.

KUNIO: My \_\_\_\_\_ name is Kunio. K-U-N-I-O. My \_\_\_\_\_ name is Akiwa. A-K-I-W-A.

MARIA: Kunio Akiwa. \_\_\_\_\_ that right?

KUNIO: Yes, it \_\_\_\_\_. It's been nice talking with you.

MARIA: I enjoyed it, too.

◇ PRACTICE 2—GUIDED STUDY: Introducing yourself.

Directions: Write answers to the questions. Use your own paper.

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 is your major field of study?
  - 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?
8. Describe your first day at this school.

◇ PRACTICE 3—GUIDED STUDY: Present verbs. (Charts 1–1 → 1–3)

Directions: All of the following sentences contain mistakes. Find the mistakes and rewrite each sentence correctly.

*Example:* I no like cold weather. → ***I don't like cold weather.***

1. I no living at home right now.
2. I be living in this city.
3. Student at this school.
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. Tom does he going to school?
10. Tom no go to school.
11. My sister don't have a job.
12. Does Sara has a job?

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

13. Does you have a job?
14. Is Canada does it be north of the United States?
15. I never to go to my office on Saturday.
16. Ahmed, Toshi, Ji, Ingrid, and Pedro eats lunch together every day.

◇ PRACTICE 4—SELFSTUDY: Present verbs. (Charts 1-1 → 1-3)

Directions: Use the given verb to complete the sentence that follows. Use the SIMPLE PRESENT or the PRESENT PROGRESSIVE.

1. *sit* I am sitting at my desk right now.
2. *read* I \_\_\_\_\_ the second sentence in this exercise.
3. *look* I \_\_\_\_\_ at sentence 3 now.
4. *write* Now I \_\_\_\_\_ the right completion for this sentence.
5. *do* I \_\_\_\_\_ a grammar exercise.
6. *sit* I usually sit at my desk when I do my homework. And right now I am sitting at my desk to do this exercise.
7. *read* I often \_\_\_\_\_ the newspaper, but right now I \_\_\_\_\_ a sentence in my grammar workbook.
8. *look* I \_\_\_\_\_ at the newspaper every day. But right now I \_\_\_\_\_ at my grammar workbook.
9. *write* When I do exercises in this workbook, I \_\_\_\_\_ the answers in my book and then I check them in the *Answer Key*.\* Right now I \_\_\_\_\_ an answer in the book.
10. *do* I \_\_\_\_\_ grammar exercises every day. Right now I \_\_\_\_\_ Practice 4 in this workbook.

◇ PRACTICE 5—SELFSTUDY: Forms of the simple present. (Chart 1-1)

Directions: Review the basic forms of the SIMPLE PRESENT TENSE by completing the sentences with the correct form of the verb "SPEAK."

**PART I: STATEMENT FORMS**

1. I (*speak*) \_\_\_\_\_ speak English.
2. They (*speak*) \_\_\_\_\_ English.
3. He (*speak*) \_\_\_\_\_ English.
4. You (*speak*) \_\_\_\_\_ English.
5. She (*speak*) \_\_\_\_\_ English.

\*The *Answer Key* to the selfstudy practices is in the back of this book.

**PART II: NEGATIVE FORMS**

1. I (*speak, not*) \_\_\_\_\_ **do not (don't) speak** \_\_\_\_\_ your language.
2. They (*speak, not*) \_\_\_\_\_ English.
3. He (*speak, not*) \_\_\_\_\_ English.
4. You (*speak, not*) \_\_\_\_\_ English.
5. She (*speak, not*) \_\_\_\_\_ English.

**PART III: QUESTION FORMS**

1. (*you, speak*) \_\_\_\_\_ **Do you speak** \_\_\_\_\_ English?
2. (*they, speak*) \_\_\_\_\_ English?
3. (*he, speak*) \_\_\_\_\_ English?
4. (*we, speak*) \_\_\_\_\_ English?
5. (*she, speak*) \_\_\_\_\_ English?

◇ PRACTICE 6—SELFSTUDY: Simple present. (Charts 1-1 → 1-3)

Directions: Write **-S/-ES** in the blanks where necessary and make any other needed changes in the verb. If the verb does not need **-S/-ES**, put a slash (/) in the blank.

1. Alan like s to play soccer.
2. My son watch es too much TV.
3. Rita do es n't like / coffee.
4. Monkeys climb \_\_\_\_\_ trees.
5. Do \_\_\_\_\_ you like \_\_\_\_\_ to climb trees?
6. Do \_\_\_\_\_ Paul like \_\_\_\_\_ to cook?
7. Alex like \_\_\_\_\_ to dance
8. Mike wash \_\_\_\_\_ his own clothes.
9. Rita go \_\_\_\_\_ to school at seven.
10. Bees make \_\_\_\_\_ honey.
11. A bee visit \_\_\_\_\_ many flowers in one day.
12. Tina get \_\_\_\_\_ her work done on time.
13. Tina and Pat get \_\_\_\_\_ their work done.
14. Do \_\_\_\_\_ Bill get \_\_\_\_\_ his work done?
15. Eric do \_\_\_\_\_ n't get \_\_\_\_\_ it done on time.
16. David carry \_\_\_\_\_ a briefcase to work.
17. Janet play \_\_\_\_\_ tennis every day.
18. A frog catch \_\_\_\_\_ flies with its tongue.
19. Frogs are small green animals that live \_\_\_\_\_ near water.
20. A turtle is another animal that live \_\_\_\_\_ near water.



◇ PRACTICE 7—GUIDED STUDY: Final forms with -s/-es. (Charts 1–1 → 1–3)

Directions: Complete the sentences in COLUMN A with the words from COLUMN B.

- Capitalize the first word of the sentence.
- Add final -S/-ES to the verb if necessary.
- Add a period or question mark at the end of the sentence.

Example: 1. **A star shines in the sky at night.**

COLUMN A	COLUMN B
1. a star	A. cause air pollution
2. a hotel	B. stretch when you pull on it
3. newspaper ink	C. support a huge variety of marine life
4. bees	✓ D. shine in the sky at night
5. do automobiles	E. cause great destruction when it reaches land
6. does physical exercise	F. use its long trunk like a hand to pick things up
7. a rubber band	G. improve your circulation and general health
8. a river	H. stain my hands when I read the paper
9. oceans	I. produce one-fourth of the world's coffee
10. Brazil	J. gather nectar from flowers
11. does an elephant	K. flow downhill
12. a hurricane	L. supply its guests with clean towels

◇ PRACTICE 8—SELFSTUDY: Forms of the present progressive. (Charts 1–1 and 1–2)

Directions: Review the basic forms of the PRESENT PROGRESSIVE by completing the sentences with the correct form of the verb "SPEAK."

**PART I: STATEMENT FORMS**

1. I (*speak*) \_\_\_\_\_ ***am speaking*** \_\_\_\_\_ English right now.
2. They (*speak*) \_\_\_\_\_ English right now.
3. She (*speak*) \_\_\_\_\_ English right now.
4. You (*speak*) \_\_\_\_\_ English right now.

**PART II: NEGATIVE FORMS**

1. I (*speak, not*) \_\_\_\_\_ ***am not speaking*** \_\_\_\_\_ English right now.
2. They (*speak, not*) \_\_\_\_\_ English right now.
3. He (*speak, not*) \_\_\_\_\_ English right now.
4. You (*speak, not*) \_\_\_\_\_ English right now.

**PART III: QUESTION FORMS**

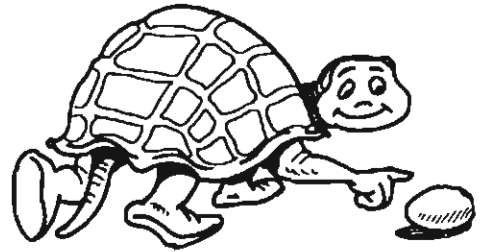
1. (*you, speak*) \_\_\_\_\_ ***Are you speaking*** \_\_\_\_\_ English right now?
2. (*they, speak*) \_\_\_\_\_ English right now?
3. (*she, speak*) \_\_\_\_\_ English right now?
4. (*we, speak*) \_\_\_\_\_ English right now?



◇ PRACTICE 9—SELFSTUDY: Simple present and present progressive. (Charts 1-1 → 1-3)

Directions: Complete the sentences with **DO**, **DOES**, **IS**, or **ARE**. If no completion is needed, put a slash (/) in the blank.

1. Jack does not work at his father's store.
2. Do you have a job?
3. Kate / works at a restaurant.
4. Tom is working this afternoon.
5. \_\_\_\_\_ you working today?
6. Emily and Sara \_\_\_\_\_ working at the ice cream store this summer.
7. \_\_\_\_\_ Eric planning to get a job this summer?
8. \_\_\_\_\_ you plan to get a job, too?
9. Denise \_\_\_\_\_ wears jeans to work every day.
10. She \_\_\_\_\_ a carpenter.
11. Today she \_\_\_\_\_ working at the Hills' house.
12. She and her partner Scott \_\_\_\_\_ building a new porch for Mr. and Mrs. Hill.
13. Denise and Scott usually \_\_\_\_\_ work together on small construction jobs.
14. A turtle \_\_\_\_\_ lays eggs.
15. \_\_\_\_\_ snakes lay eggs?
16. \_\_\_\_\_ a lizard lay eggs?
17. \_\_\_\_\_ a lizard a reptile?
18. \_\_\_\_\_ turtles and snakes reptiles?
19. Turtles, snakes, and lizards \_\_\_\_\_ all reptiles.
20. Almost all reptiles \_\_\_\_\_ lay eggs.
21. Reptiles \_\_\_\_\_ cold-blooded.
22. Their body temperature \_\_\_\_\_ the same as the temperature of their surroundings.



◇ PRACTICE 10—GUIDED STUDY: Simple present and present progressive. (Charts 1-1 → 1-3)

Directions: Complete the sentences with **DO**, **DOES**, **IS**, or **ARE**. If no completion is needed, put a slash (/) in the blank.

1. A mosquito \_\_\_\_\_ flying around Sam's head.
2. Mosquitoes \_\_\_\_\_ pests.
3. They \_\_\_\_\_ bother people and animals.
4. \_\_\_\_\_ a male mosquito bite?
5. No, male mosquitoes \_\_\_\_\_ not bite.
6. Only female mosquitoes \_\_\_\_\_ bite animals and people.
7. A female mosquito \_\_\_\_\_ lays 1,000 to 3,000 eggs in her lifetime.



8. How long \_\_\_\_\_ mosquitoes live?
9. A female mosquito \_\_\_\_\_ lives for 30 days.
10. A male mosquito \_\_\_\_\_ not live as long as a female.
11. How long \_\_\_\_\_ a male mosquito live?
12. It \_\_\_\_\_ dies after 10 to 20 days.
13. Hillary \_\_\_\_\_ wearing mosquito repellent.



14. The mosquito repellent \_\_\_\_\_ smells bad, but it \_\_\_\_\_ works.
15. The mosquito repellent \_\_\_\_\_ effective.
16. Mosquitoes \_\_\_\_\_ stay away from people who \_\_\_\_\_ wearing mosquito repellent.
17. \_\_\_\_\_ you ever wear mosquito repellent?
18. \_\_\_\_\_ mosquito repellent work?

◇ PRACTICE 11—SELFSTUDY: Frequency adverbs. (Charts 1–1 and 1–2)

Directions: Complete each sentence with an appropriate FREQUENCY ADVERB\* from the list.

*always usually often sometimes seldom rarely never*

1. I see one or two movies every week. → I **often** go to the movies.
2. I let my roommate borrow my car one time last year.  
→ I **rarely** let my roommate borrow my car.
3. Maria eats cereal for breakfast seven days a week.  
→ Maria \_\_\_\_\_ eats cereal for breakfast.
4. Four out of five visitors to the museum stay for three hours or longer.  
→ Museum visitors \_\_\_\_\_ stay for at least three hours.
5. We occasionally have quizzes in Dr. Jacobs's history class.  
→ Dr. Jacobs \_\_\_\_\_ gives quizzes in history class.

\*See Chart 7–8 for more information about frequency adverbs.

6. If the teacher is on time, the class begins at 8:00 A.M. Once in a while, the teacher is a few minutes late. → The class \_\_\_\_\_ begins at 8:00 A.M.
7. The train from Chicago has been late ninety percent of the time.  
→ The train from Chicago is \_\_\_\_\_ on time.
8. In the desert, it rains only two days between May and September every year.  
→ It \_\_\_\_\_ rains there in the summer.
9. James asks me to go to the sailboat races every year, but I don't accept his invitation because I think sailboat racing is boring.  
→ I \_\_\_\_\_ go to sailboat races with James.
10. Every time I go to a movie, I buy popcorn.  
→ I \_\_\_\_\_ buy popcorn when I go to a movie.
11. Andy and Jake are friends. They go out to dinner at least three times a week.  
→ Andy and Jake \_\_\_\_\_ go out to dinner with each other.
12. Andy and Jake do business with each other every once in a while. Most of the time they don't discuss business when they go out to dinner with each other.  
→ They \_\_\_\_\_ discuss business during dinner.

◇ PRACTICE 12—GUIDED STUDY: Simple present: frequency adverbs. (Charts 1–1 and 1–2)

Directions: Make sentences about yourself. Use FREQUENCY ADVERBS with the given ideas.

Example: wear sandals in the summer  
→ *I usually wear sandals in the summer.*

Example: read poetry in my spare time  
→ *I rarely read poetry in my spare time.*

FREQUENCY ADVERBS:

*always    usually    often    sometimes    seldom    rarely    never*

1. wear a suit to class
2. go to sleep at ten-thirty
3. read mystery stories before I go to sleep
4. hand in my school assignments on time
5. listen to the radio in the morning
6. speak to strangers at a bus stop
7. believe the things I read in newspapers
8. call a friend if I feel lonely or homesick
9. wear a hat when the weather is chilly
10. have chocolate ice cream for dessert

◇ PRACTICE 13—SELFSTUDY: Present progressive. (Charts 1-1 and 1-2)

Directions: Use the PRESENT PROGRESSIVE to identify the actions in the pictures.



*He is swimming.*

1. *He's doing the crawl.* \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



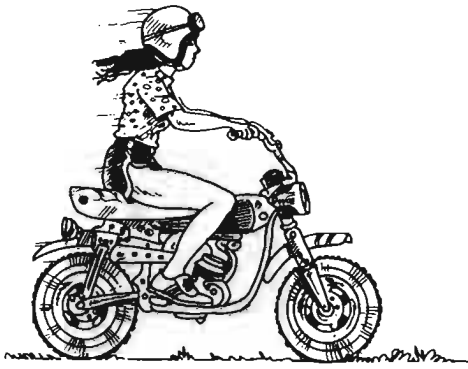
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

◇ PRACTICE 14—GUIDED STUDY: Present verbs. (Charts 1-1 and 1-2)

Directions: Use the PRESENT PROGRESSIVE to identify the actions in the pictures.



1. \_\_\_\_\_



2. \_\_\_\_\_



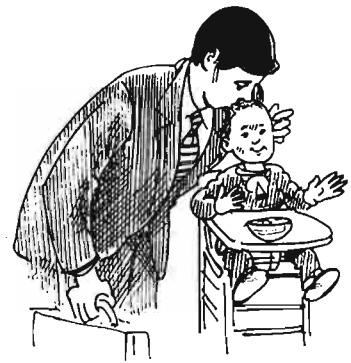
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

◇ PRACTICE 15—SELFSTUDY: Simple present and present progressive. (Charts 1-1 → 1-4)

Directions: Complete the sentences with the SIMPLE PRESENT or PRESENT PROGRESSIVE form of the verbs in the list. Each verb is used only one time.

- |               |               |              |                   |
|---------------|---------------|--------------|-------------------|
| <i>belong</i> | <i>need</i>   | <i>see</i>   | <i>take</i>       |
| <i>bite</i>   | <i>play</i>   | <i>shine</i> | <i>understand</i> |
| <i>drive</i>  | <i>prefer</i> | <i>sing</i>  | <i>watch</i>      |
| <i>look</i>   | <i>rain</i>   | <i>snow</i>  | <i>write</i>      |

- Look outside! It **is snowing**. Everything is beautiful and all white.
- My father **takes** the 8:15 train into the city every weekday morning.
- On Tuesdays and Thursdays, I walk to work for the exercise. Every Monday, Wednesday, and Friday, I \_\_\_\_\_ my car to work.
- A: Charlie, can't you hear the telephone? Answer it!  
B: You get it! I \_\_\_\_\_ my favorite TV show. I don't want to miss anything.

5. A: What kind of tea do you like?  
 B: Well, I'm drinking black tea, but I \_\_\_\_\_ green tea.
6. I'm gaining weight around my waist. These pants are too tight. I \_\_\_\_\_  
 a larger pair of pants.
7. A: Dinner's ready. Please call the children.  
 B: Where are they?  
 A: They \_\_\_\_\_ a game outside in the street.
8. It's night. There's no moon. Emily is outside. She \_\_\_\_\_ at the sky. She  
 \_\_\_\_\_ more stars than she can count.
9. Michael has a good voice. Sometimes he \_\_\_\_\_ with a musical group in  
 town. It's a good way to earn a little extra money.
10. A: Ouch!  
 B: What's the matter?  
 A: Every time I eat too fast, I \_\_\_\_\_ my tongue.
11. Alicia always \_\_\_\_\_ in her diary after dinner.
12. Thank you for your help in algebra. Now I \_\_\_\_\_ that lesson.
13. This magazine isn't mine. It \_\_\_\_\_ to Colette.
14. I can see a rainbow because the sun \_\_\_\_\_ and it \_\_\_\_\_  
 at the same time.

◇ PRACTICE 16—SELFSTUDY: Present verbs: questions and short answers. (Chart 1–5)

Directions: Complete the questions with **DO**, **DOES**, **IS**, or **ARE**. Then complete both the affirmative and negative short answers.

1. A: Are you leaving now?  
 B: Yes, I am. OR: No, I'm not.
2. A: Do your neighbors know that you are a police officer?  
 B: Yes, they do. OR: No, they don't.
3. A: \_\_\_\_\_ you follow the same routine every morning?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
4. A: \_\_\_\_\_ Dr. Jarvis know the name of her new assistant yet?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
5. A: \_\_\_\_\_ Paul and Beth studying the problem?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
6. A: \_\_\_\_\_ they understand the problem?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
7. A: \_\_\_\_\_ Mike reading the paper and watching television at the same time?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.

8. A: \_\_\_\_\_ you listening to me?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
9. A: \_\_\_\_\_ that building safe?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
10. A: \_\_\_\_\_ the weather affect\* your mood?  
 B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.

◇ PRACTICE 17—GUIDED STUDY: Present progressive. (Charts 1-1 and 1-2)

Directions: In small groups, pretend to perform actions. 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!)



SUGGESTIONS FOR ACTION:

*painting a wall*

*drinking a cup of tea/coffee*

*petting a dog*

*dialing a telephone*

*climbing a tree*

*playing the piano*

*swimming*

*driving a car*

*watching a tennis match*

*pitching a baseball*

\*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.*



◇ PRACTICE 18—GUIDED STUDY: Present progressive. (Charts 1-1 and 1-2)

Direction: Practice the PRESENT PROGRESSIVE in pairs or groups.

FIRST: In a small group of your classmates, pretend to perform any usual, common human activity and describe aloud what you are doing.

Example: I'm 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 a can of paint. I'm lifting the brush. Now I'm painting the wall.

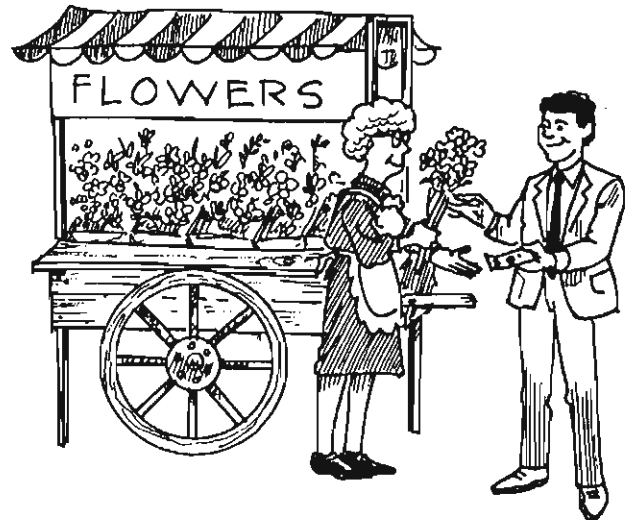
SECOND: Perform the action again while your classmates describe what you are doing.

Example: You're standing in front of an unpainted wall. You're opening a can of paint. Now you're picking up a paintbrush. You're dipping the brush in a can of paint. You're lifting the brush. Now you're painting the wall.

◇ PRACTICE 19—SELFSTUDY: Present verbs. (Charts 1-1 → 1-5)

Directions: Use either the SIMPLE PRESENT or the PRESENT PROGRESSIVE of the verbs in parentheses.

1. It (be) is a cool autumn day. The wind (blow) is blowing, and the leaves (fall) are falling to the ground.
2. My roommate (eat) \_\_\_\_\_ breakfast at exactly seven o'clock every morning. I usually (eat, not) \_\_\_\_\_ breakfast at all. What time (eat, you) \_\_\_\_\_ in the morning?
3. A: (shop, you) \_\_\_\_\_ at this store every week?  
B: No. I \_\_\_\_\_. I (shop, usually) \_\_\_\_\_ at the store near my apartment.  
A: Why (shop, you) \_\_\_\_\_ here now?  
B: I (try) \_\_\_\_\_ to find something special for my father's birthday.
4. 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.



5. A: I like to read. How about you? (*read, you*) \_\_\_\_\_ a lot?  
 B: Yes, I \_\_\_\_\_. I (*read*) \_\_\_\_\_ at least one novel each week, and I (*subscribe*) \_\_\_\_\_ to several magazines. And I always (*look*) \_\_\_\_\_ at the newspaper during breakfast.
6. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. Where are you?  
 B: I (*be*) \_\_\_\_\_ in the bedroom!  
 A: What are you doing?\*
- B: I (*try*) \_\_\_\_\_ to sleep!  
 A: Oh. Sorry. I won't bother you. Tom, shhh. Bill (*rest*) \_\_\_\_\_.
7. Before you begin to study, you should ask yourself two questions. First, "Why (*study, I*) \_\_\_\_\_ this subject right now?" Second, "What (*want, I*) \_\_\_\_\_ to learn about this topic?" Students (*need*) \_\_\_\_\_ to understand the purpose of their study.
8. In cold climates, many trees (*lose*) \_\_\_\_\_ their leaves in winter. They (*rest*) \_\_\_\_\_ for several months. Then they (*grow*) \_\_\_\_\_ new leaves and flowers in the spring. Some trees (*keep*) \_\_\_\_\_ their leaves during the winter and (*stay*) \_\_\_\_\_ green all year long. In some regions of the earth, trees (*grow, not*) \_\_\_\_\_ at all. For example, some desert areas (*have, not*) \_\_\_\_\_ any trees. (*grow, trees*) \_\_\_\_\_ on all of the continents in the world?\*\*\*

◇ PRACTICE 20—GUIDED STUDY: Present verbs. (Charts 1-1 → 1-4)

Directions: Use either the SIMPLE PRESENT or the PRESENT PROGRESSIVE of the verbs in parentheses.

1. Ann is a painter. She (*go*) \_\_\_\_\_ to the opening of every new art show in the city. She (*like*) \_\_\_\_\_ to see the latest work of other artists. Right now she (*prepare*) \_\_\_\_\_ for her own show of her new paintings next month.
2. A: What book (*read, you*) \_\_\_\_\_?  
 B: It's about Spain. I (*think*) \_\_\_\_\_ you would enjoy it.  
 A: I (*see*) \_\_\_\_\_ sailing ships on the cover.  
 B: Yes. It (*be*) \_\_\_\_\_ about Spanish explorations in the 17th century.
3. A: I (*leave*) \_\_\_\_\_ now. (*want, you*) \_\_\_\_\_ to go with me into town?  
 B: No, thanks. I can't. I (*wait*) \_\_\_\_\_ for my sister to call from the airport so that I can pick her up.

\*In rapid, informal spoken English, *What are you doing* can sound like "Whatcha do-un?"

\*\*No trees grow in Antarctica.

4. I work for an agricultural equipment company called Ballco. Right now, Ballco (*try*) \_\_\_\_\_ to establish business contacts throughout South America. At the present time, our sales manager (*travel*) \_\_\_\_\_ in Brazil and (*talk*) \_\_\_\_\_ to potential customers. He (*know*) \_\_\_\_\_ both Spanish and Portuguese.
5. 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.  
 A: I (*feel, not*) \_\_\_\_\_ anything. (*try, you*) \_\_\_\_\_ to fool me?  
 B: Of course not! (*think, you, really*) \_\_\_\_\_ that the earth isn't moving?  
 A: I guess so. Yes. I can't see it move. Yes. It isn't moving.  
 B: (*believe, you*) \_\_\_\_\_ 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*) \_\_\_\_\_.  
 A: Really? How do you know?
6. A: Look at Della! Where (*go, she*) \_\_\_\_\_ and why (*walk, she*) \_\_\_\_\_ so fast?  
 B: She (*rush*) \_\_\_\_\_ to a meeting with the company vice-president. Every morning at this time, she (*submit*) \_\_\_\_\_ a report on the previous day's activities and (*present*) \_\_\_\_\_ the daily recommendations.  
 A: But I (*hear, usually*) \_\_\_\_\_ the daily recommendations from the president himself at the ten o'clock staff meetings.  
 B: Every day, the vice-president (*rewrite*) \_\_\_\_\_ Della's comments and (*take*) \_\_\_\_\_ them to the president. At every ten o'clock meeting, the president simply (*read*) \_\_\_\_\_ the same recommendations that Della stayed up working on the night before, and he (*act*) \_\_\_\_\_ like he's been up for hours contemplating those ideas.  
 A: Well, I'll be darned! That (*seem, not*) \_\_\_\_\_ fair!  
 B: It (*be, not*) \_\_\_\_\_. But that's the way it works.

◇ PRACTICE 21—GUIDED STUDY: Present verbs. (Charts 1–1 → 1–4)

Directions: Change the verb tenses. Use the same verb, but change other words in the sentence to make the meaning of the new verb tense clear.

**PART I:** Change the italicized verb from the SIMPLE PRESENT to the PRESENT PROGRESSIVE. Change other words to make the meaning of the new verb tense clear.

*Example:* Jane *walks* to work almost every day.

→ *Right now it's 7:45 in the morning, and Jane is walking to work.*

1. I *study* English every day.
2. The sun *shines* from morning until night every day.
3. The earth *rotates* on its axis.
4. Dr. Li *talks* to high school students all over the country about the dangers of drugs.
5. When Ted is tired, he *sleeps* wherever he is.

**PART II:** Change the italicized verb from the PRESENT PROGRESSIVE to the SIMPLE PRESENT. Change other words to make the meaning of the new verb tense clear.

*Example:* Right now, Luigi's team *is winning* the soccer game by a score of one to nothing.

→ *Luigi's team always wins a lot of soccer games during the year.*

6. Sue and her husband aren't home. They *are traveling* in South America.
7. Listen. Sam *is playing* the piano.
8. We don't have class today because our physics professor *is running* in a marathon this afternoon.
9. My friend Adam *is wearing* jeans today.
10. I'm *doing* a grammar exercise.

◇ PRACTICE 22—GUIDED STUDY: Present verbs. (Charts 1–1 → 1–4)

Directions: Complete the sentences in your own words, using the SIMPLE PRESENT or the PRESENT PROGRESSIVE form of a verb, whichever is appropriate.

*Example:* . . . every day before . . . .

→ *My brother George eats a large breakfast every day before he leaves for work.*

1. . . . usually . . . before . . . .
2. . . . always . . . when . . . .
3. . . . every Wednesday afternoon.
4. . . . at this very moment.
5. . . . every other day or so.
6. Why . . . right now?
7. How often . . . ?
8. . . . sometimes . . . after . . . .
9. . . . rarely . . . when . . . .
10. At the present time, . . . .

◇ PRACTICE 23—SELFSTUDY: Prepositions. (Chapter 1)

Directions: Complete the sentences with appropriate PREPOSITIONS.\*

1. My eight-year-old son Mark is afraid of thunder and lightning.
2. My mother really likes my friend Ahmed because he is always so polite \_\_\_\_\_ her.
3. Fifty miles is equal \_\_\_\_\_ eighty kilometers.
4. A: How do I get to your house?  
B: Are you familiar \_\_\_\_\_ the big red barn on Coles Road? My house is just past that and on the left.  
A: Oh, sure. I know where it is.
5. It's so hot! I'm thirsty \_\_\_\_\_ a big glass of ice water.
6. My boss was nice \_\_\_\_\_ me after I made that mistake, but I could tell she wasn't pleased.
7. Are you angry \_\_\_\_\_ me?
8. A: Harry, try some of this pasta. It's delicious.  
B: No, thanks. My plate is already full \_\_\_\_\_ food.
9. Four council members were absent \_\_\_\_\_ the meeting last night.
10. A: Why are you so friendly with Mr. Parsons? He's always so mean to everybody.  
B: He's always been very kind \_\_\_\_\_ me, so I have no reason to treat him otherwise.
11. My sister is so mad \_\_\_\_\_ me. She won't even speak to me.
12. Is everybody ready \_\_\_\_\_ dinner? Let's eat before the food gets cold.

\*See Appendix 1 for a list of preposition combinations.



## CHAPTER 2

# Past Time

### ◇ PRACTICE 1—SELFSTUDY: Simple past. (Charts 2-1 → 2-3)

Directions: Change the sentences to PAST TIME. Use a SIMPLE PAST verb. Choose *yesterday* or *last*.

#### PRESENT

*every day*  
*every morning*  
*every afternoon*  
*every night*  
*every week*  
*every Monday, Tuesday, etc.*  
*every month*  
*every year*

#### PAST

*yesterday*  
*yesterday morning*  
*yesterday afternoon*  
*last night*  
*last week*  
*last Monday, Tuesday, etc.*  
*last month*  
*last year*

- I **walk** to my office **every morning**.  
→ I walked to my office yesterday, last morning.
- I **talk** to my parents on the phone **every week**.  
→ I talked to my parents on the phone yesterday, last week.
- The post office **opens** at eight o'clock **every morning**.  
→ The post office \_\_\_\_\_ at eight o'clock yesterday, last morning.
- Mrs. Hall **goes** to the fruit market **every Monday**.  
→ Mrs. Hall \_\_\_\_\_ to the fruit market yesterday, last Monday.
- The company executives **meet** at nine o'clock **every Friday morning**.  
→ The executives \_\_\_\_\_ at nine o'clock yesterday, last Friday morning.
- I **make** my own lunch and **take** it to work with me **every morning**.  
→ Yesterday, Last morning, I \_\_\_\_\_ my own lunch and \_\_\_\_\_ it to work with me.
- Mr. Clark **pays** his rent on time **every month**.  
→ Mr. Clark \_\_\_\_\_ his rent on time yesterday, last month.
- The baby *falls* asleep at three o'clock *every* afternoon.  
→ Yesterday, Last afternoon, the baby \_\_\_\_\_ asleep at three o'clock.
- The last bus to downtown **leaves** at ten o'clock **every night**.  
→ The last bus to downtown \_\_\_\_\_ at ten o'clock yesterday, last night.

◇ PRACTICE 2—SELFSTUDY: Simple past: regular and irregular verbs. (Charts 2-1 → 2-4)

Directions: Write the SIMPLE PAST form of the given verbs.

- |           |                |             |       |
|-----------|----------------|-------------|-------|
| 1. start  | <u>started</u> | 13. sing    | _____ |
| 2. go     | <u>went</u>    | 14. explore | _____ |
| 3. see    | _____          | 15. ask     | _____ |
| 4. stand  | _____          | 16. bring   | _____ |
| 5. arrive | _____          | 17. break   | _____ |
| 6. win    | _____          | 18. eat     | _____ |
| 7. have   | _____          | 19. watch   | _____ |
| 8. make   | _____          | 20. build   | _____ |
| 9. finish | _____          | 21. take    | _____ |
| 10. feel  | _____          | 22. pay     | _____ |
| 11. fall  | _____          | 23. leave   | _____ |
| 12. hear  | _____          | 24. wear    | _____ |

◇ PRACTICE 3—SELFSTUDY: Simple past forms. (Charts 2-1 → 2-4)

Directions: Use the given words to make questions and give answers.

1. *you/answer*

A: Did you answer the question?

B: Yes, I did. I answered the question. OR:

No, I didn't. I didn't answer the question.

2. *he/see*

A: \_\_\_\_\_ the fireworks?

B: Yes, \_\_\_\_\_ the fireworks. OR:

No, \_\_\_\_\_ the fireworks.

3. *they/watch*

A: \_\_\_\_\_ the game?

B: Yes, \_\_\_\_\_ the game. OR:

No, \_\_\_\_\_ the game.

4. *you/understand*

A: \_\_\_\_\_ the lecture?

B: Yes, \_\_\_\_\_ the lecture. OR:

No, \_\_\_\_\_ the lecture.

5. *you/be*

A: \_\_\_\_\_ at home last night?

B: Yes, \_\_\_\_\_ at home last night. OR:

No, \_\_\_\_\_ at home last night.

◇ PRACTICE 4—SELFSTUDY: Simple past: regular and irregular verbs. (Charts 2-1 → 2-4)

Directions: Complete the sentences by using the SIMPLE PAST of the verbs below. Use each verb only one time.

<i>call</i>	<i>hold</i>	<i>sell</i>	<i>swim</i>
<i>fight</i>	<i>jump</i>	<i>shake</i>	<i>teach</i>
<i>freeze</i>	<i>ride</i>	<i>stay</i>	<i>think</i>

- Paul **shook** the bottle of soda so hard that it sprayed all over his clothes.
- Carol didn't want to go on vacation with us, so she \_\_\_\_\_ home alone all week.
- Since I hurt my knee, I can't go jogging. Yesterday, I \_\_\_\_\_ in the pool for an hour instead.
- I was terrified just standing over the pool on the high diving board. Finally, I took a deep breath, held my nose, and \_\_\_\_\_ into the water.
- The climber, who was fearful of falling, \_\_\_\_\_ the rope tightly with both hands.
- Johnny pushed Alan, and the two boys \_\_\_\_\_ for a few minutes. Neither boy was hurt.
- Before Louise started her own company, she \_\_\_\_\_ chemistry at the university.
- It was extremely cold last night, and the water we put out for the cat \_\_\_\_\_ solid.
- Before I made my decision, I \_\_\_\_\_ about it for a long, long time.
- John \_\_\_\_\_ your house three times to ask you to go to the movie with us, but there was no answer, so we went ahead without you.
- My car wouldn't start this morning, so I \_\_\_\_\_ my bicycle to work.
- I needed money to pay my tuition at the university, so I \_\_\_\_\_ my motorcycle to my cousin.



◇ PRACTICE 5—GUIDED STUDY: Simple past: regular and irregular verbs. (Charts 2-1 → 2-4)

Directions: Complete the sentences by using the SIMPLE PAST of the verbs below. Use each verb only one time.

<i>ask</i>	<i>dig</i>	<i>play</i>	<i>spend</i>
<i>build</i>	<i>forgive</i>	<i>quit</i>	<i>steal</i>
<i>choose</i>	<i>lose</i>	<i>ring</i>	<i>talk</i>

- The phone **rang** eight times before anybody answered it.
- Oh my gosh! Call the police! Someone \_\_\_\_\_ my car!
- The architectural firm that I work for designed this building. My brother's construction company \_\_\_\_\_ it. It took them two years to complete it.



4. The children \_\_\_\_\_ baseball until dark and didn't want to stop for dinner.
5. After I gave a large bone to each of my three dogs, they went to separate corners of the backyard and \_\_\_\_\_ holes to bury their bones.
6. A: Why isn't Bill here for the meeting? He's supposed to give the weekly report.  
B: I \_\_\_\_\_ to him last night on the phone, and he said he'd be here.
7. After looking at all the chairs in the furniture store, I finally \_\_\_\_\_ the red one. It was a difficult decision.
8. A: How are you getting along in your relationship with Carla?  
B: Not bad. Last night I \_\_\_\_\_ her again to marry me, and she said "maybe."
9. The players are depressed because they \_\_\_\_\_ the game last weekend. Next time they'll play better.
10. A: How can you take a three-month vacation? What about your job?  
B: I won't be going back to that job ever again. I \_\_\_\_\_ yesterday.
11. I can't afford a new car because I \_\_\_\_\_ all my money on new furniture for my apartment.
12. A: Is Elizabeth still angry with you?  
B: No, she \_\_\_\_\_ me for what I did, and she's speaking to me again.

◇ PRACTICE 6—SELFSTUDY: Simple past: irregular verbs. (Charts 2-1 → 2-4)

Directions: Complete the sentences with the SIMPLE PAST of any of the verbs in Chart 2-4.

1. I swept the kitchen floor with a broom.
2. A bird \_\_\_\_\_ into our apartment through an open window.
3. I \_\_\_\_\_ the bird in my hands and put it back outside.
4. My father \_\_\_\_\_ me how to make furniture.
5. It got so cold last night that the water in the pond \_\_\_\_\_.
6. When I heard about Sue's problem, I \_\_\_\_\_ sorry for her.
7. Alex \_\_\_\_\_ a map for us to show us how to get to the museum.
8. A few minutes ago, I \_\_\_\_\_ on the radio about a bad plane accident.
9. Joe had an accident. He \_\_\_\_\_ off the roof and \_\_\_\_\_ his leg.
10. Sam \_\_\_\_\_ the race. He ran the fastest.
11. Ted \_\_\_\_\_ his car to Alaska last summer.
12. The soldiers \_\_\_\_\_ the battle through the night and into the morning.
13. I used to have a camera, but I \_\_\_\_\_ it because I needed the money.
14. Jane didn't want anyone to find her diary, so she \_\_\_\_\_ it in a shoe box in her closet.
15. There was a cool breeze last night. I opened the window, but Colette got cold and \_\_\_\_\_ it.

16. Rita \_\_\_\_\_ faster than anyone else in the 100-meter dash.
17. None of the other runners was ever in front of Rita during the race. She \_\_\_\_\_ all of the other runners in the race from start to finish.
18. Greg is a penny pincher. I was very surprised when he \_\_\_\_\_ for my dinner.
19. Frank was really thirsty. He \_\_\_\_\_ four glasses of water.
20. Karen had to decide between a blue raincoat and a tan one. She finally \_\_\_\_\_ the blue one.
21. Ann \_\_\_\_\_ a beautiful dress to the wedding reception.
22. My pen ran out of ink, so Sam \_\_\_\_\_ me an extra one he had.

◇ PRACTICE 7—GUIDED STUDY: Simple past: irregular verbs. (Charts 2-1 → 2-4)

Directions: Complete the sentences with the SIMPLE PAST of any of the verbs in Chart 2-4.

1. We \_\_\_\_\_ at the new restaurant last night. The food wasn't very good.
2. Jason \_\_\_\_\_ an excellent job of glueing the broken vase together.
3. The sun \_\_\_\_\_ at 6:21 this morning.
4. My wife gave me a painting for my birthday. I \_\_\_\_\_ it on a wall in my office.
5. Laurie has circles under her eyes because she \_\_\_\_\_ only two hours last night. She was studying for her final exams.
6. John is a good carpenter. He \_\_\_\_\_ the house in which he and his family live.
7. Matt lost his watch. He looked everywhere for it. Finally, he \_\_\_\_\_ it in the washing machine as he was removing the wet clothes to put them into the dryer. He had washed his watch, but it was still ticking.
8. Joy was barefoot. She stepped on a piece of broken glass and \_\_\_\_\_ her foot.
9. Danny and I are old friends. We \_\_\_\_\_ each other in 1975.
10. My friend told me that he had a singing dog.  
When the dog \_\_\_\_\_ to sing, I \_\_\_\_\_ my hands over my ears and \_\_\_\_\_ the room.
11. My friend \_\_\_\_\_ a note and passed it to me in class.
12. I didn't want anyone else to see the note, so I \_\_\_\_\_ it into tiny pieces and \_\_\_\_\_ it in the wastebasket.
13. My mother \_\_\_\_\_ all the letters I wrote to her while I was in England. She didn't throw any away.



14. The student with the highest grade point average \_\_\_\_\_ a speech at the graduation ceremony. She \_\_\_\_\_ about her hopes for the future of the world.
15. No, I didn't buy these tomatoes. I \_\_\_\_\_ them in a pot on the balcony outside my apartment.
16. Paul was in a hurry to get to class this morning. He \_\_\_\_\_ to comb his hair.
17. Last week I \_\_\_\_\_ an interesting book about the volcanoes in Iceland.
18. When Erica and I were introduced to each other, we \_\_\_\_\_ hands.
19. Mike is in jail because he \_\_\_\_\_ a car.
20. The fish I caught was too small. I carefully returned it to the water. It quickly \_\_\_\_\_ away.
21. I \_\_\_\_\_ the doorbell for a long time, but no one came to the door.
22. Amanda \_\_\_\_\_ a lie. I didn't believe her because I \_\_\_\_\_ the truth.
23. Steve \_\_\_\_\_ the campfire with only one match. Then he \_\_\_\_\_ on the fire to make it burn.



◇ PRACTICE 8—GUIDED STUDY: Regular verbs: pronunciation of *-ed* endings. (Chart 2–3)

Directions: Practice pronouncing final *-ED* by saying the words in the list aloud.

PRONUNCIATION NOTES: Final *-ed* has three different pronunciations: /t/, /d/, and /əd/.

- Final *-ed* is pronounced /t/ after most voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: /p/, /k/, /f/, /s/, /sh/, /ch/. Pronunciation: *stopped* = *stop* + /t/ (“stopt”); *talked* = *talk* + /t/ (“talkt”).
- Final *-ed* is pronounced /d/ after most voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Your voice box produces voiced sounds. Examples of voiced sounds: /b/, /v/, /n/, and all vowel sounds. Pronunciation: *robbed* = *rob* + /d/ (“robd”); *lived* = *live* + /d/ (“livd”).
- Final *-ed* is pronounced /əd/ after words that end in “t” or “d.” /əd/ adds a whole syllable to a word. Pronunciation: *wanted* = *want* + /əd/ (“want-ud”); *needed* = *need* + /əd/ (“need-ud”).

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. stopped = <i>stop</i> + /t/   | 11. finished = <i>finish</i> + /t/    |
| 2. robbed = <i>rob</i> + /d/     | 12. dreamed = <i>dream</i> + /d/      |
| 3. wanted = <i>want</i> + /əd/   | 13. killed = <i>kill</i> + /d/        |
| 4. talked = <i>talk</i> + /t/    | 14. turned = <i>turn</i> + /d/        |
| 5. lived = <i>live</i> + /d/     | 15. played = <i>play</i> + /d/        |
| 6. needed = <i>need</i> + /əd/   | 16. continued = <i>continue</i> + /d/ |
| 7. passed = <i>pass</i> + /t/*   | 17. repeated = <i>repeat</i> + /əd/   |
| 8. pushed = <i>push</i> + /t/    | 18. waited = <i>wait</i> + /əd/       |
| 9. watched = <i>watch</i> + /t/  | 19. added = <i>add</i> + /əd/         |
| 10. thanked = <i>thank</i> + /t/ | 20. decided = <i>decide</i> + /əd/    |

◇ PRACTICE 9—GUIDED STUDY: Regular verbs: pronunciation of -ed endings. (Chart 2–3)

Directions: Practice pronouncing final -ED by reading the sentences aloud.

- I **watched** TV. Jean **listened** to the radio. Nick **waited** for the mail.  
watch/t/                      listen/d/                      wait/əd/
- I **tasted** the soup. It **seemed** too salty.  
taste/əd/                      seem/d/
- James **planned** for his future. He **saved** money and **started** his own business.  
plan/d/                      save/d/                      start/əd/
- I **asked** a question. Joe **answered** it. Then he **repeated** the answer for Ted.  
ask/t/                      answer/d/                      repeat/əd/
- I **stared** at the sculpture for a long time. Finally, I **touch**ed it.  
stare/d/                      touch/t/
- Mary **prepared** a long report for her boss. She **completed** it late last night.  
prepare/d/                      complete/əd/
- After Dick **parked** the car, I **jumped** out and **opened** the door for my mother.  
park/t/                      jump/d/                      open/d/
- After I **finished** reading Rod's poem, I **called** him and we **talked** for an hour.  
finish/t/                      call/d/                      talk/t/
- Earlier today, I **cleaned** my apartment.  
clean/d/
- I **washed** the windows, **waxed** the wood floor, and **vacuumed** the carpet.  
wash/t/                      wax/t/                      vacuum/d/
- I **expected** to hear from Dr. Li about a scholarship.  
expect/əd/
- I **crossed** my fingers and **hoped** for good news.  
cross/t/                      hope/d/
- I **poured** water into the glass and **filled** it to the top. I **offered** it to Sara.
- Tim **dropped** the book. I **picked** it up and **dusted** it off with my hand.
- She **handed** us the tests at the beginning of class and **collected** them at the end.
- I **guessed** at most of the answers. I **realized** I should have **studied** harder.

\*The words "passed" and "past" have the same pronunciation.

◇ PRACTICE 10—SELFSTUDY: Spelling of *-ing* and *-ed* forms. (Chart 2–5)

Directions: Complete the chart. Refer to Chart 2–5 if necessary.

END OF VERB	DOUBLE THE CONSONANT?	SIMPLE FORM	-ING	-ED
-e	<b>NO</b>	<i>excite</i>	<b><i>exciting</i></b>	<b><i>excited</i></b>
Two Consonants		<i>exist</i>		
Two Vowels + One Consonant		<i>shout</i>		
One Vowel + One Consonant		ONE-SYLLABLE VERBS <i>pat</i>		
		TWO-SYLLABLE VERBS (STRESS ON <b>FIRST</b> SYLLABLE) <i>visit</i>		
		TWO-SYLLABLE VERBS (STRESS ON <b>SECOND</b> SYLLABLE) <i>admit</i>		
-y		<i>pray</i> <i>pry</i>		
-ie		<i>tie</i>		

◇ PRACTICE 11—SELFSTUDY: Spelling of *-ing*. (Chart 2–5)

Directions: Write one “t” or two “t’s” in the blanks to spell the *-ing* verb correctly. Then write the simple form of the verb in each sentence.

- |  | SIMPLE FORM    |
|--|----------------|
| 1. I’m wai <u>t</u> ing for a phone call.                    | 1. <u>wait</u> |
| 2. I’m pa <u>tt</u> ing my dog’s head.                       | 2. <u>pat</u>  |
| 3. I’m bi___ing my nails because I’m nervous.                | 3. _____       |
| 4. I’m si___ing in a comfortable chair.                      | 4. _____       |
| 5. I’m wri___ing in my book.                                 | 5. _____       |
| 6. I’m figh___ing the urge to have some chocolate ice cream. | 6. _____       |
| 7. I’m wai___ing to see if I’m really hungry.                | 7. _____       |
| 8. I’m ge___ing up from my chair now.                        | 8. _____       |
| 9. I’m star___ing to walk to the refrigerator.               | 9. _____       |
| 10. I’m permi___ing myself to have some ice cream.           | 10. _____      |
| 11. I’m lif___ing the spoon to my mouth.                     | 11. _____      |
| 12. I’m ea___ing the ice cream now.                          | 12. _____      |
| 13. I’m tas___ing it. It tastes good.                        | 13. _____      |
| 14. I’m also cu___ing a piece of cake.                       | 14. _____      |

15. I'm mee\_\_\_\_\_ing my sister at the airport tomorrow. 15. \_\_\_\_\_

16. She's visi\_\_\_\_\_ing me for a few days. I'll save some cake  
and ice cream for her. 16. \_\_\_\_\_



◇ PRACTICE 12—SELFSTUDY: Simple present vs. simple past. (Charts 2-1 → 2-4)

Directions: Use the SIMPLE PRESENT or the SIMPLE PAST form of the verb in parentheses, whichever is appropriate.

- A: (*hear, you*) Did you hear the thunder last night?  
B: No, I didn't. I (*hear, not*) didn't hear anything all night. I (*be*) was asleep.
- A: Listen! (*hear, you*) Do you hear a siren in the distance?  
B: No, I don't. I (*hear, not*) don't hear anything at all.
- A: (*build, you*) \_\_\_\_\_ that bookshelf?  
B: No, I \_\_\_\_\_. My uncle (*build*) \_\_\_\_\_ it for me.
- A: (*be, a fish*) \_\_\_\_\_ slippery to hold?  
B: Yes, \_\_\_\_\_. It can slip right out of your hand.  
A: How about frogs? (*be, they*) \_\_\_\_\_ slippery?  
B: Yes, \_\_\_\_\_.  
A: What about snakes?  
B: I (*know, not*) \_\_\_\_\_. I've never touched a snake.
- A: I (*want*) \_\_\_\_\_ to go to the mall this afternoon and (*look*) \_\_\_\_\_ for a new bathing suit. (*want, you*) \_\_\_\_\_ to go with me?  
B: I can't. I (*have*) \_\_\_\_\_ an appointment with my English teacher. Besides, I (*buy*) \_\_\_\_\_ a new bathing suit last year. I (*need, not*) \_\_\_\_\_ a new one this year.
- I (*offer*) \_\_\_\_\_ to help my older neighbor carry her groceries into her house every time I see her return from the store. She (*be*) \_\_\_\_\_ always very grateful. Yesterday, she (*offer*) \_\_\_\_\_ to pay me for helping her, but of course I (*accept, not*) \_\_\_\_\_ the offer.

7. Last Monday night, I (*take*) \_\_\_\_\_ my sister and her husband to my favorite restaurant for dinner and (*find*) \_\_\_\_\_ the doors locked. I (*know, not*) \_\_\_\_\_ it then, but my favorite restaurant (*be, not*) \_\_\_\_\_ open on Mondays. We (*want, not*) \_\_\_\_\_ to eat anywhere else, so we (*go*) \_\_\_\_\_ back to my house. I (*make*) \_\_\_\_\_ a salad and (*heat*) \_\_\_\_\_ some soup. Everyone (*seem*) \_\_\_\_\_ satisfied even though I (*be, not*) \_\_\_\_\_ a wonderful cook.
8. My daughter is twenty-one years old. She (*like*) \_\_\_\_\_ to travel. My wife and I (*worry*) \_\_\_\_\_ about her a little when she (*be*) \_\_\_\_\_ away from home, but we also (*trust*) \_\_\_\_\_ her judgment.
- Last year, after she (*graduate*) \_\_\_\_\_ from college, she (*go*) \_\_\_\_\_ to Europe with two of her friends. They (*travel, not*) \_\_\_\_\_ by train or by car. Instead, they (*rent*) \_\_\_\_\_ motor scooters and slowly (*ride*) \_\_\_\_\_ through each country they visited.
- While she (*be*) \_\_\_\_\_ away, my wife and I (*worry*) \_\_\_\_\_ about her safety. We (*be*) \_\_\_\_\_ very happy when we (*see*) \_\_\_\_\_ her smiling face at the airport and (*know*) \_\_\_\_\_ that she was finally safe at home.

◇ PRACTICE 13—SELFSTUDY: Past progressive. (Charts 2–6 and 2–7)

Directions: Complete the sentences by using the PAST PROGRESSIVE of the verbs below. Use each verb only one time.

<i>answer</i>	<i>count</i>	<i>look</i>	✓ <i>stand</i>
<i>begin</i>	<i>drive</i>	<i>melt</i>	<i>walk</i>
<i>climb</i>	<i>eat</i>	<i>sing</i>	

- Fortunately, I didn't get wet because I was standing under a large tree when it began to rain.
- I saw Ted at the student cafeteria at lunch time. He \_\_\_\_\_ a sandwich.
- Mr. Cook asked an interesting question. The professor \_\_\_\_\_ Mr. Cook's question when Mr. Gray rudely interrupted.
- Robert didn't answer the phone when Sara called. He \_\_\_\_\_ his favorite song in the shower and didn't hear the phone ring.
- A: I saw a whale!  
B: Really? Neat! When?  
A: This morning. I \_\_\_\_\_ on the beach when I heard a sudden "whoosh!" It was the spout of a huge gray whale.

6. Three people \_\_\_\_\_ the east side of the mountain when the avalanche occurred. All three died.
7. A: Were you on time for the play last night?  
B: I drove as fast as I could. The play \_\_\_\_\_\* just as we walked in the door of the theater.
8. Robert came in while I \_\_\_\_\_ the money from the day's receipts. I completely lost track and had to start all over again.
9. It was difficult to ski because the temperature was rising and the snow \_\_\_\_\_.
10. A: What do you think was the cause of your accident?  
B: I know what caused it. Paul \_\_\_\_\_ at the scenery while he \_\_\_\_\_ the car. He simply didn't see the other car pull out from the right.

◇ PRACTICE 14—GUIDED STUDY: Present progressive and past progressive.  
(Charts 1–2, 2–6, and 2–7)

Directions: Complete the dialogues by making up answers to the questions. Use the PRESENT PROGRESSIVE or the PAST PROGRESSIVE of the verb in parentheses.

1. A: Why were you at the airport so late last night?  
B: I **was waiting for my brother's plane.** \_\_\_\_\_ (wait)
2. A: Hi, Eric. I didn't expect to run into you at the airport. Why are you here today?  
B: I **'m waiting for my brother's plane.** \_\_\_\_\_ (wait)
3. A: Ted saw you around nine yesterday morning. Were you on your way to work when he saw you?  
B: No, I \_\_\_\_\_ (walk)
4. A: Hi, Greg. How are you this morning? Are you on your way to work?  
B: No, I \_\_\_\_\_ (walk)
5. A: Why are you laughing? What's so funny?  
B: We \_\_\_\_\_ (watch)
6. A: Why were you and your friends laughing so loudly a little while ago?  
B: We \_\_\_\_\_ (watch)
7. A: Where are Ann and Rob? I haven't seen them for a couple of weeks. Are they in town?  
B: No, they \_\_\_\_\_ (travel)
8. A: Where were Ann and Rob when you got back from your trip? Were they in town?  
B: No, they \_\_\_\_\_ (travel)

\*Spelling note: There are **three n's** in the word *beginning*.



9. A: What was I saying when the phone interrupted me? I lost my train of thought.  
 B: You \_\_\_\_\_ (describe)
10. A: What's Marilyn talking about?  
 B: She \_\_\_\_\_ (describe)

◇ PRACTICE 15—SELFSTUDY: Past time using time clauses. [Charts 2-1 → 2-8]

Directions: Combine the two sentences in any order, using the time expression in parentheses.

- The doorbell rang. I was climbing the stairs. (*while*)  
 → *While I was climbing the stairs, the doorbell rang.* OR:  
 → *The doorbell rang while I was climbing the stairs.*
- I gave Alan his pay. He finished his chores. (*after*)
- The firefighters checked the ashes one last time. They went home. (*before*)
- Mr. Novak stopped by our table at the restaurant. I introduced him to my wife. (*when*)
- The kitten was sitting on the roof. An eagle flew over the house. (*while*)
- My father was listening to a baseball game on the radio. He was watching a basketball game on television. (*while*)

◇ PRACTICE 16—SELFSTUDY: Simple past vs. past progressive. [Charts 2-1 → 2-8]

Directions: Complete the sentences with the SIMPLE PAST or the PAST PROGRESSIVE form of the verb in parentheses.

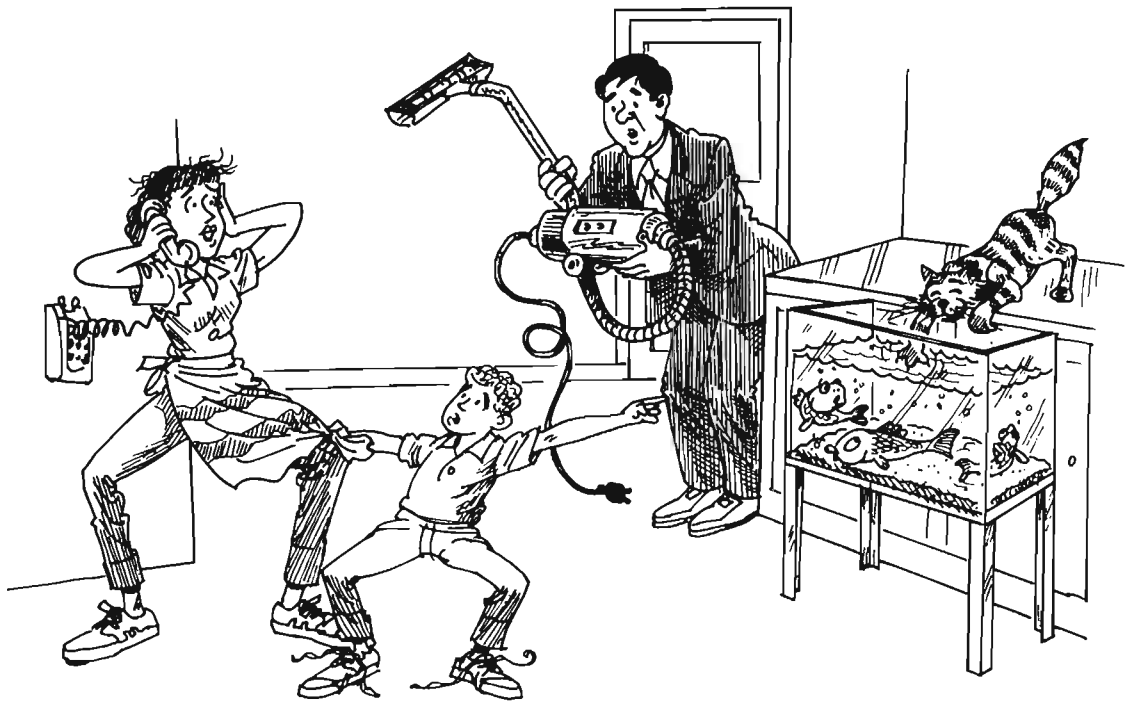
- It (*begin*) \_\_\_\_\_ ***began*** \_\_\_\_\_ to rain while Amanda and I (*walk*) \_\_\_\_\_ ***were*** \_\_\_\_\_ ***walking*** \_\_\_\_\_ to school.
- While I (*wash*) \_\_\_\_\_ dishes, I (*drop*) \_\_\_\_\_ a plate and (*break*) \_\_\_\_\_ it.
- I (*hit*) \_\_\_\_\_ my thumb while I (*use*) \_\_\_\_\_ the hammer.  
 Ouch!
- While I (*walk*) \_\_\_\_\_ under an apple tree, an apple (*fall*) \_\_\_\_\_ and (*hit*) \_\_\_\_\_ me on the head.
- Last month, both my brother and my next-door neighbor were in Thailand, and neither one of them (*know*) \_\_\_\_\_ that the other was there. While they (*attend*) \_\_\_\_\_ my daughter's wedding reception last weekend, my neighbor (*mention*) \_\_\_\_\_ her trip, and my brother was very surprised. It seems that they (*be*) \_\_\_\_\_ in Bangkok for three days at exactly the same time and (*stay*) \_\_\_\_\_ in hotels that were only a few blocks away from each other.
- While I (*look*) \_\_\_\_\_ at the 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*) \_\_\_\_\_ for directions to the public library. After I (*tell*) \_\_\_\_\_ him how to get there, he (*thank*) \_\_\_\_\_ me and (*go*) \_\_\_\_\_ on his way. Soon a big cloud (*come*) \_\_\_\_\_ and (*cover*) \_\_\_\_\_ the sun, so I (*go*) \_\_\_\_\_ back inside to work.

◇ PRACTICE 17—GUIDED STUDY: Simple past vs. past progressive. (Charts 2-1 → 2-8)

Directions: Complete the sentences with the SIMPLE PAST or the PAST PROGRESSIVE of the verbs in parentheses.

Late yesterday afternoon while I (*1. prepare*) \_\_\_\_\_ dinner, the doorbell (*2. ring*) \_\_\_\_\_. I (*3. put*) \_\_\_\_\_ everything down and (*4. rush*) \_\_\_\_\_ to answer it. I (*5. open*) \_\_\_\_\_ the door and (*6. smile*) \_\_\_\_\_ at the stranger standing in my doorway. He (*7. hold*) \_\_\_\_\_ a small vacuum cleaner. While he (*8. tell*) \_\_\_\_\_ me about this wonderful vacuum cleaner that he wanted to sell to me, the phone (*9. ring*) \_\_\_\_\_. I (*10. excuse*) \_\_\_\_\_ myself and (*11. reach*) \_\_\_\_\_ for the phone. While I (*12. try*) \_\_\_\_\_ to talk on the phone and listen to the vacuum cleaner salesman at the same time, my young son (*13. run*) \_\_\_\_\_ up to me to tell me about the cat. The cat (*14. try*) \_\_\_\_\_ to catch a big fish in my husband's prized aquarium. The fish (*15. swim*) \_\_\_\_\_ on the bottom to avoid the cat's paw.



I (*16. say*) \_\_\_\_\_ goodbye to the vacuum salesman and (*17. shut*) \_\_\_\_\_ the door. I (*18. say*) \_\_\_\_\_ goodbye to the person on the phone and (*19. hang*) \_\_\_\_\_ up. I (*20. yell*) \_\_\_\_\_ at the cat and

(21. *shoo*)\* \_\_\_\_\_ her away from the fish. Then I (22. *sat*) \_\_\_\_\_ down in an easy chair and (23. *catch*) \_\_\_\_\_ my breath. While I (24. *sit*) \_\_\_\_\_ there, the doorbell (25. *ring*) \_\_\_\_\_ again. Then the phone (26. *ring*) \_\_\_\_\_. Then my son said, “Mom! Mom! The dog is in the refrigerator!” I (27. *move, not*) \_\_\_\_\_. “What’s next?” I said to myself.

## ◇ PRACTICE 18—GUIDED STUDY: 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:

SITUATION: Right now Toshi (1. *sit*) \_\_\_\_\_ **is sitting** \_\_\_\_\_ at his desk. He (2. *write*) \_\_\_\_\_ in his grammar workbook. His roommate, Oscar, (3. *sit*) \_\_\_\_\_ at his desk, but he (4. *study, not*) \_\_\_\_\_. He (5. *stare*) \_\_\_\_\_ out the window. Toshi (6. *want*) \_\_\_\_\_ to know what Oscar (7. *look*) \_\_\_\_\_ at. Here is their dialogue:

TOSHI: Oscar, what (8. *you, look*) \_\_\_\_\_ at?

OSCAR: I (9. *watch*) \_\_\_\_\_ the bicyclists. They are very skillful. I (10. *know, not*) \_\_\_\_\_ how to ride a bike, so I (11. *admire*) \_\_\_\_\_ anyone who can. Come over to the window. Look at that guy in the blue shirt. He (12. *steer*) \_\_\_\_\_ his bike with one hand while he (13. *drink*) \_\_\_\_\_ a Coke with his other. And all the while, he (14. *weave*) \_\_\_\_\_ in and out of the heavy street traffic and the pedestrian traffic. He (15. *seem*) \_\_\_\_\_ fearless.

TOSHI: Riding a bike (16. *be, not*) \_\_\_\_\_ as hard as it (17. *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 never (18. *have*) \_\_\_\_\_ a bike when I (19. *be*) \_\_\_\_\_ a kid. My family (20. *be*) \_\_\_\_\_ too poor. One time I (21. *try*) \_\_\_\_\_ to learn on the bike of one of my friends, but the other kids all (22. *laugh*) \_\_\_\_\_ at me. I never (23. *try*) \_\_\_\_\_ again because I (24. *be*) \_\_\_\_\_ too embarrassed. But I’d love to learn now! When can we start?

\*“Shoo! Shoo!” means “Go away! Leave!” When the woman *shooed* the cat, that means she said “Shoo! Shoo!” and made the cat leave.

\*\*\*“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?”

**PART II:**

Yesterday Toshi (25. *sit*) was sitting at his desk and (26. *write*) \_\_\_\_\_ in his grammar workbook. His roommate, Oscar, (27. *sit*) \_\_\_\_\_ at his desk, but he (28. *study, not*) \_\_\_\_\_. He (29. *stare*) \_\_\_\_\_ out the window. He (30. *watch*) \_\_\_\_\_ bicyclists on the street below.

Toshi (31. *walk*) \_\_\_\_\_ over to the window. Oscar (32. *point*) \_\_\_\_\_ out one bicyclist in particular. This bicyclist (33. *steer*) \_\_\_\_\_ with one hand while he (34. *drink*) \_\_\_\_\_ a Coke with the other. And all the while, he (35. *weave*) \_\_\_\_\_ in and out of the heavy traffic. To Oscar, the bicyclist (36. *seem*) \_\_\_\_\_ fearless.

Oscar never (37. *learn*) \_\_\_\_\_ how to ride a bike when he (38. *be*) \_\_\_\_\_ a kid, so Toshi (39. *offer*) \_\_\_\_\_ to teach him how. Oscar (40. *accept*) \_\_\_\_\_ gladly.

◇ PRACTICE 19—SELFSTUDY: Past habit with *used to*. (Chart 2–9)

Directions: Using the given information, complete the sentences. Use **USED TO**.

1. When James was young, he hated school. Now he likes school.

→ James used to hate school.

2. When I was young, I thought that people over forty were very old.

→ I \_\_\_\_\_ that people over forty were very old.

3. Ann was a secretary for many years, but now she owns her own business.

→ Ann \_\_\_\_\_, but now she owns her own business.

4. Rebecca had a rat as a pet when she was ten. The rat died, and she hasn't had another rat as a pet since that time.

→ Rebecca \_\_\_\_\_ as a pet.

5. Before Adam got married, he went bowling five times a week.

→ Adam \_\_\_\_\_ five times a week.

6. A long time ago, we raised chickens in our yard.

→ We \_\_\_\_\_ in our yard.

7. When we raised our own chickens, we had fresh eggs every morning.

→ We \_\_\_\_\_ every morning when we raised our own chickens.

8. When Ben was a child, he often crawled under his bed and put his hands over his ears when he heard thunder.

→ Ben \_\_\_\_\_ and \_\_\_\_\_ when he heard thunder.

◇ PRACTICE 20—GUIDED STUDY: Past habit with *used to*. (Chart 2–9)

Directions: Combine the given ideas into a sentence with “USED TO . . . , BUT NOW . . . .”

1. Years ago, I smoked two packs of cigarettes a day. Now, I don’t smoke at all.  
→ *I used to smoke two packs a day, but now I don’t smoke at all.*
2. Amanda always stayed up late when she was a student. When she got a job after she graduated, she had to go to bed early.  
→ *Amanda used to stay up late, but now she goes to bed early.*
3. My neighbor Bill drove his car to work every day last year. Now, he rides the bus.
4. At the beginning of the semester, Eric worked hard. Now, he is too busy with his social life.
5. Millions of years ago, dinosaurs ruled the world. Millions of years ago, they also became extinct.
6. The Allens had a large house when their children lived at home, but they moved to a small three-room apartment after the children grew up and left home.
7. Susan ate a balanced diet when she was a child. Now she’s a teenager and eats a lot of junk food.
8. When I was a child, I didn’t stay up late. Now, I’m up late every night because I have to study a lot.
9. Hiroki never wore cowboy boots when he lived in Japan. When he moved to Texas, he started wearing cowboy boots every day.
10. When I was a kid, I didn’t have a job in the summer. I went swimming every day during the summer. Now I have to go to work, so I can go swimming only on weekends.

◇ PRACTICE 21—GUIDED STUDY: Past habit with *used to*. (Chart 2–9)

Directions: Write about or discuss in small groups the following topics. Use **USED TO**. Try to think of at least two or three differences for each topic.

1. Compare past and present means of transportation.  
(e.g., *People used to take long trips across the Atlantic by ship, but now they fly from one continent to another in a few hours.*)
2. Compare past and present clothing.  
(e.g., *Shoes used to have buttons, but now they don’t.*)
3. Compare your grandparents’ lives when they were teenagers to the lives of teenagers today.  
(e.g., *My grandparents didn’t use to watch rented movies on TV with their friends, but today teenagers often watch movies together for entertainment.*)
4. Compare past and present beliefs.  
(e.g., *Some people used to believe the moon was made of cheese, but now we know that the moon is not made of cheese.*)

◇ PRACTICE 22—GUIDED STUDY: Verb tense review. (Chapters 1 and 2)

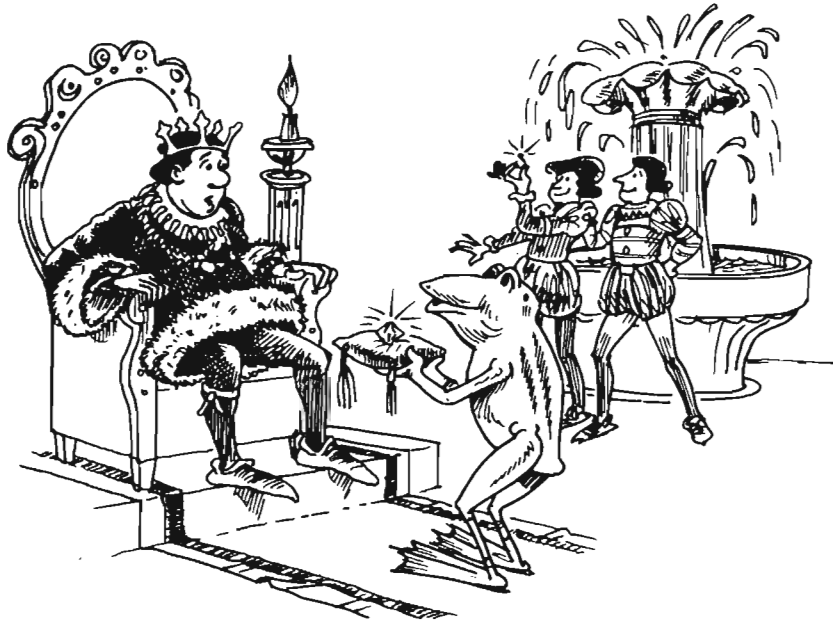
Directions: Complete the sentences with the verbs in parentheses. Use the **SIMPLE PAST**, **SIMPLE PRESENT**, or **PAST PROGRESSIVE**.

(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 center of the village. The young men (*meet*) meet\* at the fountain 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.

(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. "I (*be*) \_\_\_\_\_ the unluckiest person in the world," she (*sob*) \_\_\_\_\_. She (*believe*) \_\_\_\_\_ no

\*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 15-1 for more information about quotations.

one (*love*) \_\_\_\_\_ her and 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 by herself in a small cottage in the woods. She (*eat*) \_\_\_\_\_ simple food, (*drink*) \_\_\_\_\_ water from the lake, (*cut*) \_\_\_\_\_ her own firewood, (*wash*) \_\_\_\_\_ her own clothes, (*sweep*) \_\_\_\_\_ the floor, (*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 land. 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. 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 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.





◇ PRACTICE 23—GUIDED STUDY: Past time. (Chapter 2)

Directions: In a small group, make up a story that happens in past time.

FIRST: One member of the group should begin the story, then the next student continues the story, and then the next ones until the story is finished.

SECOND: One member of the group should repeat the whole story orally while the others listen.

THIRD: The group should discuss any changes they want to make in the story.

FOURTH: Then each member of the group should write this story; in other words, each member of the group should write **the same story**.

*Story suggestions:*

1. A creative story about fictional people and events.

Possible beginning: *One day a person named Joe decided he had a boring life, so he decided to do something new and different every day for the rest of his life. The next morning was a Monday. Joe got up and left his apartment . . . .*

2. An inventive tale about people and talking animals.

Possible beginning: *Once upon a time, a bear named Jane and a crow named Frank became friends. They got tired of their lives in the wilderness, so they decided to go to a city . . . .*

3. A humorous story about a fictional student in your class who constantly has bad luck.

Possible beginning: *There is a student named . . . in our class who always seems to have bad luck. One day he wanted to sharpen his pencil, but he forgot what he was doing. The pencil got shorter and shorter. Then finally (. . .)'s finger was in the pencil sharpener. He sharpened his finger to a point before he realized what he was doing. Now he has one finger that is pointed at the end . . . .*

4. A murder mystery with various suspects.

Possible beginning: *On a dark and stormy night, Mr. Fox lit a candle and took his money box from its hiding place. He unlocked it and slowly counted each gold coin. He didn't hear footsteps coming up the stairs. The door creaked open . . . .*

◇ PRACTICE 24—GUIDED STUDY: Past time. (Chapter 2)

Directions: With your classmates, write a story that happens in the past. Each student should write one paragraph of three to five sentences at a time. One student begins the story. Then he or she passes the paper on to another student, who will then write a paragraph and pass the paper on—until everyone in the class has had a chance to write a paragraph. Use the story suggestions in Practice 23 above or make up your own story beginning.

◇ PRACTICE 25—SELFSTUDY: Prepositions of time. (Chart 2–10)

Directions: Complete the sentences with appropriate PREPOSITIONS.

1. Jack goes shopping on Saturdays.

2. Elaine and I had a light lunch \_\_\_\_\_ noon, and then we played tennis \_\_\_\_\_ the afternoon.

3. A: Hi, John. It's good to see you again. When I saw you \_\_\_\_\_ December, you were working at the department store. Are you still working there?

B: No. I quit \_\_\_\_\_ January 1st. \_\_\_\_\_ present, I'm working at Joe's Music Shop. \_\_\_\_\_ the future, I hope to have my own music store.

4. \_\_\_\_\_ 1988, we moved to this city. We arrived \_\_\_\_\_ night and couldn't find our new house. We got a hotel room and found the house \_\_\_\_\_ the morning.
5. I like to visit friends \_\_\_\_\_ the evening. I don't like to stay home by myself \_\_\_\_\_ night.
6. Excuse me. Are you busy \_\_\_\_\_ the moment?
7. A: When did you and your family go to New York?  
B: \_\_\_\_\_ 1990.  
A: \_\_\_\_\_ the spring or fall?  
B: We arrived \_\_\_\_\_ June 15 and left \_\_\_\_\_ the 21st.
8. What are the most important events that occurred \_\_\_\_\_ the nineteenth century?

◇ PRACTICE 26—SELFSTUDY: Prepositions. (Chapters 1 and 2)

Directions: Complete the sentences with appropriate PREPOSITIONS.

1. Richard got mad **at** me when I asked him to get up early **in** the morning.
2. I'm ready \_\_\_\_\_ a change and a better job. I'll choose more carefully \_\_\_\_\_ the future.
3. A: Are you prepared to answer all questions for the court?  
B: Yes, I am.  
A: Where were you \_\_\_\_\_ February 3, 1991, \_\_\_\_\_ exactly 8:12 P.M.?  
B: I was having dinner with friends.  
A: Don't you usually work \_\_\_\_\_ the evening?  
B: I was absent \_\_\_\_\_ work. I was angry \_\_\_\_\_ a co-worker and didn't go to work that day. I left my friends \_\_\_\_\_ midnight.  
A: No more questions for this witness, Your Honor.
4. A: Are you familiar \_\_\_\_\_ the new musical play downtown?  
B: I'm told it's very good. We're going to see it \_\_\_\_\_ the summer.
5. A: What do you do \_\_\_\_\_ Sunday afternoons?  
B: I go to the amusement park with my family almost every Sunday.  
A: Oh. Isn't the park full \_\_\_\_\_ people \_\_\_\_\_ Sundays? I hate crowds.  
B: It's not so bad \_\_\_\_\_ the early afternoon. It gets worse later in the day.
6. My son was afraid \_\_\_\_\_ dogs \_\_\_\_\_ the past, but now he's asking me to get him one.



# CHAPTER 3

## Future Time

### ◇ PRACTICE 1—SELFSTUDY: Present, past, and future. (Chapters 1, 2, and 3)

Directions: Complete the sentences with the given verbs. Use:

- the SIMPLE PRESENT
- the SIMPLE PAST, and
- BE GOING TO/WILL.

- arrive*
  - Joe arrives on time **every day**.
  - Joe arrived on time **yesterday**.
  - Joe is going to arrive on time **tomorrow**. OR:  
Joe will arrive on time **tomorrow**.
- arrive?*
  - \_\_\_\_\_ Joe \_\_\_\_\_ on time **every day**?
  - Did Joe arrive on time **yesterday**?
  - \_\_\_\_\_ Joe \_\_\_\_\_ on time **tomorrow**? OR:  
\_\_\_\_\_ Joe \_\_\_\_\_ on time **tomorrow**?
- arrive, not*
  - Mike \_\_\_\_\_ on time **every day**.
  - Mike \_\_\_\_\_ on time **yesterday**.
  - Mike isn't going to be on time **tomorrow**. OR:  
Mike \_\_\_\_\_ on time **tomorrow**.
- eat*
  - Ann \_\_\_\_\_ breakfast **every day**.
  - Ann \_\_\_\_\_ breakfast **yesterday**.
  - Ann \_\_\_\_\_ breakfast **tomorrow**. OR:  
Ann \_\_\_\_\_ breakfast **tomorrow**.
- eat?*
  - \_\_\_\_\_ you \_\_\_\_\_ breakfast **every day**?
  - \_\_\_\_\_ you \_\_\_\_\_ breakfast **yesterday**?
  - \_\_\_\_\_ you \_\_\_\_\_ breakfast **tomorrow**? OR:  
\_\_\_\_\_ you \_\_\_\_\_ breakfast **tomorrow**?
- eat, not*
  - I \_\_\_\_\_ breakfast **every day**.
  - I \_\_\_\_\_ breakfast **yesterday**.
  - I \_\_\_\_\_ breakfast **tomorrow**. OR:  
I \_\_\_\_\_ breakfast **tomorrow**.

◇ PRACTICE 2—SELFSTUDY: Present, past, and future. (Chapters 1, 2, and 3)

Directions: Complete the sentences with forms of the verb in italics. Use the SIMPLE PRESENT, SIMPLE PAST, and BE GOING TO.

1. A: I *got* up at five this morning.

B: Oh? *Do* you \_\_\_\_\_ *get* \_\_\_\_\_ up at five every morning?

A: Yes, I *do* \_\_\_\_\_. I \_\_\_\_\_ *get* \_\_\_\_\_ up at five every morning.

B: \_\_\_\_\_ *Did* you \_\_\_\_\_ *get* \_\_\_\_\_ up at five yesterday morning?

A: Yes, I *did* \_\_\_\_\_. I \_\_\_\_\_ *got* \_\_\_\_\_ up at five yesterday morning.

B: \_\_\_\_\_ *Are* you \_\_\_\_\_ *going to get* \_\_\_\_\_ up at five tomorrow morning?

A: Yes, I *am* \_\_\_\_\_. I \_\_\_\_\_ *'m going to get* \_\_\_\_\_ up at five tomorrow morning.

2. A: I *studied* last night.

B: Oh? \_\_\_\_\_ you \_\_\_\_\_ every night?

A: Yes, I \_\_\_\_\_. I \_\_\_\_\_ every night.

B: \_\_\_\_\_ you \_\_\_\_\_ last Saturday night?

A: Yes, I \_\_\_\_\_. I \_\_\_\_\_ last Saturday night.

B: \_\_\_\_\_ you \_\_\_\_\_ tomorrow night?

A: Yes, I \_\_\_\_\_. I \_\_\_\_\_ tomorrow night.

◇ PRACTICE 3—GUIDED STUDY: Present, past, and future. (Chapters 1, 2, and 3)

Directions: Write a dialogue by completing the sentences with your own words.

A: I . . . yesterday.

B: Oh? . . . you . . . every day?

A: Yes, I . . . . I . . . every day.

B: . . . you . . . two days ago?

A: Yes, I . . . . I . . . two days ago.

B: . . . you . . . tomorrow?

A: Yes, I . . . . I . . . tomorrow.

◇ PRACTICE 4—SELFSTUDY: *Be going to*. (Chart 3-1)

Directions: Complete the sentences with BE GOING TO and the words in parentheses.

1. A: What (*you, do*) \_\_\_\_\_ *are you going to do* \_\_\_\_\_ this afternoon?

B: I (*finish*) \_\_\_\_\_ *am going to finish* \_\_\_\_\_ my report.

2. A: Where (*Ryan, be*) \_\_\_\_\_ later tonight?

B: He (*be*) \_\_\_\_\_ at Kim's house.

3. A: (*you, have*) \_\_\_\_\_ a hamburger for lunch?

B: I (*eat, not*) \_\_\_\_\_ lunch. I don't have enough time.

4. A: (*you, finish*) \_\_\_\_\_ this exercise soon?

B: I (*finish*) \_\_\_\_\_ it in less than a minute.

5. A: When (*you, call*) \_\_\_\_\_ your sister?  
 B: I (*call, not*) \_\_\_\_\_ her. I (*write*) \_\_\_\_\_  
 \_\_\_\_\_ her a letter.
6. A: What (*Laura, talk*) \_\_\_\_\_ about in her speech tonight?  
 B: She (*discuss*) \_\_\_\_\_ the economy of Southeast Asia.

◇ PRACTICE 5—GUIDED STUDY: *Be going to*. (Chart 3–1)

Directions: Pair up with a classmate.

STUDENT A: Ask a question using **BE GOING TO** and the given words.

STUDENT B: Answer the question. Use **BE GOING TO**.

*Example:* what/do next Monday?

STUDENT A: What are you going to do next Monday?

STUDENT B: I'm going to go to my classes as usual.

*Example:* watch TV tonight?

STUDENT A: Are you going to watch TV tonight?

STUDENT B: 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 your family?
5. play soccer with (. . .)\* Saturday?
6. what/do this coming Saturday?
7. look for a new place to live soon?
8. where/live next year?

(*Change roles: STUDENT A becomes STUDENT B and vice versa.*)

9. what time/go to bed tonight?
10. what/wear tomorrow?
11. wear your raincoat tomorrow?
12. take a trip sometime this year or next?
13. where/go and what/do?
14. how long/stay at this school?
15. talk to your family soon?
16. when/see your family again?

◇ PRACTICE 6—GUIDED STUDY: *Be going to*. (Chart 3–1)

Directions: Use the given words to make sentences with **BE GOING TO**. Use your own ideas. Be sure to use a form of **BE GOING TO** in each sentence. Notice the various time expressions that are used to indicate future time.

*Example:* you/today?

*Response:* Are you going to eat lunch at McDonald's today?

\*The symbol (. . .) means that you should use the name of a person you know.

*Example:* ( . . )/tonight.

*Response:* Abdul is going to hang around with his friends tonight.

1. I/in a half an hour.
2. I/after a while.
3. you/today?
4. ( . . )/later today.
5. I/not/tomorrow morning.
6. you/the day after tomorrow?
7. my friends/next Sunday.
8. we/this coming Monday.
9. ( . . )/this week?
10. ( . . ) and I/not/this weekend.
11. ( . . ) and ( . . )/this year.
12. I/two years from now.
13. my country/in the future.
14. people/in the twenty-first century?

◇ PRACTICE 7—SELFSTUDY: *Will.* (Chart 3–2)

Directions: Complete the dialogues. Use **WILL**.

1. A: (*you, help*) Will you help me tomorrow?  
B: Yes, I will\*. OR: No, I won't.
2. A: (*Paul, lend*) \_\_\_\_\_ us some money?  
B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
3. A: (*Jane, graduate*) \_\_\_\_\_ this spring?  
B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
4. A: (*her parents, be*) \_\_\_\_\_ at the ceremony?  
B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.
5. A: (*I, benefit*) \_\_\_\_\_ from this business deal?  
B: Yes, \_\_\_\_\_. OR: No, \_\_\_\_\_.

◇ PRACTICE 8—SELFSTUDY: *Will probably.* (Chart 3–3)

Directions: Complete the sentences with **WILL** or **WON'T**. Also use **PROBABLY**.

1. The clouds are leaving, and the sun is coming out. It probably won't rain anymore.
2. The weather is cold today. There's no reason to expect the weather to change. It will probably be cold tomorrow, too.
3. Sam, Sharon, and Carl worked hard on this project. They \_\_\_\_\_ turn in the best work. The other students didn't work as hard.
4. Ronald is having a very difficult time in advanced algebra. He didn't understand anything that happened in class today, and he \_\_\_\_\_ understand tomorrow's class either.
5. Jan skipped lunch today. She \_\_\_\_\_ eat as soon as she gets home.

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

CORRECT: *Yes, I will.*

INCORRECT: *Yes, I'll.*

6. I don't like parties. Mike really wants me to come to his birthday party, but I \_\_\_\_\_ go. I'd rather stay home.
7. Conditions in the factory have been very bad for a long time. All of the people who work on the assembly line are angry. They \_\_\_\_\_ vote to go out on strike.
8. We are using up the earth's resources at a rapid rate. We \_\_\_\_\_ continue to do so\* for years to come.

◇ PRACTICE 9—GUIDED STUDY: *Will probably.* (Chart 3–3)

Directions: For each situation, predict something that **WILL PROBABLY** happen and something that **PROBABLY WON'T** happen.

*Example:* Emily has a test in ten minutes. She didn't study for it at all. (*pass it / fail it*)

*Response:* She probably won't pass it. She'll probably fail it.

1. It's raining. Greg doesn't have an umbrella. (*get wet / stay outside for a long time*)
2. Mr. Lee works at an aircraft factory. He has a bad cold. (*go to work / stay home today*)
3. Sam didn't sleep at all last night. (*go to bed early tonight / stay up all night again tonight*)
4. Alan has to go to Chicago on business. He hates to fly. (*go by plane / take a bus or a train*)

Use your own words to make predictions with **WILL PROBABLY** and **PROBABLY WON'T**:

5. (. . .) likes movies. There's a new movie at the local theater.
6. The weather is going to be rainy tomorrow. You like this kind of weather.
7. (. . .) is going to spend five days in New York as a tourist.
8. Many important events are taking place in the world today. What are some of these events? Make predictions about them.

◇ PRACTICE 10—GUIDED STUDY: *Be going to and will.* (Chart 3–3)

Directions: For each situation, predict the future. Use **WILL** or **BE GOING TO**. Use **PROBABLY** if you wish. Use the negative if you wish.

*Example:* people/go to work only four days a week.

→ *People will probably go to work only four days a week.*

1. we/use electric motors in automobiles in the future
2. we/use solar energy to heat buildings in the future
3. clothing styles/change a lot in fifty years
4. today's rock music/popular twenty years from now
5. we/be able to communicate by videophone
6. doctors/be able to replace nearly all vital organs
7. the population of the earth/double in thirty-five years
8. the earth/have enough fresh water to support a population of twelve billion
9. the earth's tropical rain forests/disappear
10. What other predictions can you make about the twenty-first century?



\**Do so* means "do the thing that the speaker/writer just mentioned." In this sentence, *do so* = *use up the earth's resources at a rapid rate.*

◇ PRACTICE 11—SELFSTUDY: *Be going to vs. will.* (Chart 3–4)

Directions: Using the given information about SPEAKER B's plans, complete the sentences with either **BE GOING TO** or **WILL**.\*

- (SPEAKER B is *planning to listen to the news at six.*)  
A: Why did you turn on the radio?  
B: I **'m going to** listen to the news at six.
- (SPEAKER B *didn't have a plan to show the other person how to solve the math problem, but she is glad to do it.*)  
A: I can't figure out this math problem. Do you know how to do it?  
B: Yes. Give me your pencil. I **'ll** show you how to solve it.
- (SPEAKER B *has made a plan. He is planning to lie down because he doesn't feel well.*)  
A: What's the matter?  
B: I don't feel well. I \_\_\_\_\_ lie down for a little while. If anyone calls, tell them I'll call back later.  
A: Okay. I hope you feel better.
- (SPEAKER B *did not plan to take the other person home. He is making the offer spontaneously. He thinks of the idea only after the other person talks about missing his bus.*)  
A: Oh no! I wasn't watching the time. I missed my bus.  
B: That's okay. I \_\_\_\_\_ give you a ride home.  
A: Hey, thanks!
- (SPEAKER B *has a plan.*)  
A: Why did you borrow money from the bank?  
B: I \_\_\_\_\_ buy a new pickup.\*\* I've already picked it out.
- (SPEAKER B *does not have a plan.*)  
A: Mom, can I have a candy bar?  
B: No, but I \_\_\_\_\_ buy an apple for you. How does that sound?  
A: Okay, I guess.
- (SPEAKER B *has already made her plans about what to wear. Then SPEAKER B makes a spontaneous offer.*)  
A: I can't figure out what to wear to the Harvest Moon Ball. It's formal, isn't it?  
B: Yes. I \_\_\_\_\_ wear a floor-length gown.  
A: Maybe I should wear my red gown with the big sleeves. But I think it needs cleaning.  
B: I \_\_\_\_\_ take it to the cleaner's for you when I go downtown this afternoon if you'd like.  
A: Gee, thanks. That'll save me a trip.

\*Usually **be going to** and **will** are interchangeable: you can use either one of them with little or no difference in meaning. Sometimes, however, they are NOT interchangeable. In this exercise, only one of them is correct, not both. See Chart 3–4.

\*\*A *pickup* is a small truck.



◇ PRACTICE 12—SELFSTUDY: *Be going to vs. will.* (Chart 3–4)

Directions: Complete the sentences with either **BE GOING TO** or **WILL**.

1. A: Why are you looking for a screwdriver?  
B: One of the kitchen chairs has a loose screw. I \_\_\_\_\_ fix it.
2. A: The computer printer isn't working again! What am I going to do?  
B: Calm down. Give Tom a call. He \_\_\_\_\_ fix it for you. It's probably just a loose connection.
3. A: Are you going to the post office soon?  
B: Yeah. 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: Let's meet for a beer after work.  
B: Sounds good to me. I \_\_\_\_\_ meet you at the Blue Goose Bar at six.
6. A: Can you meet me for a beer after work?  
B: I'd like to, but I can't. I \_\_\_\_\_ stay at the office until seven tonight.
7. A: It's grandfather's eighty-fifth birthday next Sunday. What \_\_\_\_\_ you \_\_\_\_\_ give him for his birthday?  
B: I \_\_\_\_\_ give him a walking stick that I made myself.
8. 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.

◇ PRACTICE 13—SELFSTUDY: *Time clauses.* (Chart 3–5)

Directions: Combine the two sentences in any order, using the time expression in parentheses. Underline the time clause in the sentence you write. Pay special attention to the verb tense you use in the time clause.

1. I'll call Mike tomorrow. I'll tell him the good news. (*when*)  
→ **When I call Mike tomorrow, I'll tell him the good news.**  
OR: **I'll tell Mike the good news when I call him tomorrow.**
2. Ann will lock all the doors. She will go to bed. (*before*)
3. I'm going to be in London for two days. I'm going to visit the Tate Museum. (*when*)
4. The show will start. The curtain will go up. (*as soon as*)
5. Nick is going to change the oil in his car. He's going to take a bath. (*after*)
6. We'll call you. We'll drive over to pick you up. (*before*)
7. I'll call you. I'll get an answer from the bank about the loan. (*when*)
8. I'll get my paycheck. I'll pay my rent. (*as soon as*)

◇ PRACTICE 14—SELFSTUDY: Time clauses. (Chart 3–5)

Directions: Use the given verbs to complete the sentences. Use the SIMPLE PRESENT and WILL/WON'T.

1. *take/read*

I **'ll read** \_\_\_\_\_ the textbook before I **take** \_\_\_\_\_ the final exam.

2. *return/call*

Mr. Lee \_\_\_\_\_ his wife as soon as he \_\_\_\_\_ to the hotel tonight.

3. *be, not/come*

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 weekend, we \_\_\_\_\_ her to our favorite seafood restaurant.

6. *find/move/graduate*

Sara \_\_\_\_\_ out of her parents' house after she \_\_\_\_\_ from school next month and \_\_\_\_\_ a job.

◇ PRACTICE 15—SELFSTUDY: *If*-clauses. (Chart 3–5)

Directions: Use the given verbs to complete the sentences. Use the SIMPLE PRESENT and WILL/WON'T.

1. *not go/be*

If it **is** \_\_\_\_\_ cold and rainy tomorrow morning, I **won't go** \_\_\_\_\_ jogging.

2. *get/pay*

If I \_\_\_\_\_ a job soon, I \_\_\_\_\_ you the money I owe you.

3. *not go/be*

The boss \_\_\_\_\_ very disappointed if you \_\_\_\_\_ to the meeting tomorrow.

4. *stop/tell*

I \_\_\_\_\_ taking these pills if Dr. Matthews \_\_\_\_\_ me it's okay.

5. *get/be/eat*

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

◇ PRACTICE 16—GUIDED STUDY: Time clauses and *If*-clauses. (Chart 3–5)

Directions: Combine the ideas in the pairs of sentences. Use **WHEN**, **AFTER**, **AS SOON AS**, or **IF**. Pay special attention to verb tenses. Underline the “time clause” or “*if*-clause” in each sentence you write.

*Example:* I’ll see you Sunday afternoon. I’ll give you my answer (then).\*

*Written:* When I see you Sunday afternoon, I’ll give you my answer.

OR: I’ll give you my answer when I see you Sunday afternoon.

1. I’m going to clean up my apartment (first). My friends are going to come over (later).
2. The storm will be over (in an hour or two). I’m going to do some errands (then).
3. (Maybe) you won’t learn how to use a computer. (As a result), you will have trouble finding a job.
4. Joe will meet us at the coffee shop. He’ll finish his report (soon).
5. Sue will wash and dry the dishes. (Then) she will put them away.
6. They may not leave at seven. (As a result), they won’t get to the theater on time.

◇ PRACTICE 17—SELFSTUDY: Parallel verbs. (Chart 3–5)

Directions: Underline the first verb in each parallel structure. Circle the word **and**. Then complete the sentence with the PARALLEL FORM OF THE VERB in parentheses.

1. Last night, I was listening to music **and** (*do*) (was) doing my homework when Kim stopped by.
2. My classmates are going to meet at Danny’s **and** (*study*) (are going to) study together tonight.
3. Tomorrow the sun will rise at 6:34 and (*set*) \_\_\_\_\_ at 8:59.
4. While Paul was carrying brushes and paint and (*climb*) \_\_\_\_\_ a ladder, a bird flew down and (*sit*) \_\_\_\_\_ on his head. Paul dropped the paint and (*spill*) \_\_\_\_\_ it all over the ground.
5. Next weekend, Nick is going to meet his friends downtown and (*go*) \_\_\_\_\_ to a soccer game.
6. Anna moves into her apartment on Sunday and (*start*) \_\_\_\_\_ her new job on Monday.
7. My pen slipped out of my hand and (*fall*) \_\_\_\_\_ to the floor.
8. I’m getting up early tomorrow morning and (*walk*) \_\_\_\_\_ to work.



\*When you combine the sentences, omit the words in parentheses.

9. When I first arrived in this city and (*start*) \_\_\_\_\_ going to school here, I knew no one. I was lonely and (*feel*) \_\_\_\_\_ that I didn't have a friend in the world. One day while I was watching TV alone in my room and (*feel*) \_\_\_\_\_ sorry for myself, a woman I had met in one of my classes knocked 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. This week we're borrowing her brother's car and (*go*) \_\_\_\_\_ to visit her aunt in the country. Next week we're going to take a bus to Fall City and (*go*) \_\_\_\_\_ to a football game. I'm really enjoying our friendship.

◇ PRACTICE 18—SELFSTUDY: Parallel verbs. (Chart 3–5)

Directions: Complete the sentences with the verbs in parentheses.

- Fifteen years from now, my wife and I (*retire*) **will retire** and (*travel*) **(will) travel** all over the world.
- If I feel tense, I (*close*) **close** my eyes and (*think*) **think** about nothing at all.
- A: What is Pete doing in the other room?  
B: He (*watch*) \_\_\_\_\_ TV and (*study*) \_\_\_\_\_ for his chemistry exam.
- Every morning without exception, Mrs. Carter (*take*) \_\_\_\_\_ her dog for a walk and (*buy*) \_\_\_\_\_ a newspaper at Charlie's newsstand.
- Before I (*go*) \_\_\_\_\_ to your boss and (*tell*) \_\_\_\_\_ her about your mistake, I want to give you an opportunity to explain it to her yourself.
- Next month, I (*take*) \_\_\_\_\_ my vacation and (*forget*) \_\_\_\_\_ about everything that is connected to my job.
- Kathy thinks I was the cause of her problems, but I wasn't. Someday she (*discover*) \_\_\_\_\_ the truth and (*apologize*) \_\_\_\_\_ to me.
- Yesterday I (*see*) \_\_\_\_\_ the man who stole the radio from my car last Friday. I (*run*) \_\_\_\_\_ after him, (*catch*) \_\_\_\_\_ him, and (*knock*) \_\_\_\_\_ him down. A passerby (*go*) \_\_\_\_\_ to call the police. I (*sit*) \_\_\_\_\_ on the man while I (*wait*) \_\_\_\_\_ for them to come. After they (*get*) \_\_\_\_\_ there and (*understand*) \_\_\_\_\_ the situation, they (*put*) \_\_\_\_\_ handcuffs on him and (*take*) \_\_\_\_\_ him to jail.

◇ PRACTICE 19—GUIDED STUDY: Past and future. (Chapters 2 and 3)

Directions: Read Part I. Use the information in Part I to complete Part II with appropriate verbs and tenses. Use **WILL** (not *be going to*) for future time in Part II.

**PART I:**

(1) Yesterday morning **was** an ordinary morning. I **got** up at 6:30. I **washed** my face and **brushed** my teeth. Then I **put** on my jeans and a sweater. I **went** to the kitchen and **started** the electric coffee maker.

(2) Then I **walked** down my driveway to get the morning newspaper. While I **was walking** to get the paper, I **saw** a deer. It **was eating** the flowers in my garden. After I **watched** the deer for a little while, I **made** some noise to make the deer run away before it **destroyed** my flowers.

(3) As soon as I **got** back to the kitchen, I **poured** myself a cup of coffee and **opened** the morning paper. While I **was reading** the paper, my teenage daughter **came** downstairs. We **talked** about her plans for the day. I **helped** her with her breakfast and **made** a lunch for her to take to school. After we **said** goodbye, I **ate** some fruit and cereal and **finished** reading the paper.

(4) Then I **went** to my office. My office **is** in my home. My office **has** a desk, a computer, a radio, a TV set, a copy machine, and a lot of bookshelves. I **worked** all morning. While I **was working**, the phone **rang** many times. I **talked** to many people. At 11:30, I **went** to the kitchen and **made** a sandwich for lunch. As I said, it **was** an ordinary morning.

**PART II:**

(1) Tomorrow morning \_\_\_\_\_ **will be** \_\_\_\_\_ an ordinary morning. I **'ll get** \_\_\_\_\_ up at 6:30. I **'ll wash** \_\_\_\_\_ my face and \_\_\_\_\_ **brush** \_\_\_\_\_ my teeth. Then I \_\_\_\_\_ probably \_\_\_\_\_ on my jeans and a sweater. I \_\_\_\_\_ to the kitchen and \_\_\_\_\_ the electric coffee maker.

(2) Then I \_\_\_\_\_ down my driveway to get the morning newspaper. If I \_\_\_\_\_ a deer in my garden, I \_\_\_\_\_ it for a while and then \_\_\_\_\_ some noise to chase it away before it \_\_\_\_\_ my flowers.

(3) As soon as I \_\_\_\_\_ back to the kitchen, I \_\_\_\_\_ myself a cup of coffee and \_\_\_\_\_ the morning paper. While I'm reading the paper, my teenage daughter \_\_\_\_\_ downstairs. We \_\_\_\_\_ about her plans for the day. I \_\_\_\_\_ her with her breakfast and \_\_\_\_\_ a lunch for her to take to school. After we \_\_\_\_\_ goodbye, I \_\_\_\_\_ some fruit and cereal and \_\_\_\_\_ reading the morning paper.

(4) Then I \_\_\_\_\_ to my office. My office \_\_\_\_\_ in my home. My office \_\_\_\_\_ a desk, a computer, a radio, a TV set, a copy machine, and a lot of bookshelves. I \_\_\_\_\_ all morning. While I'm working, the phone \_\_\_\_\_ many times. I \_\_\_\_\_ to many people. At 11:30, I \_\_\_\_\_ to the kitchen and \_\_\_\_\_ a sandwich for lunch. As I said, tomorrow morning \_\_\_\_\_ an ordinary morning.

◇ PRACTICE 20—SELFSTUDY: The present progressive to express future time. (Chart 3–7)

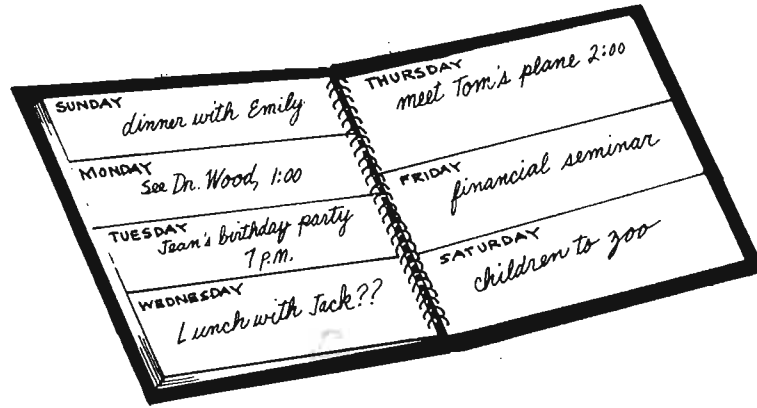
Directions: Complete the sentences with the PRESENT PROGRESSIVE. Use the verbs in the list. Use each verb only one time. Notice the future time expressions in italics.

<i>arrive</i>	<i>leave</i>	<i>speak</i>	<i>take</i>
<i>attend</i>	<i>meet</i>	<i>spend</i>	✓ <i>travel</i>
<i>get</i>	<i>see</i>	<i>study</i>	<i>visit</i>

1. Kathy is traveling to Caracas *next month* to attend a conference.
2. A: Are you expecting guests? Your apartment is so neat!  
B: How did you guess? My parents \_\_\_\_\_ *tomorrow* for a two-day visit.
3. A: Do you have any plans for lunch today?  
B: I \_\_\_\_\_ Shannon at the Shamrock Cafe *in an hour*. Want to join us?
4. A: I \_\_\_\_\_ a bicycle for my son for his birthday *next month*. Do you know anything about bikes for kids?  
B: Sure. What do you want to know?
5. Amanda likes to take her two children with her on trips whenever she can, but she \_\_\_\_\_ not \_\_\_\_\_ them with her to El Paso, Texas, *next week*. It's strictly a business trip.
6. A: What are your plans for the rest of the year?  
B: I \_\_\_\_\_ French in Grenoble, France, *this coming summer*. Then I'll be back here in school in the fall.
7. A: Why are you packing your suitcase?  
B: I \_\_\_\_\_ for Los Angeles *in a couple of hours*.
8. A: My regular doctor, Dr. Jordan, \_\_\_\_\_ a conference in Las Vegas *next week*, so I \_\_\_\_\_ her partner, Dr. Peterson, when I go for my appointment *next Friday*.
9. A: Do we have a test in English class tomorrow?  
B: No. Don't you remember? We're going to have a guest lecturer.  
A: Really? Who? Are you sure we don't have a test?  
B: A professor from the Department of Environmental Sciences \_\_\_\_\_ to our class tomorrow morning.  
A: Great. That sounds interesting. And it sure beats having a test.
10. A: Why are you looking for your passport?  
B: I need it because I'm leaving for Taipei *next Monday*.  
A: Oh? How long will you be away?  
B: A week. I \_\_\_\_\_ the first few days with my brother, who is going 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.  
A: Sounds like a great trip. Hope you find your passport.

◇ PRACTICE 21—SELFSTUDY: The present progressive to express future time. (Chart 3–7)

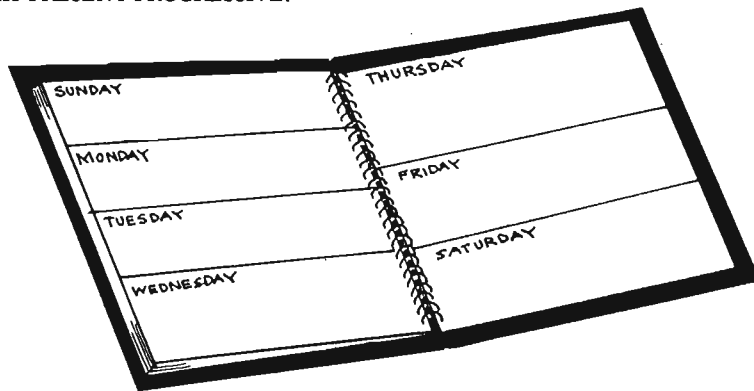
Directions: Look at Fred’s calendar. Then complete the sentences about Fred’s plans for the coming week. Use the PRESENT PROGRESSIVE.



1. Fred \_\_\_\_\_ **is eating dinner with Emily** \_\_\_\_\_ on Sunday.
2. He \_\_\_\_\_ on Monday.
3. He \_\_\_\_\_ on Tuesday.
4. He \_\_\_\_\_ probably \_\_\_\_\_ on Wednesday.
5. He \_\_\_\_\_ on Thursday.
6. He \_\_\_\_\_ on Friday.
7. He \_\_\_\_\_ on Saturday.

◇ PRACTICE 22—GUIDED STUDY: The present progressive to express future time. (Chart 3–7)

Directions: Make a calendar of **your** plans for the coming week. Then complete the sentences about these plans. Use the PRESENT PROGRESSIVE.



1. I \_\_\_\_\_ on Sunday.
2. I \_\_\_\_\_ on Monday.
3. I \_\_\_\_\_ on Tuesday.
4. I \_\_\_\_\_ on Wednesday.
5. I \_\_\_\_\_ on Thursday.
6. I \_\_\_\_\_ on Friday.
7. I \_\_\_\_\_ on Saturday.

◇ PRACTICE 23—GUIDED STUDY: 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. Pretend 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 Benito and I are taking a trip. We're going to Nashville, Tennessee. Benito 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 Benito 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. Who are you visiting, if anyone?
7. How long are you staying there?
8. When are you getting back?

◇ PRACTICE 24—SELFSTUDY: The simple present to express future time. (Chart 3–8)

Directions: Use any of the verbs in the list to complete the sentences. Use the SIMPLE PRESENT to express future time.

<i>begin</i>	<i>finish</i>	<i>leave</i>
<i>close</i>	<i>get in</i>	<i>open</i>
<i>end</i>	<i>land</i>	<i>start</i>

1. A: What time does class begin (OR: start) tomorrow morning?  
B: It begins (OR: starts) at eight o'clock sharp.
2. A: The coffee shop \_\_\_\_\_ at seven o'clock tomorrow morning. I'll meet you there at 7:15.  
B: Okay. I'll be there.
3. A: What time are you going to go to the airport tonight?  
B: Tom's plane \_\_\_\_\_ around 7:15, but I think I'll go a little early in case it gets in ahead of schedule.
4. A: What time should we go to the theater tonight?  
B: Around 7:30. The movie \_\_\_\_\_ at 8:00.  
A: What time \_\_\_\_\_ it \_\_\_\_\_?  
B: It's a two-hour movie. It \_\_\_\_\_ at 10:00.
5. A: What time \_\_\_\_\_ the dry cleaning shop \_\_\_\_\_ tonight? If I don't get there in time, I'll have nothing to wear to the banquet tonight.  
B: It \_\_\_\_\_ at 6:00. I can pick up your dry cleaning for you.  
A: Hey, thanks! That'll really help!



6. A: What's the hurry?

B: I've got to take a shower, change clothes, and get to the theater fast. The play \_\_\_\_\_ in forty-five minutes, and I don't want to miss the beginning.

◇ PRACTICE 25—SELFSTUDY: *Be about to*. (Chart 3–10)

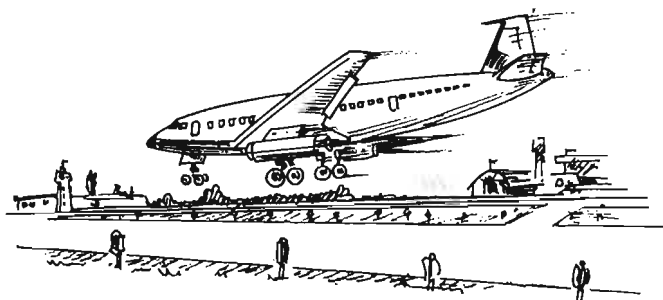
Directions: Describe the actions that are about to happen in the pictures. Use **BE ABOUT TO**.



1. The chimpanzee is about to eat a banana.



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

◇ PRACTICE 26—SELFSTUDY: Verb tense review. (Chapters 1, 2 and 3)

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

1. A: I'll lend you my bike if I (*need, not*) \_\_\_\_\_ it tomorrow.

B: Thanks.

2. A: Everyone in the office (*plan*) \_\_\_\_\_ to come to the annual company picnic tomorrow. (*you, come*) \_\_\_\_\_?

B: Of course!

3. A: How (*you, get, usually*) \_\_\_\_\_ to work?

B: I (*take*) \_\_\_\_\_ the commuter train every morning.

4. A few days ago, Janet (*watch*) \_\_\_\_\_ a drama on TV when the screen suddenly (*become*) \_\_\_\_\_ blank and the TV set (*stop*) \_\_\_\_\_ working. She never (*find*) \_\_\_\_\_ out how the story ended.
5. 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*.
6. A: When's Barbara going to call? We have to leave soon.  
B: She (*call, probably*) \_\_\_\_\_ any minute. I'm sure she'll call us before we (*go*) \_\_\_\_\_ out to dinner.
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 (*go*) \_\_\_\_\_ the speed limit.  
A: Ah, look. The police car (*pass*) \_\_\_\_\_ us. Whew.
8. Sometime in the next twenty-five years, a spaceship with a human crew (*land*) \_\_\_\_\_ on Mars. At least, that's what I (*think*) \_\_\_\_\_.
9. I usually (*ride*) \_\_\_\_\_ my bicycle to work in the morning, but it (*rain*) \_\_\_\_\_ when I left my house early this morning, so I (*drive*) \_\_\_\_\_ my car. After I (*arrive*) \_\_\_\_\_ at work, I (*discover*) \_\_\_\_\_ that I had left my briefcase at home.
10. A: How do you like your new job?  
B: I don't start it until tomorrow. I (*give*) \_\_\_\_\_ you an answer next week.
11. 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.
12. A: Where's my blue sweater?  
B: Lizzy (*wear*) \_\_\_\_\_ it today.  
A: She's what? I (*lend, not*) \_\_\_\_\_ her my sweater.  
B: Oh? Well, Lizzy (*be*) \_\_\_\_\_ back soon. You can get your sweater back then.

◇ PRACTICE 27—SELFSTUDY: Verb tense review. (Chapters 1, 2, and 3)

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

(1) Two hundred and fifty years ago, people (*make*) \_\_\_\_\_ 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, 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 northern Europe, fur hats (*be*) \_\_\_\_\_ common in the winter.

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

◇ PRACTICE 28—GUIDED STUDY: Verb tense review. (Chapters 1, 2, and 3)

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

Dianne, Sara, and Emily all (*I. go*) \_\_\_\_\_ to college together twenty years ago. They (*2. have*) \_\_\_\_\_ a wonderful time and (*3. learn*) \_\_\_\_\_ a lot. Now, the three of them (*4. work*) \_\_\_\_\_ at the same insurance company. They (*5. eat*) \_\_\_\_\_ lunch together every day and sometimes (*6. tell*) \_\_\_\_\_ stories about their school days.

Yesterday, they (*7. remember*) \_\_\_\_\_ a funny incident at a special banquet during their sophomore year. At this dinner, they (*8. sit*) \_\_\_\_\_ at the same table as the president of the university. Everything (*9. go*) \_\_\_\_\_ along fine, but then disaster (*10. strike*) \_\_\_\_\_. To make a long story short, Sara (*11. spill*) \_\_\_\_\_ a serving dish full of spaghetti onto the president.

Sara (*12. be*) \_\_\_\_\_ terribly embarrassed. She (*13. apologize*) \_\_\_\_\_ profusely and (*14. leave*) \_\_\_\_\_ the banquet room in tears.

Now, twenty years later, the three women (15. *remember*) \_\_\_\_\_ every detail, especially the look on the president's face. When they (16. *tell*) \_\_\_\_\_ that story at lunch yesterday, they (17. *laugh*) \_\_\_\_\_ until tears streamed down their faces.

The spaghetti incident (18. *be, not*) \_\_\_\_\_ funny when it happened, but it (19. *be*) \_\_\_\_\_ funny to the women now. Terrible embarrassments that we suffer when we (20. *be*) \_\_\_\_\_ young often seem funny when we (21. *be*) \_\_\_\_\_ older. As we (22. *get*) \_\_\_\_\_ older, we (23. *get*) \_\_\_\_\_ more tolerant of our own foibles. Right now you (24. *be*) \_\_\_\_\_ young. When you (25. *be*) \_\_\_\_\_ older, you (26. *smile*) \_\_\_\_\_ with amusement about some of the seemingly terrible and embarrassing things that happen to you as a young adult.

◇ PRACTICE 29—GUIDED STUDY: Verb tense review. (Chapters 1, 2, and 3)

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

1. This morning, Bob (*comb*) \_\_\_\_\_ his hair when the comb (*break*) \_\_\_\_\_. So he (*finish*) \_\_\_\_\_ combing his hair with his fingers and (*rush*) \_\_\_\_\_ out the door to class.
2. I'm exhausted! When I (*get*) \_\_\_\_\_ home tonight, I (*read*) \_\_\_\_\_ the paper and (*watch*) \_\_\_\_\_ the news. I (*do, not*) \_\_\_\_\_ any work around the house.
3. A: My cousin (*have*) \_\_\_\_\_ a new cat. She now (*have*) \_\_\_\_\_ four cats.  
 B: Why (*she, have*) \_\_\_\_\_ so many?  
 A: To catch the mice in her house.  
 B: (*you, have*) \_\_\_\_\_ any cats?  
 A: No, and I (*get, not*) \_\_\_\_\_ any. I (*have, not*) \_\_\_\_\_ mice in my house.
4. 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.
5. A: (*you, take*) \_\_\_\_\_ the kids to the amusement park tomorrow morning?  
 B: Yes. It (*open*) \_\_\_\_\_ at 10:00. If we (*leave*) \_\_\_\_\_ here at 9:30, we (*get, probably*) \_\_\_\_\_ there at 9:55. The kids can be the first ones in the park.

6. 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.
7. My grandmother used to say, "If adversity (*destroy, not*) \_\_\_\_\_ you, it will strengthen you." In other words, if you (*learn*) \_\_\_\_\_ to survive bad times and bad luck, you will become a stonger person.
8. A: Peter B. Peas is a piece-by-piece pizza eater.
- B: What (*you, say*) \_\_\_\_\_?
- A: I (*say*) \_\_\_\_\_, "Peter B. Peas is a piece-by-piece pizza eater." It (*be*) \_\_\_\_\_ a tongue-twister. How fast can *you* say it?
9. A: Okay, let's all open our fortune cookies.
- B: What (*yours, say*) \_\_\_\_\_?
- A: Mine says, "An unexpected gift (*add*) \_\_\_\_\_ to your pleasure." Great! (*you, plan*) \_\_\_\_\_ to give me a gift soon?
- 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!

10. A: (*the sun, keep*) \_\_\_\_\_ burning forever, or (*it, burn, eventually*)  
\_\_\_\_\_ itself out?

B: It (*burn, eventually*) \_\_\_\_\_ itself out, but that  
(*happen, not*) \_\_\_\_\_ for another five or ten billion years.

### ◇ PRACTICE 30—GUIDED STUDY: 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 marriage, children, jobs, contributions to humankind, fame, and exciting adventures. With your words, paint interesting and fun pictures of their future lives.

### ◇ PRACTICE 31—SELFSTUDY: Prepositions. (Chapter 3)

Directions: Complete the sentences with appropriate PREPOSITIONS.\*

1. What are you laughing \_\_\_\_\_?
2. I can't stop staring \_\_\_\_\_ Tom's necktie. The colors are wild!
3. A: I don't believe \_\_\_\_\_ flying saucers. Do you?  
B: I don't know. I think anything is possible.
4. Ted is going to help me \_\_\_\_\_ my homework tonight.
5. Do you mind if I apply \_\_\_\_\_ your job after you quit?
6. I'm traveling \_\_\_\_\_ Indonesia next week to discuss my new business plan \_\_\_\_\_ our contacts in Jakarta.
7. I admire Carmen \_\_\_\_\_ her courage and honesty in admitting that mistake.
8. A: Where did you get that new car?  
B: I borrowed it \_\_\_\_\_ my neighbor.
9. A: What are you two arguing \_\_\_\_\_?  
B: Modern art.
10. A: Where will you go to school next year?  
B: Well, I applied \_\_\_\_\_ admission at five different universities, but I'm worried that none of them will accept me.

◇ PRACTICE 32—SELFSTUDY: Prepositions. (Chapters 1 and 3)

Directions: Complete the sentences with appropriate 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, Nora, Jack, and Kate.

\*See Appendix 1 for a list of preposition combinations.



# CHAPTER 4

## Nouns and Pronouns

### ◇ PRACTICE 1—SELFSTUDY: Plural nouns. (Charts 4-1 and 4-2)

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.

*streets highways*

1. Chicago has busy ~~street~~ and ~~highway~~.
2. Box have six side.
3. Big city have many problem.
4. Banana grow in hot, humid area.
5. Insect don't have nose.
6. Lamb are the offspring of sheep.
7. Library keep book on shelf.
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.



### ◇ PRACTICE 2—SELFSTUDY: Plural nouns. (Chart 4-1)

Directions: Write the correct SINGULAR or PLURAL form.

SINGULAR	PLURAL	SINGULAR	PLURAL
1. <u>mouse</u>	mice	9. duty	_____
2. pocket	<u>pockets</u>	10. highway	_____
3. _____	teeth	11. _	thieves
4. _____	tomatoes	12. belief	_____
5. _____	fish	13. potato	_____
6. _____	women	14. radio	_____
7. branch	_____	15. offspring	_____
8. friend	_____	16. _____	children



SINGULAR	PLURAL	SINGULAR	PLURAL
17. season	_____	21. occurrence	_____
18. custom	_____	22. _____	phenomena
19. business	_____	23. sheep	_____
20. _____	centuries	24. _____	loaves

◇ PRACTICE 3—GUIDED STUDY: Plural nouns. (Chart 4–1)

Directions: Practice pronouncing FINAL -S/-ES by saying the words in the list aloud.

PRONUNCIATION NOTES: Final -s/-es has three different pronunciations: /s/, /z/, and /əz/.

- /s/ is the sound of “s” in “bus.” Final -s is pronounced /s/ after voiceless sounds: *seats* = *seat* + /s/.  
(Examples of voiceless sounds are: /t/, /p/, /k/, /f/.)
- /z/ is the sound of “z” in “buzz.” Final -s is pronounced /z/ after voiced sounds: *seeds* = *seed* + /z/. (Examples of voiced sounds are: /d/, /b/, /r/, /l/, /m/, /n/ and all vowel sounds.)
- /əz/ adds a whole syllable to a plural noun. Final -es and -s are pronounced /əz/ after -sh, -ch, -s, -z, and -ge/dge sounds:
 

<i>wishes</i> = <i>wish</i> + /əz/	<i>sizes</i> = <i>size</i> + /əz/
<i>matches</i> = <i>match</i> + /əz/	<i>pages</i> = <i>page</i> + /əz/
<i>classes</i> = <i>class</i> + /əz/	<i>judges</i> = <i>judge</i> + /əz/

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. cats = <i>cat</i> + /s/    | 11. dishes = <i>dish</i> + /əz/       |
| 2. heads = <i>head</i> + /z/  | 12. matches = <i>match</i> + /əz/     |
| 3. eyes = <i>eye</i> + /z/    | 13. eyelashes = <i>eyelash</i> + /əz/ |
| 4. cars = <i>car</i> + /s/    | 14. edges = <i>edge</i> + /əz/        |
| 5. backs = <i>back</i> + /s/  | 15. pages = <i>page</i> + /əz/        |
| 6. words = <i>word</i> + /z/  | 16. horses = <i>horse</i> + /əz/      |
| 7. boats = <i>boat</i> + /s/  | 17. glasses = <i>glass</i> + /əz/     |
| 8. lips = <i>lip</i> + /s/    | 18. places = <i>place</i> + /əz/      |
| 9. ribs = <i>rib</i> + /z/    | 19. prices = <i>price</i> + /əz/      |
| 10. hills = <i>hill</i> + /z/ | 20. prizes = <i>prize</i> + /əz/      |

◇ PRACTICE 4—GUIDED STUDY: Plural nouns. (Chart 4–1)

Directions: Practice pronouncing FINAL -S/-ES by reading the sentences aloud.

1. Our **classrooms** have **tables**, **chairs**, and **desks**.  
classroom/z/    table/z/ chair/z/    desk/s/
2. **Carrots** and **peas** are **vegetables**.  
carrot/s/    pea/z/    vegetable/z/
3. I was in Alaska for two **weeks** and three **days**.  
week/s/    day/z/

4. **Hospitals, businesses, and schools** use closed-circuit television.  
hospital/z/ business/əz/ school/z/
5. There were two **messages** on my answering machine.  
message/əz/
6. There are many TV **programs** about **doctors, detectives, and cowboys**.  
program/z/ doctor/z/ detective/z/ cowboy/z/
7. **Insects** don't have **ears**. They have **membranes** that can detect **vibrations**.  
insect/s/ ear/z/ membrane/z/ vibration/z/
8. Modern **tools, machines, and sources** of power make our **jobs** easier.  
tool/z/ machine/z/ source/əz/ job/z/
9. **Writers** need to support their **opinions** with **facts** and logical **thoughts**.  
writer/z/ opinion/z/ fact/s/ thought/s/
10. Cotton is used to make **blankets, blouses, rugs, gloves, and shirts**.  
blanket/s/ blouse/əz/ rug/z/ glove/z/ shirt/s/

◇ PRACTICE 5—SELFSTUDY: Subjects, verbs, objects, and prepositions. (Charts 4–2 and 4–3)

Directions: Identify the SUBJECTS (S), VERBS (V), OBJECTS (O), and PREPOSITIONAL PHRASES (PP) in the following sentences.

1. [Bridges] [cross] [rivers.]  
S V O
2. [A terrible earthquake] [occurred] [in Turkey.]  
S V PP
3. Airplanes fly above the clouds.
4. Trucks carry large loads.
5. Rivers flow toward the sea.
6. Salespeople treat customers with courtesy.
7. Bacteria can cause diseases.
8. Clouds are floating across the sky.
9. The audience in the theater applauded the performers at the end of the show.
10. Helmets protect bicyclists from serious injuries.

◇ PRACTICE 6—SELFSTUDY: Nouns and verbs. (Charts 4–1 → 4–3).

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 likes her *work*.

4. n. v. Emily and Mike *work* at the cafeteria.
5. n. v. The semester will *end* next month.
6. n. v. I'll go on vacation at the *end* of next month.
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. I rarely add *salt* to my food.
10. n. v. Some people *salt* their food before they even taste it.
11. n. v. Kings and queens *rule* their countries.
12. n. v. We learned a spelling *rule* in grammar class.
13. n. v. People usually *store* milk in a refrigerator.
14. n. v. We went to the *store* to buy some milk.
15. n. v. Airplanes *land* on runways at the airport.
16. n. v. The ship reached *land* after seventeen days at sea.
17. n. v. I took a *train* from New York to Boston.
18. n. v. I *train* my dogs to sit on command.
19. n. v. Alex *visits* his aunt every week.
20. n. v. Alex's aunt enjoys his *visits* every week.
21. n. v. Marilyn killed the *flies* in the kitchen with a fly swatter.
22. n. v. Marti *flies* her airplane to an island in Canada at least once a month.

◇ PRACTICE 7—GUIDED STUDY: Nouns and verbs. (Charts 4-1 → 4-3)

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

Written: n. ***I am wearing a watch.***

v. ***I watched TV after dinner last night.***

- |          |          |           |
|----------|----------|-----------|
| 1. snow  | 4. phone | 7. water  |
| 2. paint | 5. smoke | 8. circle |
| 3. tie   | 6. face  | 9. mail   |

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,\* date, experience, fear, fish, garden, mind, place, plant, promise,  
question, rain, rock, season, sense, shape, shop, star, tip, trip, value

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\*center = American English.  
centre = British English.

◇ PRACTICE 8—SELFSTUDY: Adjectives. (Chart 4–4)

Directions: All of the following words are adjectives. For each, write an ADJECTIVE that has the OPPOSITE MEANING.

- |           |                        |               |       |
|-----------|------------------------|---------------|-------|
| 1. new    | _____ <i>old</i> _____ | 13. dangerous | _____ |
| 2. young  | _____ <i>old</i> _____ | 14. noisy     | _____ |
| 3. cold   | _____                  | 15. shallow   | _____ |
| 4. fast   | _____                  | 16. sweet     | _____ |
| 5. sad    | _____                  | 17. cheap     | _____ |
| 6. good   | _____                  | 18. dark      | _____ |
| 7. wet    | _____                  | 19. heavy     | _____ |
| 8. easy   | _____                  | 20. public    | _____ |
| 9. soft   | _____                  | 21. left      | _____ |
| 10. wide  | _____                  | 22. wrong     | _____ |
| 11. clean | _____                  | 23. weak      | _____ |
| 12. empty | _____                  | 24. long      | _____ |

◇ PRACTICE 9—SELFSTUDY: Adjectives and nouns. (Chart 4–4)

Directions: Circle each ADJECTIVE. Draw an arrow to the noun it describes.

- Paul has a loud voice.
- Sugar is sweet.
- The students took an easy test.
- Air is free.
- We ate some delicious food at a Mexican restaurant.
- An encyclopedia contains important facts about a wide variety of subjects.
- The child was sick.
- The sick child crawled into his warm bed and sipped hot tea.

◇ PRACTICE 10—GUIDED STUDY: Adjectives and nouns. (Chart 4–4)

Directions: Add ADJECTIVES to the sentences. Choose **two** of the three adjectives in each list to add to the given sentences.

*Example:* *hard, heavy, strong* A man lifted the box.  
→ *A strong man lifted the heavy box.*

- |                                |  |
|--------------------------------|--|
| 1. <i>beautiful, safe, red</i> | Roses are flowers.                                 |
| 2. <i>dark, cold, dry</i>      | Rain fell from the clouds.                         |
| 3. <i>empty, wet, hot</i>      | The waiter poured coffee into my cup.              |
| 4. <i>easy, blue, young</i>    | The girl in the dress was looking for a telephone. |

- |                                       |  |
|---------------------------------------|--|
| 5. <i>quiet, sharp, soft</i>          | Annie sleeps on a bed in a room.   |
| 6. <i>fresh, clear, hungry</i>        | Mrs. Fox gave the children some fruit.   |
| 7. <i>dirty, modern, delicious</i>    | After we finished our dinner, Frank helped me with the dishes.                           |
| 8. <i>round, inexperienced, right</i> | When Tom was getting a haircut, the barber accidentally cut Tom's ear with the scissors. |

◇ PRACTICE 11—SELFSTUDY: Nouns as adjectives. (Chart 4–5)

Directions: Use the information in *italics* to complete the sentences. Each completion should have a NOUN THAT IS USED AS AN ADJECTIVE in front of another noun.

- Articles in newspapers are called \_\_\_\_\_ ***newspaper articles*** \_\_\_\_\_.
- Numbers on pages are called \_\_\_\_\_.
- Money that is made of paper is called \_\_\_\_\_.
- Buildings with apartments are called \_\_\_\_\_.
- Chains for keys are called \_\_\_\_\_.
- Governments in cities are called \_\_\_\_\_.
- Ponds for ducks are called \_\_\_\_\_.
- Pads for shoulders are called \_\_\_\_\_.
- Knives that people carry in their pockets are called \_\_\_\_\_.
- Lights that regulate traffic are called \_\_\_\_\_.

◇ PRACTICE 12—SELFSTUDY: Nouns. (Charts 4–1 → 4–5)

Directions: These sentences contain many mistakes in noun usage. Make the nouns PLURAL whenever possible and appropriate. Do not change any other words.

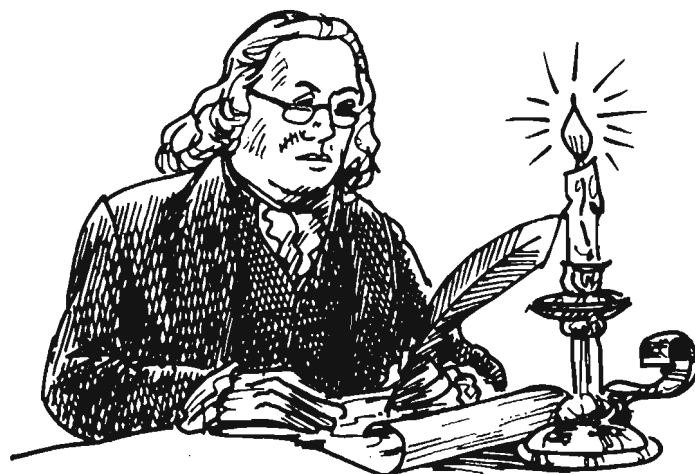
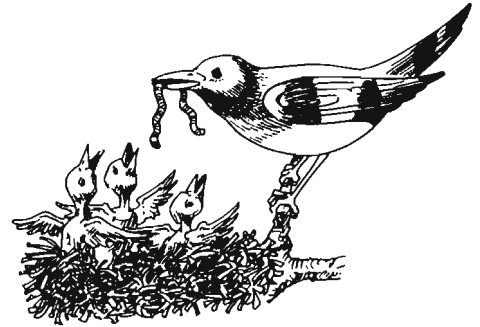
- bottles***                      ***caps***
- Medicine ~~bottle~~ have childproof ~~cap~~.
  - Airplane seat are narrow and uncomfortable.
  - Science student do laboratory experiment in their class.
  - Housefly are dangerous pest. They carry germ.
  - Computer cannot think. They need human operator.
  - There are approximately 250,000 different kind of flower in the world.
  - Newspaper reporter have high-pressure job.
  - Good telephone manner are important.
  - I bought two theatre ticket for Thursday evening's performance of *A Doll's House*.
  - Our daily life have changed in many way in the past one hundred year. We no longer need to use oil lamp or candle in our house, raise our own chicken, or build daily fire for cooking.

◇ PRACTICE 13—GUIDED STUDY: Nouns. (Charts 4-1 → 4-5)

Directions: These sentences contain many mistakes in noun usage. Make the nouns PLURAL whenever possible and appropriate. Do not change any other words.

*kinds birds*

1. There are around 8,600 ~~kind~~ of ~~bird~~ in the world.
2. Bird hatch from egg.
3. 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 and 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. 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.



◇ PRACTICE 14—SELFSTUDY: Personal pronouns. (Chart 4–6)

Directions: Find each PRONOUN. Note how it is used:

- SUBJECT (S)
- OBJECT OF A VERB (O of vb), or
- OBJECT OF A PREPOSITION (O of prep).

**O of vb**

1. The teacher helped [me] with the lesson.

**S**

**O of prep**

2. [I] carry a dictionary with [me] at all times.
3. Mr. Fong has a computer. He uses it for many things. It helps him in many ways.
4. Jessica went to Hawaii with Ann and me. We like her, and she likes us. We had a good time with her.
5. Mike had dirty socks. He washed them in the kitchen sink and hung them to dry in front of the window. They dried quickly.
6. Joseph and I are close friends. No bad feelings will ever come between him and me. He and I share a strong bond of friendship.

◇ PRACTICE 15—SELFSTUDY: Personal pronouns. (Chart 4–6)

Directions: Circle each PRONOUN, and draw an arrow to the noun or noun phrase it refers to.

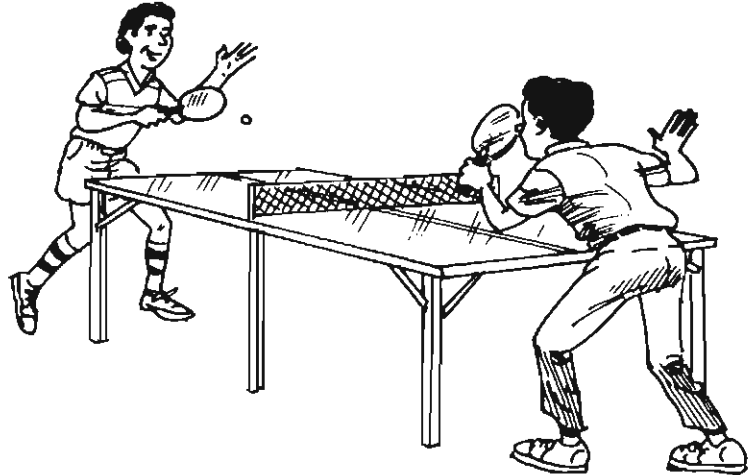
1. [[Janet] had [a green apple.] **She** ate **it** after class.
2. Betsy called this morning. John spoke to her.
3. Nick and Rob are at the market. They are buying fresh vegetables.
4. Eric took some phone messages for Karen. They're on a pad of yellow paper in the kitchen.
5. When Louie called, Alice talked to him. He asked her for a date. She accepted.
6. Jane wrote a letter to Mr. and Mrs. Moore. She mailed it to them yesterday. They should get the letter from her on Friday.

◇ PRACTICE 16—SELFSTUDY: Personal pronouns. (Chart 4–6)

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. Don't look directly at the sun. The intensity of its light can injure your eyes. Don't look at \_\_\_\_\_ directly even if you are wearing sunglasses.
5. 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.



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 we didn't eat \_\_\_\_\_ even though we were really hungry.
8. The scent of perfume rises. According to one expert, you should put \_\_\_\_\_ on the soles of your feet.
9. Clean, safe water is fundamental to human health. It is shocking that 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."

◇ PRACTICE 17—SELFSTUDY: Personal pronouns. (Chart 4-6)

Directions: Circle the correct PRONOUN.

- You can ride with Jennifer and I, (me)
- Did you see Mark? *He, Him* was waiting in your office to talk to you.
- I saw Rob a few minutes ago. I passed Sara and *he, him* on the steps of the classroom building.
- Nick used to work in his father's store, but his father and *he, him* had a serious disagreement. Nick left and started his own business.
- When the doctor came into the room, I asked *she, her* a question.



6. The doctor was very helpful. *She, Her* answered all of my questions.
7. Prof. Molina left a message for you and *I, me*. *He, him* needs to see *we, us*.
8. Emily is a good basketball player. I watch Betsy and *she, her* carefully during games. *They, Them* are the best players.
9. One time my little sister and *I, me* were home alone. When our parents returned, they found a valuable vase had been broken. *They, Them* blamed *we, us* for the broken vase, but in truth the cat had broken *it, them*. *We, Us* got in trouble with *they, them* because of the cat.
10. Take these secret documents and destroy *it, them*.
11. Ron invited Mary and *I, me* to have dinner with *he, him*.
12. Maureen likes movies. Ron and *she, her* go to the movies every chance they get.
13. Tom and *I, me* both want to marry Ann. She has to choose between *he and I, him and me*.

◇ PRACTICE 18—SELFSTUDY: Possessive nouns. (Chart 4–7)

Directions: Use the *italicized* noun in the first sentence to write a POSSESSIVE NOUN in the second sentence. Pay special attention to where you put the apostrophe.

1. I have one *friend*. My friend's name is Paul.
2. I have two *friends*. My friends' names are Paul and Kevin.
3. I have one *son*. My \_\_\_\_\_ name is Ryan.
4. I have two *sons*. My \_\_\_\_\_ names are Ryan and Scott.
5. I have one *baby*. My \_\_\_\_\_ name is Joy.
6. I have two *babies*. My \_\_\_\_\_ names are Joy and Erica.
7. I have one *child*. My \_\_\_\_\_ name is Anna.
8. I have two *children*. My \_\_\_\_\_ names are Anna and Keith.
9. I know one *person*. This \_\_\_\_\_ name is Nick.
10. I know several *people*. These \_\_\_\_\_ names are Nick, Karen and Rita.
11. I have one *teacher*. My \_\_\_\_\_ name is Ms. West.
12. I have two *teachers*. My \_\_\_\_\_ names are Ms. West and Mr. Fox.
13. I know a *man*. This \_\_\_\_\_ name is Alan Burns.
14. I know two *men*. These \_\_\_\_\_ names are Alan Burns and Joe Lee.
15. We live on the *earth*. The \_\_\_\_\_ surface is seventy percent water.

◇ PRACTICE 19—SELFSTUDY: Possessive nouns. (Chart 4–7)

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 a baby's toys are safe.
5. Someone called, but because of the static on the phone, I couldn't understand the caller's words.
6. A receptionist's job is to write down callers' names and take messages.
7. Newspapers aren't interested in yesterday's news. They want to report today's events.
8. Each flight has at least two pilots. The pilots' seats are in a small area called the cockpit.
9. Rain forests cover five percent of the earth's surface but have fifty percent of the different species of plants.
10. Mosquitoes' wings move incredibly fast.
11. A mosquito's 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. The average pulse of a human being is seventy beats per minute. A cat's heart beats one hundred and thirty times per minute. Elephants have slow heartbeats. Did you know that an elephant's heart beats only twenty-five times per minute?
13. When we went to the circus, we saw three elephants. All of us enjoyed watching the elephants' tricks. Elephants are quite intelligent animals that can be taught to respond to spoken commands.
14. Elephants like to roll in mud. The mud protects the animals' bodies from insects and the sun.
15. When we were walking in the woods, we saw an animal's footprints on the muddy path.

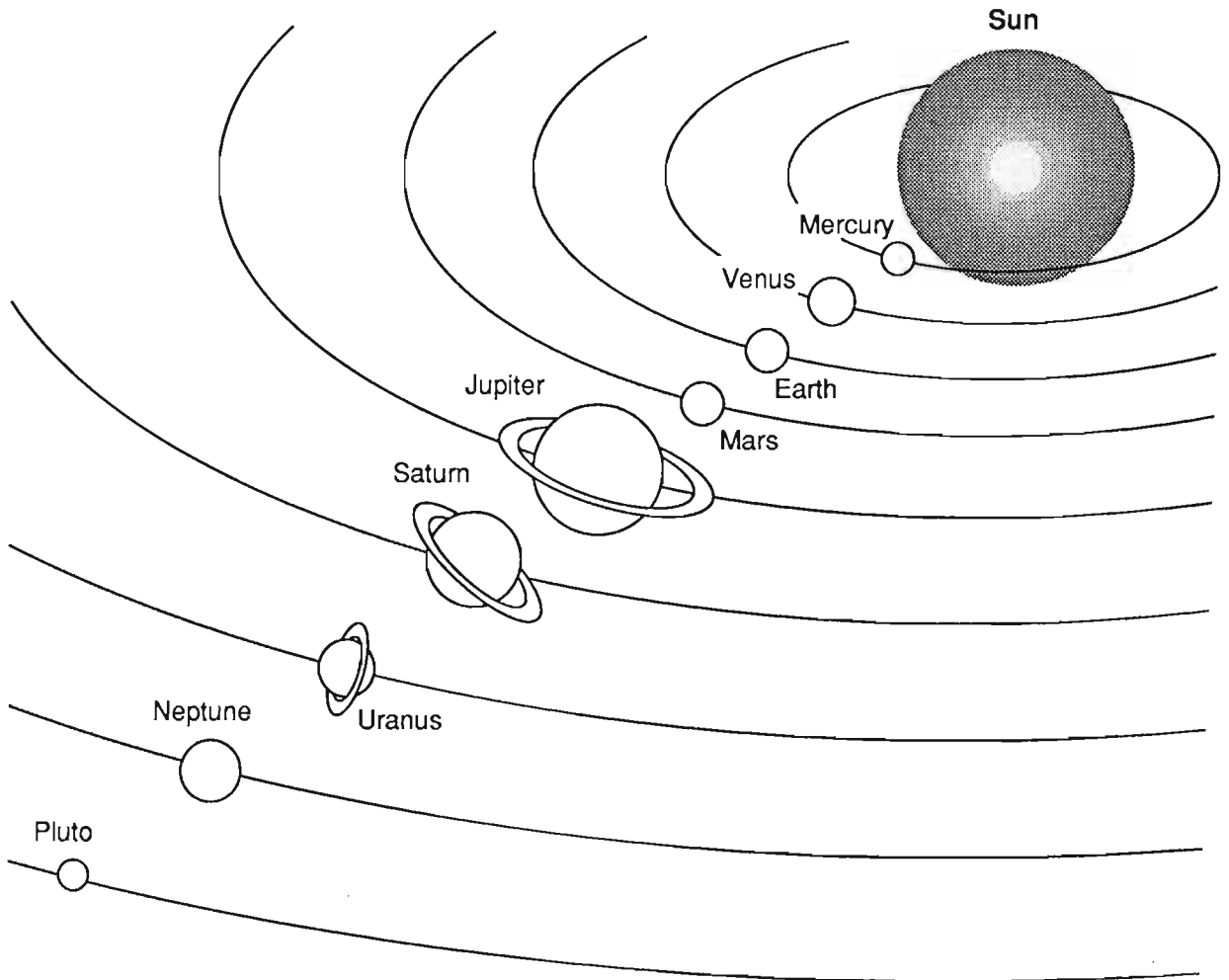
◇ PRACTICE 20—GUIDED STUDY: Possessive nouns. (Chart 4–7)

Directions: Make the nouns POSSESSIVE if necessary.

**Dan's**

1. I met ~~Dan~~ sister yesterday.
2. I met Dan and his sister yesterday. (*no change*)
3. I know Jack roommates.
4. I know Jack well. He's a good friend of mine.
5. I have one roommate. My roommate desk is always messy.
6. You have two roommates. Your roommates desks are always neat.
7. Jo Ann and Betty are sisters.
8. Jo Ann is Betty sister. My sister name is Sonya.
9. My name is Richard. I have two sisters. My sisters names are Jo Ann and Betty.
10. There is an old saying: "A woman work is never done."
11. I read a book about the changes in women roles and men roles in modern society.
12. Jupiter is the largest planet in our solar system. We cannot see Jupiter surface from the earth because thick clouds surround the planet.

13. Mercury is the closest planet to the sun. Mercury atmosphere is extremely hot and dry.
14. Mars\* surface has some of the same characteristics as the earth surface, but Mars could not support life as we know it on earth. The plants and animals that live on the earth could not live on any of the other planets in our solar system.
15. Venus is sometimes called the earth twin because the two planets are almost the same size. But like Mars, Venus surface is extremely hot and dry.



16. The planets English names come from ancient Roman mythology. For example, Mars was the name of the god of war in ancient Rome. Jupiter was the king of the gods. Mercury, who was Jupiter son, was the messenger of the gods. Venus was the goddess of love, beauty, and creativity. Venus son was named Cupid, the god of love and desire.

\*When a singular noun ends in -s, there are two possible possessive forms, as in the examples below:

SINGULAR NOUN

*James*

*Chris*

*Carlos*

POSSESSIVE FORMS

I know *James'* brother. OR: I know *James's* brother.

*Chris'* car is red. OR: *Chris's* car is red.

*Carlos'* last name is Rivera. OR: *Carlos's* last name is Rivera.

◇ PRACTICE 21—GUIDED STUDY: Review of nouns + -s/-es. (Charts 4-1 and 4-7)

Directions: Add -s/-ES if necessary. Add an APOSTROPHE to possessive nouns as appropriate.

Examples: **Butterflies**

~~Butterfly~~ are beautiful.

**David's**

Nick is ~~David~~ brother.

1. Most leaf are green.
2. My mother apartment is small.
3. Potato are good for us.
4. Do bird have teeth?
5. Tom last name is Miller.
6. Two thief stole Mr. Lee car.
7. Mountain are high, and valley are low.
8. A good toy holds a child interest for a long time.
9. Children toy need to be strong and safe.
10. All of the actor name are listed on page six of your program.
11. Teacher are interested in young people idea.
12. Almost all monkey have opposable thumb on not only their hand but also their feet. People have thumb only on their hand.

◇ PRACTICE 22—SELFSTUDY: Possessive pronouns and possessive adjectives. (Chart 4-8)

Directions: Complete the sentences with POSSESSIVE PRONOUNS or POSSESSIVE ADJECTIVES that refer to the words in *italics*.

1. A: Can I look at your *grammar book*?  
B: Why? You have your own\* book. You have yours, and I have mine.
2. A: Anna wants to look at your *grammar book*.  
B: Why? She has \_\_\_\_\_ own book. She has \_\_\_\_\_, and I have mine.
3. A: Tom wants to look at your *grammar book*.  
B: Why? He has \_\_\_\_\_ own book. He has \_\_\_\_\_, and I have mine.
4. A: Tom and I want to look at your *grammar book*.  
B: Why? You have \_\_\_\_\_ own books. You have \_\_\_\_\_, and I have mine.
5. A: Tom and Anna want to look at our *grammar books*.  
B: Why? They have \_\_\_\_\_ own books. We have \_\_\_\_\_ own books. They have \_\_\_\_\_, and we have \_\_\_\_\_.

\***Own** frequently follows a possessive adjective: e.g., *my own, your own, their own*. The word **own** emphasizes that nobody else possesses the exact same thing(s); ownership belongs **only** to me (*my own book*), to you (*your own book*), to them (*their own books*), to us (*our own books*), etc.

◇ PRACTICE 23—GUIDED STUDY: Possessive pronouns and possessive adjectives. (Charts 4–8 and 4–9)

Directions: Complete the sentences with POSSESSIVE PRONOUNS or POSSESSIVE ADJECTIVES that refer to the words in *italics*.

1. Sara asked her mother for permission to go to a movie.
2. I don't need to borrow your bicycle. Sara loaned me hers.
3. Ted and I are roommates. \_\_\_\_\_ apartment is small.
4. Brian and Louie have a huge apartment, but *we* don't. \_\_\_\_\_ is small.
5. You can find \_\_\_\_\_ keys in the top drawer of the desk.
6. The keys in the drawer belong to you. I have \_\_\_\_\_ in \_\_\_\_\_ pocket. You should look in the drawer for \_\_\_\_\_.
7. Tom and Paul talked about \_\_\_\_\_ experiences in the wilderness areas of Canada. I've had a lot of interesting experiences in the wilderness, but nothing to compare with \_\_\_\_\_.
8. I know Eric well. He is a good friend of \_\_\_\_\_. You know him, too, don't you? Isn't he a friend of \_\_\_\_\_, too?
9. Omar, *my wife and I* would like to introduce you to a good friend of \_\_\_\_\_. His name is Dan Lightfeather.

◇ PRACTICE 24—SELFSTUDY: Reflexive pronouns. (Chart 4–10)

Directions: Complete the sentences with REFLEXIVE PRONOUNS that refer to the words in *italics*.

1. I enjoyed myself at Disney World.
2. Paul enjoyed \_\_\_\_\_.
3. Paul and I enjoyed \_\_\_\_\_.
4. Hi, Emily! Did you enjoy \_\_\_\_\_?
5. Hi, Emily and Dan! Did you enjoy \_\_\_\_\_?
6. Jessica enjoyed \_\_\_\_\_.
7. Jessica and Paul enjoyed \_\_\_\_\_.

◇ PRACTICE 25—SELFSTUDY: Reflexive pronouns. (Chart 4–10)

Directions: Complete the sentences with the words in the list + REFLEXIVE PRONOUNS. Use any appropriate verb tense.

believe in	help	talk to
✓blame	introduce	teach
✓cut	kill	work for
feel sorry for	take care of	wish

1. This 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 are going to cut yourself 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, "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. He was speaking. 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 run a business. 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 in bed because she has the flu. She isn't at work. Instead, she's resting at home 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. 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.

◇ PRACTICE 26—SELFSTUDY: Pronouns. (Charts 4–6 → 4–10)

Directions: Circle the correct PRONOUNS.

1. Nick invited *I, me* to go to dinner with *he, him*.
2. Sam and you should be proud of *yourself, yourselves*. The two of you did a good job.
3. The room was almost empty. The only furniture was one table. The table stood by *it, itself* in one corner.

4. The bird returned to *its, it's*\* nest to feed *its, it's* offspring.
5. Nick has his tennis racket, and Ann has *her, hers, her's*.\*
6. Where's Eric? I have some good news for Joe and *he, him, his, himself*.
7. Don't listen to Greg. You need to think for *yourself, yourselves* , Jane. It's *you, your, yours* life.
8. We all have *us, our, ours* own ideas about how to live *our, ours, our's*\* lives.
9. You have your beliefs, and we have *our, ours*.
10. People usually enjoy *themselves, themselves, theirselves*\*\* at family gatherings.
11. History repeats *himself, herself, itself*.
12. David didn't need my help. He finished the work by *him, himself, his, his self*.

◇ PRACTICE 27—GUIDED STUDY: Pronoun review. (Charts 4–6 → 4–10)

Directions: Complete the sentences with PRONOUNS that refer to the words in *italics*.

1. *Tom* is wearing a bandage on his arm. He hurt himself while he was repairing the roof. I'll help him with the roof later.
2. I have *a sister*. \_\_\_\_\_ name is Kate. \_\_\_\_\_ and I share a room.
3. *My sister and I* share a room. \_\_\_\_\_ room is pretty small. \_\_\_\_\_ have only one desk.
4. Our desk has five drawers. *Kate* puts \_\_\_\_\_ things in the two drawers on the right.
5. *I* keep \_\_\_\_\_ stuff in the two drawers on the left. She and \_\_\_\_\_ share the middle drawer.
6. *Kate* doesn't open my two drawers, and I don't open \_\_\_\_\_.
7. *I* don't put things in her drawers, and she doesn't put things in \_\_\_\_\_.
8. *Ms. Lake and Mr. Ramirez* work together at the advertising company. \_\_\_\_\_ often work on projects by \_\_\_\_\_, but I work with \_\_\_\_\_ sometimes. My office is next to \_\_\_\_\_. \_\_\_\_\_ office has \_\_\_\_\_ names on the door, and mine has my name.
9. I have my dictionary, and *Sara* has \_\_\_\_\_. But *Nick* doesn't have \_\_\_\_\_.
10. My friend *James* enjoyed \_\_\_\_\_ at Mike's house yesterday. When I talked to \_\_\_\_\_ on the phone, \_\_\_\_\_ told me about \_\_\_\_\_ day with Mike. \_\_\_\_\_ and Mike played basketball, ate junk food, and played computer games. I like James a lot. I'm going to spend next Saturday with Mike and \_\_\_\_\_ at a science fair.

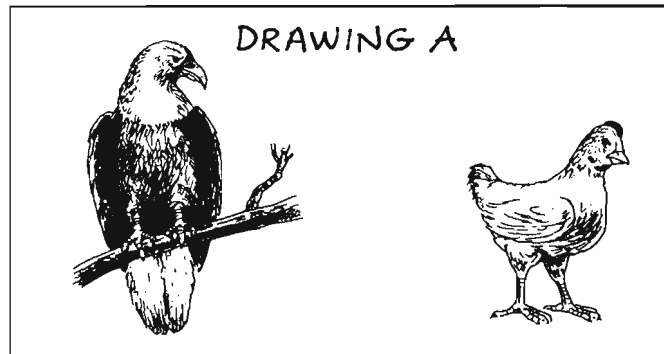
\*REMINDER: Apostrophes are NOT used with possessive pronouns. Note that **its** = possessive adjective, **it's** = *it is*. Also note that *her's*, *your's*, and *our's* are **NOT POSSIBLE** in grammatically correct English.

\*\*NOTE: *themselves* and *theirselves* are not really words—they are **NOT POSSIBLE** in grammatically correct English. Only *themselves* is the correct reflexive pronoun form.

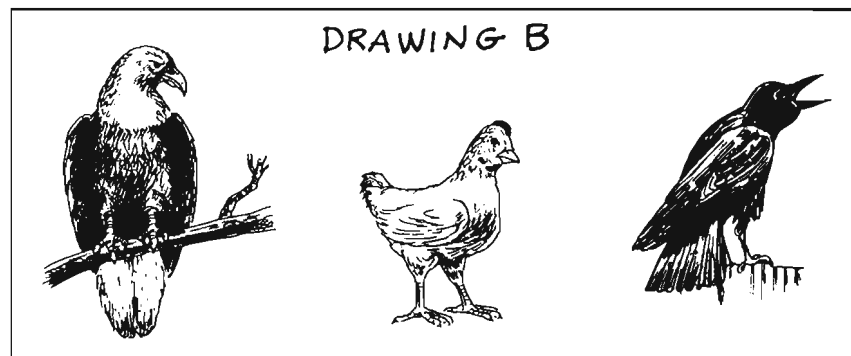
11. *Karen* has a bandage on \_\_\_\_\_ thumb because \_\_\_\_\_ accidentally cut \_\_\_\_\_ with a hatchet while \_\_\_\_\_ was cutting wood for \_\_\_\_\_ fireplace.
12. We don't agree with you. *You* have \_\_\_\_\_ opinion, and *we* have \_\_\_\_\_.

◇ PRACTICE 28—SELFSTUDY: Singular forms of *other*. (Chart 4–11)

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.
- \_\_\_\_\_ one is a chicken.
  - \_\_\_\_\_ bird is a crow.
3. There are many kinds of birds in the world. One kind is an eagle.
- \_\_\_\_\_ kind is a chicken.
  - \_\_\_\_\_ kind is a crow.
  - \_\_\_\_\_ kind is a sea gull.
  - What is the name of \_\_\_\_\_ kind of bird in the world?



4. There are two women in Picture A. One is Ann. \_\_\_\_\_ is Sara.



5. There are three men in Picture B. One is Alex. \_\_\_\_\_ one is Mike.
6. In Picture B, Alex and Mike are smiling. \_\_\_\_\_ man looks sad.
7. There are three men in Picture B. All three have common first names. One is named Alex.
- \_\_\_\_\_ is named David.
  - The name of \_\_\_\_\_ one is Mike.
8. There are many common English names for men. Alex is one.
- Mike is \_\_\_\_\_.
  - David is \_\_\_\_\_.
  - John is \_\_\_\_\_ common name.
  - Joe is \_\_\_\_\_.
  - What is \_\_\_\_\_ common English name for a man?

◇ PRACTICE 29—SELFSTUDY: Plural forms of *other*. (Chart 4-12)

Directions: Complete the sentences with **THE OTHER**, **THE OTHERS**, **OTHER**, or **OTHERS**.

1. There are four birds in the picture. One is an eagle, and another one is a crow.  
\_\_\_\_\_ birds in the picture are chickens.



2. There are four birds in the picture. One is an eagle, and another one is a crow.  
\_\_\_\_\_ are chickens.

3. Birds have different eating habits. Some birds eat insects.
  - a. \_\_\_\_\_ birds get their food chiefly from plants.
  - b. \_\_\_\_\_ eat only fish.
  - c. \_\_\_\_\_ hunt small animals like mice and rabbits.
  - d. \_\_\_\_\_ birds prefer dead and rotting flesh.
4. There are five English vowels. One is "a." Another is "e."
  - a. What are \_\_\_\_\_ vowels?
  - b. \_\_\_\_\_ are "i", "o", and "u."
5. There are many consonants in English. The letters "b" and "c" are consonants.
  - a. What are some \_\_\_\_\_ consonants?
  - b. Some \_\_\_\_\_ are "d", "f", and "g."
6. Some people are tall, and \_\_\_\_\_ are short. Some people are neither tall nor short.
7. Some people are tall, and \_\_\_\_\_ people are short.
8. Some animals are huge. \_\_\_\_\_ are tiny.
9. Some animals are huge. \_\_\_\_\_ animals are tiny.
10. 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" only because you hadn't studied for them.

◇ PRACTICE 30—SELFSTUDY: Summary forms of *other*. (Charts 4-11 → 4-13)

Directions: Choose the correct completion.

Example: Copper is one kind of metal. Silver is A.

A. another      B. the other      C. the others      D. others      E. other

1. Summer is one season. Spring is \_\_\_\_\_.  
 A. another      B. the other      C. the others      D. others      E. other
2. There are four seasons. Summer is one. \_\_\_\_ are winter, fall and spring.  
 A. Another      B. The other      C. The others      D. Others      E. Other
3. What's your favorite season? Some people like spring the best. \_\_\_\_ think fall is the nicest season.  
 A. Another      B. The other      C. The others      D. Others      E. Other
4. My eyes are different colors. One eye is gray and \_\_\_\_ is green.  
 A. another      B. the other      C. the others      D. others      E. other
5. One color I like a lot is blue. \_\_\_\_ colors that I think are nice are green and yellow. Purple is a pretty color, too.  
 A. Another      B. The other      C. The others      D. Others      E. Other
6. There are five letters in the word "fresh." One of the letters is a vowel. \_\_\_\_ are consonants.  
 A. Another      B. The other      C. The others      D. Others      E. Other

7. Alex failed his English exam, but his teacher is going to give him \_\_\_\_\_ chance to pass it.  
A. another      B. the other      C. the others      D. others      E. other
8. Some people drink tea in the morning. \_\_\_\_\_ have coffee. I prefer fruit juice.  
A. Another      B. The other      C. The others      D. Others      E. Other
9. There are five digits in the number 20,000. One digit is a 2. \_\_\_\_\_ digits are all zeroes.  
A. Another      B. The other      C. The others      D. Others      E. Other
10. Smith is a common last name in English. \_\_\_\_\_ common names are Johnson, Jones, and Miller. Others are Anderson, Moore, and Brown.  
A. Another      B. The other      C. The others      D. Others      E. Other

◇ PRACTICE 31—GUIDED STUDY: Summary forms of *other*. (Charts 4–11 → 4–13)

Directions: Complete the sentences with your own words. Use a form of OTHER in the blank and underline it.

*Example:* I have . . . books on my desk. One is . . . , and \_\_\_\_\_ is/are . . . .

*Written:* ***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 . . . .

◇ PRACTICE 32—SELFSTUDY: Capitalization. (Chart 4–14)

Directions: Add CAPITAL LETTERS where necessary.

1. Do you know <sup>R</sup>robert <sup>J</sup>jones?
2. Do you know my uncle? (*no change*)
3. I like uncle joe and aunt sara.
4. I'd like you to meet my aunt.
5. susan w. miller is a professor.
6. I am in prof. miller's class.
7. The weather is cold in january.
8. The weather is cold in winter.
9. I have three classes on monday.
10. I would like to visit los angeles.
11. It's a large city in california.
12. I like to visit large cities in foreign countries.
13. There are fifty states in the united states of america.
14. It used to take weeks or months to cross an ocean.

15. Today we can fly across the atlantic ocean in hours.
16. I live on a busy street near the local high school.
17. I live on market street near washington high school.
18. We stayed at a very comfortable hotel.
19. We stayed at the hilton hotel in bangkok.
20. Yoko is japanese, but she can also speak german.

◇ PRACTICE 33—SELFSTUDY: Prepositions. (Chapter 4)

Directions: Complete the sentences with appropriate PREPOSITIONS.\*

1. How much did you pay for that beautiful table?
2. A: Did you talk \_\_\_\_\_ the manager \_\_\_\_\_ returning that dress?  
B: No. She didn't arrive \_\_\_\_\_ the store while I was there. I waited \_\_\_\_\_ her for a half an hour and then left.
3. I listened \_\_\_\_\_ you very carefully, but I didn't understand anything you said.
4. When I graduated \_\_\_\_\_ college, my mother and father told everyone we knew that I had graduated.
5. I paid too much \_\_\_\_\_ this watch. It's not worth it.
6. A: We don't have all day! How long is it going take for someone to wait \_\_\_\_\_ us? I'm hungry.  
B: We just got here. Be patient. Do you have to complain \_\_\_\_\_ everything?
7. When did you arrive \_\_\_\_\_ Mexico City?
8. A: This sauce is delicious! What is it?  
B: Well, it consists \_\_\_\_\_ tomatoes, garlic, olive oil, and lemon juice all blended together.
9. There were ten people at the meeting and ten different opinions. No one agreed \_\_\_\_\_ anyone else \_\_\_\_\_ the best way to solve the club's financial problems.
10. I have to complain \_\_\_\_\_ the manager. Both the food and the service are terrible.

◇ PRACTICE 34—SELFSTUDY: Prepositions. (Chapters 1, 3, and 4)

Directions: Complete the sentences with appropriate 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.

\*See Appendix 1 for a list of preposition combinations.

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 Roman mythology?
9. I discussed my problem \_\_\_\_\_ my uncle.
10. Someday astronauts will travel \_\_\_\_\_ another solar system.
11. Jennifer arrived \_\_\_\_\_ Singapore 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 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: Shh. I don't want to hear any of this. Stop complaining \_\_\_\_\_ me \_\_\_\_\_ your relatives. I don't agree \_\_\_\_\_ either of you.



## CHAPTER 5

# Modal Auxiliaries

### ◇ PRACTICE 1—SELFSTUDY: *To* with modal auxiliaries. (Chart 5–1)

Directions: Add the word **TO** where necessary. Write  $\emptyset$  if **TO** is not necessary.

1. Mr. Alvarez spilled tea on his shirt. He must  $\emptyset$  change clothes before dinner.
2. Mr. Alvarez has **to** change his shirt before dinner.
3. Everyone should \_\_\_\_\_ pay attention to local politics.
4. Everyone ought \_\_\_\_\_ participate in local government.
5. May I \_\_\_\_\_ borrow your pen?
6. A good book can \_\_\_\_\_ be a friend for life.
7. Jimmy is yawning and rubbing his eyes. He must \_\_\_\_\_ be sleepy.
8. You can't \_\_\_\_\_ open a can without a can opener, can you?
9. I'd like to stay and talk some more, but I've got \_\_\_\_\_ hurry over to the chemistry building for my next class.
10. A: Should I \_\_\_\_\_ tell the boss about the accounting error in the report?  
B: You have \_\_\_\_\_ tell him. That error could \_\_\_\_\_ get the company in trouble.  
A: I know that I ought \_\_\_\_\_ be honest about it, but I'm afraid he'll get angry. He might \_\_\_\_\_ fire me. Would you \_\_\_\_\_ go with me to see him?  
B: I think you should \_\_\_\_\_ do this yourself. You can \_\_\_\_\_ do it. I'm sure the boss will \_\_\_\_\_ understand.  
A: No, you must \_\_\_\_\_ go with me. I can't \_\_\_\_\_ face him alone.

### ◇ PRACTICE 2—GUIDED STUDY: *To* with modal auxiliaries. (Chart 5–1)

Directions: Add the word **TO** where necessary. Write  $\emptyset$  if **TO** is not necessary.

- (1) Everyone in my family has **to** contribute to keeping order in our house. My parents
- (2) assign chores to my brother, George, and me. We must  $\emptyset$  do these tasks every day.
- (3) Sometimes if one of us is busy and can't \_\_\_\_\_ do a chore, the other one may \_\_\_\_\_ take
- (4) care of it.
- (5) For example, last Friday it was George's turn to wash the dishes after dinner. He couldn't

- (6) \_\_\_\_\_ stay to do it because he had \_\_\_\_\_ hurry to school for a basketball game. George  
 (7) asked me, "Will you \_\_\_\_\_ do the dishes for me, please? I'll \_\_\_\_\_ do them for you  
 (8) tomorrow when it's your turn. I've got \_\_\_\_\_ get to the school for the game." I reluctantly  
 (9) agreed to do George's chores and washed the dishes after dinner. But then the next night, George  
 (10) "forgot" that we had traded days. When I reminded him to wash the dishes, he said, "Who?  
 (11) Me? It's not *my* turn. You have \_\_\_\_\_ do the dishes tonight. It's *your* turn."  
 (12) I think I'd better \_\_\_\_\_ write our agreement down when I take my brother George's



- (13) chores, and I ought \_\_\_\_\_ give him a copy of the agreement. George has a short memory,  
 (14) especially if he has \_\_\_\_\_ wash dishes or take out the garbage. I should \_\_\_\_\_ write  
 (15) everything down. In fact, I might \_\_\_\_\_ write out a weekly schedule. Then we could  
 (16) \_\_\_\_\_ write our names in and change assignments if necessary. That ought \_\_\_\_\_ solve  
 (17) the problem. I must \_\_\_\_\_ remember to do that.

◇ PRACTICE 3—SELFSTUDY: Expressing ability. (Chart 5-2)

Directions: Choose one of the words in parentheses to complete each sentence.

1. A zebra **can't stretch** its neck to reach the tops of trees. (*giraffe, zebra*)
2. A single \_\_\_\_\_ **can kill** a thousand mice in a year. (*bee, cat*)
3. \_\_\_\_\_ **can crush** small trees under their huge feet. (*Rabbis, Elephants*)
4. \_\_\_\_\_ **can climb** trees with ease. (*Monkeys, Chickens*)
5. Did you know that \_\_\_\_\_ **can survive** seventeen days without any water at all? (*ducks, camels*)
6. One \_\_\_\_\_ **can produce** as much as 8,500 lbs. (3,860 kgs) of milk in a year. (*cow, bull*)
7. A person **can sit** on a \_\_\_\_\_ without hurting it. (*horse, cat*)

8. A \_\_\_\_\_ **can carry** heavy loads on its back. (*donkey, snake*)
9. A \_\_\_\_\_ **can stay** high up in the trees for weeks, leaping from branch to branch. (*squirrel, polar bear*)
10. Most \_\_\_\_\_ **can lift** objects that are ten times heavier than their own bodies. (*people, ants*)

◇ PRACTICE 4—GUIDED STUDY: Expressing ability. (Chart 5–2)

Directions: Interview a classmate about each item in the list below, then write a report about your classmate's abilities.

*Example:* read pages that are upside down?

STUDENT A: (Jose), can you read pages that are upside down?

STUDENT B: Yes, I can. Here, I'll show you.

OR: No, I can't.

OR: I don't know. I'll try. Turn your book upside down and I'll try to read it.

**PART I:** STUDENT A interviews STUDENT B:

1. speak more than two languages?
2. play chess?
3. drive a car?
4. read upside down?
5. play any musical instrument?
6. do card tricks?
7. pat the top of your head up and down with one hand and rub your stomach in a circular motion with the other hand at the same time?



**PART II:** STUDENT B interviews STUDENT A:

8. fold a piece of paper in half more than six times?
9. draw well—for example, draw a picture of me?
10. cook?
11. walk on your hands?
12. play tennis?
13. use a computer?
14. write legibly with both your right hand and your left hand?

◇ PRACTICE 5—GUIDED STUDY: Expressing past ability. (Chart 5–2)

Directions: Complete the sentences with **COULD** or **COULDN'T** and your own words.

*Example:* A year ago I . . . , but now I can.

*Written:* **A year ago I couldn't speak English, but now I can.**

1. When I was a baby, I . . . , but now I can.
2. When I was a child, I . . . , but now I can't.
3. When I was thirteen, I . . . , but I couldn't do the same thing when I was three.
4. Five years ago, I . . . , but now I can't.
5. Last year/month/week, I . . . , but now I can.



◇ PRACTICE 6—SELFSTUDY: Expressing ability and possibility. (Charts 5–2 and 5–3)

Directions: Complete the sentences with **CAN**, **CAN'T**, **MAY**, or **MAY NOT**.

1. I can play only one musical instrument: the piano. I can't play a guitar.
2. Dark clouds are gathering in the sky. It \_\_\_\_\_ rain soon.
3. Michael will be your interpreter during your trip to Korea. He \_\_\_\_\_ speak Korean fluently.
4. One minute John wants to go to the dinner party. The next minute he doesn't want to go. He can't make up his mind. He \_\_\_\_\_ go to the dinner party tonight, or he \_\_\_\_\_.
5. You'd better take a book with you to the airport when you go to meet Danny's plane. It \_\_\_\_\_ be late because of the snowstorm in Denver.
6. A: What channel is the news special on tonight?  
B: I'm not sure. It \_\_\_\_\_ be on Channel Seven. Try that one first.
7. Alice is a runner. She likes to compete, but two days ago she broke her ankle when she fell. She \_\_\_\_\_ run in the race tomorrow.
8. A: Do you remember a famous actor named Basil Rathbone? Is he still making movies?  
B: I think he \_\_\_\_\_ be dead.

Directions: Complete the sentences with **CAN**, **CAN'T**, **MIGHT**, or **MIGHT NOT**.

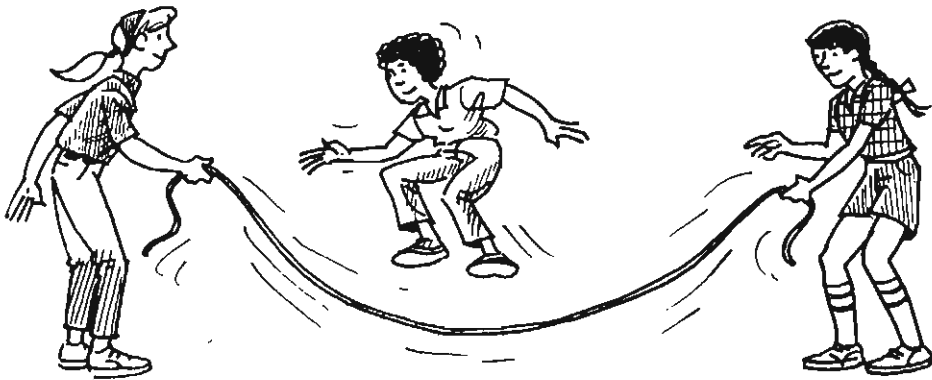
9. Jessica hasn't made up her mind about where to go to school. She might or she might not attend Duke University. She just doesn't know yet.
10. Ducks \_\_\_\_\_ swim well, but chickens \_\_\_\_\_ because they don't have webbed feet.
11. A: What are you going to order?  
B: I dunno.\* I \_\_\_\_\_ have a hamburger or a cheeseburger.
12. A: Carol's in New York now. Is she going to return to school in Chicago in September?  
B: It depends. If she \_\_\_\_\_ find a job in New York, she'll stay there this fall. Who knows? She \_\_\_\_\_ stay there through the winter and spring, too. If she likes her job, she \_\_\_\_\_ want to return to school in Chicago next year at all. We'll have to wait and see.
13. A: Which one of these oranges is sweet? I like only sweet oranges.  
B: How should I know? I \_\_\_\_\_ tell if an orange is sweet just by looking at it. \_\_\_\_\_ you? Here. Try this one. It \_\_\_\_\_ be sweet enough for you. If it isn't, put some sugar on it.

\*"I dunno" = informal spoken English for "I don't know."

◇ PRACTICE 7—SELFSTUDY: Meanings of *could*. (Charts 5-2 → 5-4)

Directions: Choose the expression that has the same meaning as the *italicized* verb.

1. Twenty years ago, David *could speak* Arabic fluently. Now he's forgotten a lot.  
    (A) was able to speak      B. may/might speak
2. Let's leave for the airport now. Lenny's plane *could arrive* early tonight.  
    A. was able to arrive      B. may/might arrive
3. "Where's Alice?"  
    "I don't know. She *could be* at the mall."  
    A. was able to be      B. may/might be
4. I think I'll take my umbrella. It *could rain* today.  
    A. was able to rain      B. may/might rain
5. "What's in this box?"  
    "I don't know. It looks like a bottle, but it *could be* a flower vase."  
    A. was able to be      B. may/might be
6. When I was a child, we *could swim* in the Duckfoot River, but now it's too polluted.  
    Today even the fish get sick.  
    A. were able to swim      B. may/might swim
7. "How long will it take you to paint two small rooms?"  
    "I'm not sure. If the job isn't complicated, I *could finish* by Thursday."  
    A. was able to finish      B. may/might finish
8. When I was a kid, I *could jump* rope really well.  
    A. was able to jump      B. may/might jump



◇ PRACTICE 8—GUIDED STUDY: Expressing possibility. (Chart 5-4)

Directions: For each situation, use **COULD** to suggest possible courses of action.

*Example:* Jack has to go to work early tomorrow. His car is out of gas. His bicycle is broken.

*Response:* Jack **could** take the bus to work.

*He could take a gas can to a gas station, fill it up, and carry it home to his car.*

*He could try to fix his bicycle.*

*He could get up very early and walk to work. Etc.*

1. Nancy walked to school today. Now she wants to go home. It's raining hard. She doesn't have an umbrella. She doesn't want to get wet.
2. Ann and Carmen want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow.

3. Sam just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can't read Japanese. He doesn't know how to operate the camera.
4. Dennis likes to travel around the world. He is twenty-two years old. Today he is alone in (*name of a city*). He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.

◇ PRACTICE 9—GUIDED STUDY: Expressing possibility. (Charts 5-2 → 5-4)

Directions: Complete the sentences with your own words.

Example: I could \_\_\_\_\_ today. (. . .) could \_\_\_\_\_ too, but we'll probably \_\_\_\_\_.

Response: **I could skip class and go to a movie today. Pedro could come along too, but we'll probably go to class just like we're supposed to.**

1. Tonight I could \_\_\_\_\_. Or I might \_\_\_\_\_. Of course, I may \_\_\_\_\_. But I'll probably \_\_\_\_\_.
2. Next year, I might \_\_\_\_\_. But I could \_\_\_\_\_. I may \_\_\_\_\_. But I'll probably \_\_\_\_\_.
3. My friend (. . .) may \_\_\_\_\_ this weekend, but I'm not sure. He/She might \_\_\_\_\_. He/She could also \_\_\_\_\_. But he/she'll probably \_\_\_\_\_.
4. One hundred years from now, \_\_\_\_\_ may \_\_\_\_\_. \_\_\_\_\_ could \_\_\_\_\_. \_\_\_\_\_ will probably \_\_\_\_\_.

◇ PRACTICE 10—SELFSTUDY: Polite questions. (Charts 5-5 and 5-6)

Directions: Circle the correct completion.

1. A: This desk is too heavy for me. *May, Can* you help me lift it?  
B: Sure. No problem.
2. A: Ms. Milan, *may, will* I be excused from class early today? I have a doctor's appointment.  
B: Yes. You may leave early. That would be fine.
3. A: I'm having trouble with this word processor. *Would, May* you show me how to set the margins one more time?  
B: Of course.
4. A: Andrew, *would, could* I speak to you for a minute?  
B: Sure. What's up?
5. A: I can't meet David's plane tonight. *Can, May* you pick him up?  
B: Sorry. I have to work tonight. Call Uncle Frank. Maybe he can pick David up.
6. A: *Could, May* you please take these letters to the post office before noon?  
B: I'd be happy to, sir. Hmm. It's almost eleven-thirty. *May, Will* I leave for the post office now and then go to lunch early?  
A: That would be fine.
7. A: Marilyn, are you feeling okay? *Would, Can* I get you something?  
B: *May, Will* you get me a glass of water, please?  
A: Right away.

8. A: Darn these medicine bottles! I can't ever get the cap off!  
 B: *Would, Could* I open that for you?  
 A: Thanks. I'd really appreciate it.

◇ PRACTICE 11—GUIDED STUDY: Polite questions. (Charts 5–5 and 5–6)

Directions: Write a dialogue for each situation. The beginning of each dialogue is given.

*Example:*

- SITUATION: You're in a restaurant. You want the waiter to refill your coffee cup. You catch the waiter's eye and raise your hand slightly. The waiter approaches your table.  
 DIALOGUE: A: *Yes? What can I do for you?*

*Written:*

- A: Yes? What can I do for you?**  
**B: Could I please have some more coffee?**  
**A: Of course. Right away.**

- SITUATION: You've been waiting in line at a busy bakery. Finally, the person in front of you is getting waited on, and the clerk turns toward you.  
 DIALOGUE: A: *Next!*
- SITUATION: You are at work. You feel sick. Your head is pounding, and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk.  
 DIALOGUE: A: *Mr. Jenkins?*
- SITUATION: Your cousin, Willy, is in the next room listening to music. You are talking on the telephone. The music is getting louder and louder. Finally, you can no longer hear your conversation over the phone. You put the phone down and turn toward the door to the next room.  
 DIALOGUE: A: *Willy!*
- SITUATION: The person next to you on the plane has finished reading his newspaper. You would like to read it.  
 DIALOGUE: A: *Excuse me.*
- SITUATION: You see a car on the side of the road with the hood raised and an older man standing next to it. He looks tired and concerned. You pull over and get out of your car to walk over to him.  
 DIALOGUE: A: *Do you need some help, sir?*

◇ PRACTICE 12—SELFSTUDY: Expressing advice. (Chart 5–7)

Directions: Choose the correct completion.

- Danny doesn't feel well. He \_\_\_\_\_ see a doctor.  
 A. should      B. ought      C. had
- Danny doesn't feel well. He \_\_\_\_\_ better see a doctor.  
 A. should      B. ought      C. had
- Danny doesn't feel well. He \_\_\_\_\_ to see a doctor.  
 A. should      B. ought      C. had

4. It's extremely warm in here. We \_\_\_\_\_ open some windows.  
A. should            B. ought            C. had
5. It's really cold in here. We \_\_\_\_\_ to close some windows.  
A. should            B. ought            C. had
6. There's a police car behind us. You \_\_\_\_\_ better slow down!  
A. should            B. ought            C. had
7. People who use public parks \_\_\_\_\_ clean up after themselves.  
A. should            B. ought            C. had
8. I have no money left in my bank account. I \_\_\_\_\_ better stop charging things on my credit card.  
A. should            B. ought            C. had
9. It's going to be a formal dinner and dance. You \_\_\_\_\_ to change clothes.  
A. should            B. ought            C. had
10. This library book is overdue. I \_\_\_\_\_ better return it today.  
A. should            B. ought            C. had

◇ PRACTICE 13—GUIDED STUDY: Expressing advice. (Chart 5–7)

Directions: Give advice. Use **SHOULD**, **OUGHT TO**, and **HAD BETTER**.

*Example:* I forgot my dad's birthday. It was yesterday. I feel terrible about it. What should I do?

*Possible responses:*

*You'd better call him on the phone right away.*

*You should send him a card and a little present.*

*You ought to write him a long letter and tell him you're sorry.*

1. Sam studies, but he doesn't understand his physics class. It's the middle of the term, and he is failing the course. He needs a science course in order to graduate. What should he do?
2. Dan just discovered that he made dinner plans for tonight with two different people. He is supposed to meet his fiancée at one restaurant at 7:00, and he is supposed to meet his boss at a different restaurant across town at 8:00. What should he do?
3. The boss wants me to finish my report before I go on vacation, but I probably don't have time. What should I do?
4. I borrowed Karen's favorite book of poems. It was special to her. A note on the inside cover said "To Karen." The poet's signature was at the bottom of the note. Now I can't find the book. I think I lost it. What am I going to do?

◇ PRACTICE 14—SELFSTUDY: Expressing necessity. (Chart 5–8)

Directions: Choose the correct completion.

1. I \_\_\_\_\_ to wash the dishes after dinner last night. It was my turn.  
A. have            B. has            C. had            D. must
2. Bye! I'm leaving now. I \_\_\_\_\_ got to take this package to the post office.  
A. have            B. has            C. had            D. must
3. I know you didn't mean what you said. You \_\_\_\_\_ think before you speak!  
A. have            B. has            C. had            D. must
4. Yesterday everyone in the office \_\_\_\_\_ to leave the building for a fire drill. I'm glad it wasn't a real fire.  
A. have            B. has            C. had            D. must

5. Janet \_\_\_\_\_ to take an educational psychology course next semester. It's a required course.  
A. have                      B. has                      C. had                      D. must
6. Pete, Chris, and Anna \_\_\_\_\_ to stay after class this afternoon. Professor Irwin wants them to help him grade papers.  
A. have                      B. has                      C. had                      D. must
7. Mr. Silva, you \_\_\_\_\_ not be late today. The vice-president is coming in, and you're the only one who can answer her questions about the new project.  
A. have                      B. has                      C. had                      D. must
8. Last year our town didn't have many tourists because of the oil spill. Business was bad. My wife and I own a small souvenir shop near the ocean. We \_\_\_\_\_ to borrow money from the bank last month to save our business.  
A. have                      B. has                      C. had                      D. must

◇ PRACTICE 15—GUIDED STUDY: Expressing necessity. (Chart 5–8)

Directions: Use the information in *PART I* to answer the questions in *PART II*. Answer in complete sentences using the verb in *italics*.

**PART I: INFORMATION**

- a. Mr. Lin is nearsighted.
- b. Carmen's boss just told her that she's going to Rome next month to an important international conference.
- c. Gloria's car is in the garage.
- d. Jake's parents are going out to play cards with their friends.
- e. The students in this class want to improve their English.
- f. Professor Clark got the flu.

**PART II: QUESTIONS**

1. Who *has to take* the bus to work and why?  
→ *Gloria has to take the bus to work because her car is in the garage.*
2. Who *had to cancel* classes and why?
3. Who *must renew* her passport immediately and why?
4. Who *has to wear* glasses and why?
5. Who's *got to stay* home and babysit his little sister tonight and why?
6. Who *has to study* hard and why?

◇ PRACTICE 16—SELFSTUDY: Expressing necessity, lack of necessity, and prohibition. (Charts 5–8 and 5–9)

Directions: Complete the sentences with **MUST NOT** or **DON'T HAVE TO**.

1. You \_\_\_\_\_ **must not** \_\_\_\_\_ drive when you are tired. It's dangerous.
2. I live only a few blocks from my office. I \_\_\_\_\_ **don't have to** \_\_\_\_\_ drive to work.
3. You \_\_\_\_\_ play loud music late at night. The neighbors will call the police.
4. This box isn't as heavy as it looks. You \_\_\_\_\_ help me with it. Thanks anyway for offering to help.

5. Susan, you \_\_\_\_\_ go to the university. Your father and I think you should, but it's your choice.
6. People \_\_\_\_\_ spend their money foolishly if they want to stay out of financial trouble.
7. My new telephone has a "memory." I \_\_\_\_\_ look up phone numbers anymore. All I have to do is push a button next to someone's name.
8. When you first meet someone, you \_\_\_\_\_ ask personal questions. For example, it's not polite to ask a person's age.
9. The nations of the world \_\_\_\_\_ stop trying to achieve total world peace.
10. My husband and I grow all of our own vegetables in the summer. We \_\_\_\_\_ buy any vegetables at the market.

◇ PRACTICE 17—SELFSTUDY: Expressing necessity, lack of necessity, and prohibition. (Charts 5–8 and 5–9)

Directions: Complete each sentence with a form of **HAVE TO** or **MUST**. Use the negative if necessary to make a sensible sentence.

1. Smoking in this building is prohibited. You must/have to extinguish your cigar.
2. Alan's company pays all of his travel expenses. Alan doesn't have to pay for his own plane ticket to the business conference in Amman, Jordan.
3. Our company provides free advice on the use of our products. You \_\_\_\_\_ pay us.
4. Charles could get fired if he misses any more morning meetings. He \_\_\_\_\_ be late today under any circumstances.
5. Everyone here \_\_\_\_\_ leave immediately! The building is on fire!
6. Lynn \_\_\_\_\_ attend the meeting tonight because she isn't working on the project that we're going to discuss. We're going to discuss raising money for the new library. Lynn isn't involved in that.
7. The construction company \_\_\_\_\_ finish the building by the end of the month. That's the date they promised, and they will lose a lot of money if they are late.
8. Please remember, you \_\_\_\_\_ call my house between three and four this afternoon. That's when the baby sleeps, and my mother will get upset if we wake him up.

◇ PRACTICE 18—GUIDED STUDY: Expressing advice and necessity. (Charts 5–7 → 5–9)

Directions: Use the given information to discuss the situation. Use expressions like **OUGHT TO**, **HAS TO**, **COULD**, **SHOULD**, **MIGHT**, **HAS GOT TO**, **HAD BETTER**.

*Example:* Carol is just recovering from the flu and tires easily. She's at work today.

*Possible responses:*

*Carol should go directly home from work and get plenty of rest.  
She ought to talk to her boss about leaving work early today.*

*She's got to take care of her health.*  
*She must not get too tired.*  
*She doesn't have to stay at work if she doesn't feel well.*

1. Sara is fifteen. She doesn't have a driver's license. She's planning to drive her brother's car to her girlfriend's house. Her brother isn't home. Her parents aren't home.
2. Steve is a biology major. Chemistry is a required course for biology majors. Steve doesn't want to take chemistry. He thinks it's boring. He would rather take a course in art history or creative writing.
3. Matt and Amy are eighteen years old. They are students. Matt doesn't have a job. Amy works part-time as a waitress. Matt and Amy met a month ago. They fell in love. They plan to get married next week.
4. Kate invited a friend to her apartment for dinner at 8:00 tonight. Right now it's 7:20, and Kate is unexpectedly in a long and late business meeting with an important client. It takes her 30 minutes to get home from her office. She hasn't had time to shop for food for tonight's dinner.
5. I know a story about a rabbit named Rabbit and a frog named Frog. Rabbit and Frog are good friends, but Rabbit's family doesn't like Frog, and Frog's family doesn't like Rabbit. Rabbit's family says, "You shouldn't be friends with Frog. He's too different from us. He's green and has big eyes. He looks strange. You should stay with your own kind." And Frog's family says, "How can you be friends with Rabbit? He's big and clumsy. He's covered with hair and has funny ears. Don't bring Rabbit to our house. What will the neighbors think?"



◇ PRACTICE 19—GUIDED STUDY: Expressing advice and necessity. (Charts 5–7 → 5–9)

Directions: Read the passage, and then give advice either in a discussion group or in writing.

Mr. and Mrs. Holtz don't know what to do about their fourteen-year-old son, Mark. He's very intelligent but has no interest in school or in learning. His grades are getting worse, but he won't do any homework. Sometimes he skips school without permission, and then he writes an excuse for the school and signs his mother's name.

His older sister, Kathy, is a good student and never causes any problems at home. Mark's parents keep asking him why he can't be more like Kathy. Kathy makes fun of Mark's school grades and tells him he's stupid.



All Mark does when he's home is stay in his room and listen to very loud music. Sometimes he doesn't even come downstairs to eat meals with his family. He argues with his parents whenever they ask him to do chores around the house, like taking out the garbage.

Mr. and Mrs. Holtz can't stay calm when they talk to him. Mrs. Holtz is always yelling at her son. She nags him constantly to do his chores, clean up his room, finish his homework, stand up straight, get a haircut, wash his face, and tie his shoes. Mr. Holtz is always making new rules. Some of the rules are unreasonable. For instance, one rule Mr. Holtz made was that his son could not listen to music after five o'clock. Mark often becomes angry and goes up to his room and slams the door shut.

This family needs a lot of advice. Tell them what changes they should make. What should Mr. and Mrs. Holtz do? What shouldn't they do? What about Kathy? What should she do? And what's Mark got to do to change his life for the better?

Use each of the following words at least once in the advice you give:

- |                           |                   |
|---------------------------|-------------------|
| a. should                 | e. ought to       |
| b. shouldn't              | f. have to/has to |
| c. have got to/has got to | g. must           |
| d. had better             |                   |

#### ◇ PRACTICE 20—SELFSTUDY: Making logical conclusions. (Chart 5–10)

Directions: Complete the following sentences. Use **MUST** or **MUST NOT**.

1. Joe just bought a new car a few weeks ago, and now he's buying a new car for his sister. Joe \_\_\_\_\_ **must** \_\_\_\_\_ earn a lot of money.
2. I offered Holly something to eat, but she doesn't want anything. She \_\_\_\_\_ **must not** \_\_\_\_\_ be hungry.
3. My uncle has been working in the hot sun for hours. He's soaked with perspiration. He \_\_\_\_\_ be thirsty.
4. A: Erica's really bright. She always gets above ninety-five percent (95%) on her math tests.  
B: I'm sure she's bright, but she \_\_\_\_\_ also study a lot.
5. A: Fido? What's wrong, old boy?  
B: What's the matter with the dog?  
A: He won't eat. He \_\_\_\_\_ feel well.
6. A: I've called the bank three times, but no one answers the phone. The bank \_\_\_\_\_ be open today.  
B: It isn't. Today's a holiday, remember?  
A: Oh, of course!
7. A: Listen. Someone is jumping on the floor in the apartment above us. Look. Your chandelier is shaking.  
B: Mr. Silverberg \_\_\_\_\_ be doing his morning exercises. The same thing happens every morning. Don't worry about it.

◇ PRACTICE 21—GUIDED STUDY: Making logical conclusions. (Chart 5–10)

Directions: Make a logical conclusion about each of the following situations. Use **MUST**.

*Example:* Emily is crying.

*Response:* *She must be unhappy.*

1. Debbie has a big smile on her face.
2. Steve is coughing and sneezing.
3. Rick is wearing a gold ring on the fourth finger of his left hand.
4. Sam is shivering.
5. Matt just bought three mouse traps.
6. Kate just bought a box of floppy disks.
7. James is sweating.
8. Robert never hands in his homework on time.
9. Rita rents ten movies every week.
10. Marilyn always gets the highest score on every test her class takes.
11. Brian can lift one end of a compact car by himself.

◇ PRACTICE 22—SELFSTUDY: Imperative sentences. (Chart 5–11)

Directions: Pretend that someone says the following sentences to **you**. Which verbs give **you** instructions? Underline the **IMPERATIVE VERBS**.

1. I'll be right back. Wait here.
2. Don't wait for Rebecca. She's not going to come with us.
3. Read pages thirty-nine to fifty-five before class tomorrow.
4. What are you doing? Don't put those magazines in the trash. I haven't read them yet.
5. Come in and have a seat. I'll be right with you.



7. Don't just stand there! Do something!
8. A: Call me around eight, okay?  
B: Okay.
9. Here, little Mike. Take this apple to Daddy. That's good. Go ahead. Walk toward Daddy. That's great! Now give him the apple. Wonderful!
10. Capitalize the first word of each sentence. Put a period at the end of a sentence. If the sentence is a question, use a question mark at the end.

◇ PRACTICE 23—GUIDED STUDY: Imperative sentences. (Chart 5–11)

Directions: Pretend that someone says the following sentences to **you**. Which verbs give **you** instructions? Underline the IMPERATIVE VERBS.

1. Here's a number puzzle:
  - Write down the number of the month you were born. (For example, write "2" if you were born in February. Write "3" if you were born in March.)
  - Double it.
  - Add 5.
  - Multiply by 50.
  - Add your age.
  - Subtract 250.
  - In the final number, the last two digits on the right will be your age, and the one or two digits on the left will be the month you were born. (Try it! It works.)
2. Here are some ways to handle stress in your life:
  - Get daily physical exercise.
  - Manage your time efficiently. Don't overload your daily schedule.
  - Take time for yourself. Learn to relax. Read, reflect, listen to music, or just do nothing for a period every day.
  - Don't waste time worrying about things you can't change. Recognize the things that you can't change and accept them.

◇ PRACTICE 24—SELFSTUDY: Making suggestions with *let's* and *why don't*. (Chart 5–12)

Directions: Complete the sentences, using verbs from the list. The verbs may be used more than once.

<i>ask</i>	<i>fly</i>	<i>pick up</i>	<i>see</i>
<i>call</i>	<i>get</i>	<i>play</i>	<i>stop</i>
<i>fill up</i>	<i>go</i>	<i>save</i>	<i>take</i>

1. A: There's a strong wind today. Let's go to the top of the hill on Cascade Avenue and fly our kite.  
B: Sounds like fun. Why don't we see if Louie wants to come with us?  
A: Okay. I'll call him.

2. A: What should we buy Mom for her birthday?  
 B: I don't know. Let's \_\_\_\_\_ her some perfume or something.  
 A: I have a better idea. Why don't we \_\_\_\_\_ her out for dinner and a movie?
3. A: My toe hurts. Let's not \_\_\_\_\_ dancing tonight.  
 B: Okay. Why don't we \_\_\_\_\_ chess instead?
4. A: Let's \_\_\_\_\_ a taxi from the airport to the hotel.  
 B: Why don't we \_\_\_\_\_ a bus and \_\_\_\_\_ ourselves some money?
5. A: We're almost out of gas. Why don't we \_\_\_\_\_ at a gas station and \_\_\_\_\_ before we drive the rest of the way to the beach?  
 B: Okay. Are you hungry? I am. Let's \_\_\_\_\_ some hamburgers, too.  
 A: Great.
6. A: Let's \_\_\_\_\_ to a movie at the mall tonight.  
 B: I've already seen all the good movies there. What else can we do?  
 A: Well, Marika has a car. Why don't we \_\_\_\_\_ her and \_\_\_\_\_ if she wants to drive us into the city to an ice hockey game?  
 B: Okay. What's her number?

◇ PRACTICE 25—GUIDED STUDY: Making suggestions with *why don't you*. (Chart 5–12)

Directions: Make suggestions using **WHY DON'T YOU**. STUDENT A should state the problem, and then others should offer suggestions.

*Example:* I'm at a restaurant with some business clients. I left my wallet at home. I don't have enough money to pay the bill. What am I going to do?

STUDENT A: Okay, here's the situation. I'm at a restaurant with some business customers. I sell computer parts. I need these customers. I need to impress my clients. I have to pay for dinner, but I left my wallet at home. I don't have enough money to pay the bill. I'm really embarrassed. What am I going to do?

STUDENT B: Why don't you call your office and ask someone to bring you some money?

STUDENT C: Why don't you borrow the money from one of your customers?

STUDENT D: Why don't you excuse yourself and go home to get your wallet?

STUDENT E: Why don't you have a private discussion with the manager? Arrange to pay the bill later.

1. I feel like doing something interesting and fun tonight. Any suggestions?
2. I need regular physical exercise. What would you suggest?
3. My pants keep slipping down! I'm always pulling them up.
4. An important assignment is due in Professor Black's history class today. I haven't done it. Class starts in an hour. What am I going to do?
5. I've lost the key to my apartment, so I can't get in. My roommate isn't home. He's at a concert. What am I going to do?
6. My friend and I had an argument. We stopped talking to each other. Now I'm sorry about the argument. I want to be friends again. What should I do?
7. I work hard all day long every day. I never take time to relax and enjoy myself. I need some recreation in my life. What do you think I should do?
8. I'm trying to learn English, but I'm making slow progress. What can I do to learn English faster?

◇ PRACTICE 26—SELFSTUDY: Stating preferences. (Chart 5–13)

Directions: Complete the sentences with **PREFER**, **LIKE**, or **WOULD RATHER**.

1. I prefer cold weather to hot weather.
2. A: What's your favorite fruit?  
B: I like strawberries better than any other fruit.
3. Mary would rather save money than enjoy herself.
4. Unfortunately, many children \_\_\_\_\_ candy to vegetables.
5. A: Why isn't your brother going with us to the movie?  
B: He \_\_\_\_\_ stay home and read than go out on a Saturday night.
6. A: Does Peter \_\_\_\_\_ football to baseball?  
B: No. I think he \_\_\_\_\_ baseball better than football.  
A: Then, why didn't he go to the game yesterday?  
B: Because he \_\_\_\_\_ watch sports on TV than go to a ball park.
7. I \_\_\_\_\_ jog in the morning than after work.
8. Heidi enjoys her independence. She is struggling to start her own business, but she \_\_\_\_\_ borrow money from the bank than ask her parents for help.
9. A: Do you want to go to the Japanese restaurant for dinner?  
B: That would be okay, but in truth I \_\_\_\_\_ Chinese food to Japanese food.  
A: Really? I \_\_\_\_\_ Japanese food better than Chinese food. What shall we do?  
B: Let's go to the Italian restaurant.
10. A: Mother, I can't believe you have another cat! Now you have four cats, two dogs, and three birds.  
B: I know, dear. I can't help it. I love having animals around.  
A: Honestly, Mother, I sometimes think you \_\_\_\_\_ animals to people.  
B: Honestly, dear, sometimes I do.

◇ PRACTICE 27—GUIDED STUDY: Stating preferences. (Chart 5–13)

Directions: Give a sentence with the same meaning, using the word(s) in parentheses.

*Example:* Alex would rather swim than jog. (*prefer*)

*Response:* Alex prefers swimming to jogging.

*Example:* My son likes fish better than beef. (*would rather*)

*Response:* My son would rather eat / have fish than beef.

1. Kim likes salad better than dessert. (*prefer*)
2. In general, Nicole would rather have coffee than tea. (*like*)
3. Bill prefers teaching history to working as a business executive. (*would rather*)
4. When considering a pet, Sam prefers dogs to cats. (*like*)

5. On a long trip, Susie would rather drive than ride in the back seat. (*prefer*)
6. I like studying in a noisy room better than studying in a completely quiet room. (*would rather*)
7. Alex likes music better than sports. (*would rather*)

◇ PRACTICE 28—SELFSTUDY: Cumulative review. (Charts 5-1 → 5-13)

Directions: Each of the following has a short dialogue. Try to imagine a situation in which the dialogue could take place, and then choose the best completion.

Example:

“My horse is sick.”

“Oh? What’s the matter? You **B** call the vet.”

- A. will                                      B. had better                                      C. may

1. “Does this pen belong to you?”

“No. It \_\_\_\_\_ be Susan’s. She was sitting at that desk.”

- A. must                                      B. will                                      C. had better

2. “I need the milk. \_\_\_\_\_ you get it out of the refrigerator for me?”

“Sure.”

- A. May                                      B. Should                                      C. Could

3. “Let’s go to a movie this evening.”

“That sounds like fun, but I can’t. I \_\_\_\_\_ finish a report before I go to bed tonight.”

- A. have got to                                      B. would rather                                      C. ought to

4. “Hey, Ted. What’s up with Ken? Is he upset about something?”

“He’s angry because you recommended Ann instead of him for the promotion. You \_\_\_\_\_ sit down with him and try to explain your reasons. At least that’s what I think.”

- A. should                                      B. will                                      C. can

5. “Does Tom want to go with us to the film festival tonight?”

“No. He \_\_\_\_\_ go to the wrestling match than the film festival.”

- A. could                                      B. would rather                                      C. prefers

6. “I did it! I did it! I got my driver’s license!”

“Congratulations, Michelle. I’m really proud of you.”

“Thanks, Dad. Now \_\_\_\_\_ I have the car tonight? Please, please!”

“No. You’re not ready for that quite yet.”

- A. will                                      B. should                                      C. may

7. “I just tripped on your carpet and almost fell! There’s a hole in it. You \_\_\_\_\_ fix that before someone gets hurt.”

“Yes, Uncle Ben. I should. I will. I’m sorry. Are you all right?”

- A. can                                      B. ought to                                      C. may

8. “Are you going to the conference in Atlanta next month?”

“I \_\_\_\_\_. It’s sort of ‘iffy’ right now. I’ve applied for travel money, but who knows what my supervisor will do.”

- A. will                                      B. have to                                      C. might

9. “What shall we do after the meeting this evening?”

“\_\_\_\_\_ pick Jan up and all go out to dinner together.”

- A. Why don’t                                      B. Let’s                                      C. Should

10. “There’s a mistake in this report.”

“Really? You \_\_\_\_\_ tell Erica before she gives it to Ms. Allen.”

- A. had better                                      B. may                                      C. would rather

11. "Have you seen my denim jacket? I \_\_\_\_ find it."  
"Look in the hall closet."  
A. may not                      B. won't                      C. can't
12. "\_\_\_\_ you hand me that book, please? I can't reach it."  
"Sure. Here it is."  
A. Would                      B. Should                      C. Must
13. "Bye, Mom! I'm going to go play soccer with my friends."  
"Wait a minute, young man! You \_\_\_\_ do your chores first."  
A. must not                      B. must                      C. would rather
14. "What do you like the most about your promotion?"  
"I \_\_\_\_ get up at 5:30 in the morning anymore. I can sleep until 7:00."  
A. must not                      B. would rather                      C. don't have to
15. "Do you think that Scott will quit his job?"  
"I don't know. He \_\_\_\_\_. He's very angry. We'll just have to wait and see."  
A. must                      B. may                      C. will

◇ PRACTICE 29—GUIDED STUDY: Cumulative review. (Charts 5-1 → 5-13)

Directions: Each of the following has a short dialogue. Try to imagine a situation in which the dialogue could take place, and then choose the best completion.

*Example:*

"My horse is sick."

"Oh? What's the matter? You **B** call the vet."

- A. will                      B. had better                      C. may

1. "Do you have a minute? I need to talk to you."  
"I \_\_\_\_ leave here in ten minutes. Can we make an appointment for another time?"  
A. have to                      B. could                      C. may
2. "Yes? \_\_\_\_ I help you?"  
"Yes. Do you have these sandals in a size eight?"  
A. Should                      B. Can                      C. Will
3. "Let's go bowling Saturday afternoon."  
"Bowling? I \_\_\_\_ play golf than go bowling."  
A. had better                      B. should                      C. would rather
4. "The hotel supplies towels, you know. You \_\_\_\_ pack a towel in your suitcase."  
"This is my bathrobe, not a towel."  
A. don't have to                      B. must not                      C. couldn't
5. "I heard that Bill was seriously ill."  
"Really? Well, he \_\_\_\_ be sick anymore. He just left for New York on a business trip."  
A. won't                      B. must                      C. must not
6. "Dianne found a library book on a bench at Central Park. Someone had left it there."  
"She \_\_\_\_ take it to any library in the city. I'm sure they'll be glad to have it back."  
A. will                      B. should                      C. would rather
7. "Do you understand how this computer program works?"  
"Sort of, but not really. \_\_\_\_ you explain it to me one more time? Thanks."  
A. Could                      B. Should                      C. Must
8. "Did you climb to the top of the Statue of Liberty when you were in New York?"  
"No, I didn't. My knee was very sore, so I \_\_\_\_ climb all those stairs."  
A. couldn't                      B. might not                      C. must not

9. "Rick, \_\_\_\_\_ you work for me this evening? I'll take your shift tomorrow."  
 "Sure. I was going to ask you to work for me tomorrow anyway."  
 A. would                                      B. should                                      C. must
10. "Beth got another speeding ticket yesterday."  
 "Oh? That's not good. She \_\_\_\_\_ be more careful. She'll end up in serious trouble if she gets any more."  
 A. would rather                                      B. will                                      C. ought to
11. "Are you going to take the job transfer when the company moves out of town?"  
 "I \_\_\_\_\_ accept their offer if they are willing to pay all of my moving expenses."  
 A. must not                                      B. might                                      C. maybe
12. "How are we going to take care of your little brother and go to the concert at the same time?"  
 "I have an idea. \_\_\_\_\_ we take him with us?"  
 A. Why don't                                      B. Let's                                      C. Will
13. "Are you going to admit your mistake to the boss?"  
 "Yes. I \_\_\_\_\_ tell her about it than have her hear about it from someone else."  
 A. can                                      B. should                                      C. would rather
14. "Meet me at Tony's at five. Please! I \_\_\_\_\_ talk to you. It's important."  
 "Is something wrong?"  
 A. could                                      B. will                                      C. have got to
15. "What are you children doing? Stop! You \_\_\_\_\_ play with sharp knives."  
 "What?"  
 A. mustn't                                      B. couldn't                                      C. don't have to

◇ PRACTICE 30—GUIDED STUDY: Review of auxiliary verbs. (Chapters 1 → 5)

Directions: Complete the sentences with any appropriate auxiliary verb in the list. There may be more than one possible completion. Also include any words in parentheses.

List of auxiliary verbs:

<i>am</i>	<i>does</i>	<i>is</i>	<i>should</i>
<i>are</i>	<i>did</i>	<i>may</i>	<i>was</i>
<i>can</i>	<i>had better</i>	<i>might</i>	<i>were</i>
<i>could</i>	<i>has to</i>	<i>must</i>	<i>will</i>
<i>do</i>	<i>have to</i>	<i>ought to</i>	<i>would</i>

1. A: Hello?  
 B: Hello. This is Gisella Milazzo. May (Could/Can) I speak with Ms. Morgan, please?
2. A: Where's the newspaper?  
 B: I (not) don't have it. Ask Kevin.
3. A: \_\_\_\_\_ you rather go downtown today or tomorrow?  
 B: Tomorrow.
4. A: \_\_\_\_\_ Nick going to be at the meeting tomorrow?  
 B: I hope so.
5. A: \_\_\_\_\_ you talk to Amanda yesterday?  
 B: Yes. Why?
6. A: \_\_\_\_\_ I help you, sir?  
 B: Yes. \_\_\_\_\_ you show me the third watch from the left on the top shelf?  
 A: Of course.



7. A: I'm sorry. \_\_\_\_\_ you repeat that? I couldn't hear you because my dog \_\_\_\_\_ barking.  
B: I said, "Why is your dog making all that noise?"
8. A: I don't know whether to turn left or right at the next intersection.  
B: I think you \_\_\_\_\_ pull over and look at the map.
9. A: Hurry up. Kate and Greg \_\_\_\_\_ waiting for us.  
B: I \_\_\_\_\_ hurrying!
10. A: Andy can't teach his class tonight.  
B: He \_\_\_\_\_ teach tonight! He'll be fired if he doesn't show up.
11. A: Stop! (*not*) \_\_\_\_\_ touch that pan! It's hot! You'll burn yourself.  
B: Relax. I had no intention of touching it.
12. A: What \_\_\_\_\_ you carrying? \_\_\_\_\_ you want some help?  
B: It's a heavy box of books. \_\_\_\_\_ you open the door for me, please?
13. A: Hello?  
B: Hello. \_\_\_\_\_ I please speak to Sandra Wilson?  
A: I'm sorry. There's no one here by that name. You \_\_\_\_\_ have the wrong number.
14. A: Stop! You (*not*) \_\_\_\_\_ pick those flowers! It's against the law to pick flowers in a national park.  
B: Really? I didn't know that.



15. A: Everyone \_\_\_\_\_ work toward cleaning up the environment.

B: I agree. Life on earth (*not*) \_\_\_\_\_  
survive if we continue to poison the  
land, water, and air.



◇ PRACTICE 31—GUIDED STUDY: Cumulative review. (Chapter 5)

Directions: Following is a passage for you to read. The topic is the process of writing a composition. Read the passage through completely to get the main ideas. Then read it again slowly and choose from the words in *italics*. Which completions seem best to you? Why? Discuss your choices.

**Writing a Composition**

- (1) “What? Not another composition! I hate writing compositions. I’m not good at it.” Do you ever complain about having to write compositions in English class? A lot of students do. You *may, cannot* find it difficult and time-consuming, but you are learning a useful skill. The ability to write clearly *is, must be* important. It *can, must* affect your success in school and in your job. You *may, can* learn to write effectively by practicing. Preparing compositions is one of the best ways to learn the skill of writing clearly.
- (2) The first step in writing a composition is to choose a subject that interests you. You *maybe, should* write about a subject you already know about or *can, have to* find out about through research. Writers *might, should* never pretend to be experts. For example, if you have never bought a car and are not knowledgeable about automobiles, you *should, should not* choose to write an essay on what to look for when buying a used car—unless, of course, you plan to research the subject in books and magazines and make yourself an expert. There is one topic about which you are the most knowledgeable expert in the world, and that topic *is, will be* yourself and your experiences. Many of the most interesting and informative compositions are based simply on a writer’s personal experience and observations. The questions you should ask yourself when choosing a topic are “Do I have any expertise in this subject?” and if not, “*Will, Can* I be able to find information about this subject?”
- (3) After you have a topic and have researched it if necessary, start writing down your thoughts. These notes *must not, do not have to* be in any particular order. You *do not have to, could not* worry about grammar at this time. You *can, may* pay special attention to that later.

- (4) Next you *have to, may* organize your thoughts. You *cannot, might not* say everything possible about a subject in one composition. Therefore, you *may, must* carefully choose the ideas and information you want to include. Look over your notes, think hard about your topic, and find a central idea. Answer these questions: “What *am, do* I want my readers to understand? What *is, does* my main idea? How *can, must* I put this idea into one sentence?” Good writing depends on clear thinking. Writers *should, should not* spend more time thinking than actually writing. After you have a clearly formed main idea, choose relevant information from your notes to include in your composition.
- (5) Before you begin to write the actual composition, you *ought to, can* know exactly what you want to say and how you are going to develop your ideas. Many good writers *prepare, prepared* an outline before they start. An outline is like a road map to keep you headed toward your destination without getting lost or sidetracked.
- (6) There *are, ought to be* many ways to begin a composition. For example, you *might, must* begin with a story that leads up to your main idea. Or you *may, ought to* start with a question that you want your reader to think about and then suggest an answer. *Maybe, May be* you *could, have to* introduce your topic by defining a key word. Simply presenting interesting factual information *is, will be* another common way of beginning a composition. Your goals in your first paragraph *is, are* to catch your reader’s attention and then state your main idea clearly and concisely. By the end of the first paragraph, your reader *may, should* understand what you are going to cover in the composition.
- (7) If possible, write the entire first draft of your composition in a single sitting. After you have a first draft, the next step is rewriting. Every composition *could, should* go through several drafts. Rewriting is a natural part of the process of writing. You *will, do not have to* find many things that you *can change, changed* and improve when you reread your first draft. As you revise, you *will, should* be careful to include connecting words such as ***then, next, for example, after,*** and ***therefore.*** These words connect one idea to another so that your reader will not get lost. Also pay attention to grammar, punctuation, and spelling as you revise and rewrite. Your dictionary *should, can* be next to you.
- (8) Writing *is, may be* a skill. It improves as you gain experience with the process of choosing a subject, jotting down thoughts, organizing them into a first draft, and then rewriting and polishing. At the end of this process, you *should, should not* have a clear and well-written composition.

◇ PRACTICE 32—SELFSTUDY: Prepositions. (Chapter 5; Appendix 1)

Directions: Complete each sentence with the appropriate preposition.

- A: Why are you so friendly with/to George? I thought you didn’t like him.  
B: I’m not crazy \_\_\_\_\_ his attitude toward his work, but I have to encourage him to do the best he can.

2. A: Do you think it's bad that I drink so much coffee every day?  
B: I believe too much of almost anything is bad \_\_\_\_\_ you.
3. I don't know why they fired me. It certainly isn't clear \_\_\_\_\_ me.
4. A: Dad, I got ninety-five percent on my algebra exam!  
B: I'm proud \_\_\_\_\_ you. I knew you could do it.
5. A: You seem to be interested \_\_\_\_\_ aerobic exercise and jogging.  
B: I think regular physical exercise is good \_\_\_\_\_ everyone.
6. That sweater is very similar \_\_\_\_\_ mine. Did you buy it at the mall?
7. Most children are afraid \_\_\_\_\_ noises in the middle of the night.
8. A: You were up awfully late last night.  
B: I couldn't sleep. I was hungry \_\_\_\_\_ something sweet, and I couldn't find anything in the kitchen.
9. I have no doubt that I'm doing the right thing. I'm sure \_\_\_\_\_ it.
10. George Gershwin, an American composer, is most famous \_\_\_\_\_ *Rhapsody in Blue*, an orchestral piece that combines jazz with classical music.
11. A: Why is Gary avoiding you? Is he angry about something?  
B: I don't know. I'm not aware \_\_\_\_\_ anything I did that could upset him.
12. A: Who is responsible \_\_\_\_\_ this dog? He's chewing on my desk!  
B: I'm sorry, sir. She followed me from home. I'll take her outside.
13. My car is a lot like yours, but different \_\_\_\_\_ Margaret's.



# CHAPTER 6

## Questions

### ◇ PRACTICE 1—SELFSTUDY: Asking “interview” questions. (Charts 6–1 → 6–13)

Directions: In the following, pretend that you are interviewing a member of your class named Anna. Write your name in line (1), and then complete the dialogue with appropriate QUESTIONS.

- (1) ME: Hi. My name is \_\_\_\_\_. Our teacher has asked me to interview you so that I can practice asking questions. Could I ask you a few questions about yourself?  
ANNA: Sure.
- (2) ME: Well, first of all, ***what is your name?*** \_\_\_\_\_  
ANNA: Anna.
- (3) ME: \_\_\_\_\_  
ANNA: Yes, that’s my first name.
- (4) ME: \_\_\_\_\_  
ANNA: Polanski.
- (5) ME: \_\_\_\_\_  
ANNA: P-O-L-A-N-S-K-I.  
ME: Let me make sure I have that right. Your first name is Anna, A-N-N-A. And your last name is Polanski, P-O-L-A-N-S-K-I. Right?  
ANNA: That’s right.
- (6) ME: \_\_\_\_\_  
ANNA: Poland.
- (7) ME: \_\_\_\_\_  
ANNA: Warsaw.
- (8) ME: \_\_\_\_\_  
ANNA: Two weeks ago.
- (9) ME: \_\_\_\_\_  
ANNA: Because I wanted to study at this school.
- (10) ME: \_\_\_\_\_  
ANNA: Biochemistry.
- (11) ME: \_\_\_\_\_  
ANNA: I’m going to stay here for four years or until I graduate.
- (12) ME: \_\_\_\_\_  
ANNA: I’m living at my aunt and uncle’s house.

- (13) ME: \_\_\_\_\_  
ANNA: No. Not far.
- (14) ME: \_\_\_\_\_  
ANNA: Six blocks.
- (15) ME: \_\_\_\_\_  
ANNA: Sometimes I take the bus, but usually I walk.
- (16) ME: You're lucky. I live far away from the school, so it takes me a long time to get here every morning. But that's my only big complaint about living here. Otherwise, I like going to this school a lot. \_\_\_\_\_  
ANNA: Very much.  
ME: Well, thanks for the interview. I think I have enough information for the assignment. Nice to meet you.  
ANNA: Nice to meet you, too.

◇ PRACTICE 2—SELFSTUDY: Yes/no questions and short answers. (Charts 6–1 and 6–2)

Directions: Complete Speaker A's QUESTIONS with **DO**, **DOES**, **IS**, or **ARE**. Complete Speaker B's SHORT ANSWERS.

1. A: I need a flashlight. **Do** you have one?  
B: No, **I don't**.
2. A: \_\_\_\_\_ Alaska in North America?  
B: Yes, \_\_\_\_\_.
3. A: \_\_\_\_\_ snakes have legs?  
B: No, \_\_\_\_\_.
4. A: \_\_\_\_\_ you going to be in class tomorrow?  
B: Yes, \_\_\_\_\_.
5. A: \_\_\_\_\_ aspirin relieve pain?  
B: Yes, \_\_\_\_\_.
6. A: \_\_\_\_\_ all snakebites poisonous?  
B: No, \_\_\_\_\_.
7. A: \_\_\_\_\_ crocodiles lay eggs?  
B: Yes, \_\_\_\_\_.
8. A: \_\_\_\_\_ you doing a grammar exercise?  
B: Yes, \_\_\_\_\_.
9. A: \_\_\_\_\_ Africa the largest continent?  
B: No, \_\_\_\_\_ Asia is.
10. A: \_\_\_\_\_ ants eat other insects?  
B: Yes, \_\_\_\_\_.
11. A: Mercury is a liquid metal used in thermometers. \_\_\_\_\_ mercury have a boiling point?  
B: Yes, \_\_\_\_\_. It boils at 356.58°C.

◇ PRACTICE 3—SELFSTUDY: Yes/no questions. (Chapters 1, 2, 3, 5, and Chart 6–1)\*

Directions: Write the correct QUESTION FORM. The answer to the question is in parentheses.

	helping verb	subject	main verb	rest of sentence
1. SIMPLE PRESENT	A: <u>Do</u>	<u>you</u>	<u>like</u>	<u>coffee?</u>
	B: Yes, I like coffee.			
2. SIMPLE PRESENT	A: _____	_____	_____	_____
	B: Yes, Tom likes coffee.			
3. PRESENT PROGRESSIVE	A: _____	_____	_____	_____
	B: Yes, Ann is watching TV.			
4. PRESENT PROGRESSIVE	A: _____	_____	_____	_____
	B: Yes, I'm having lunch with Rob.			
5. SIMPLE PAST	A: _____	_____	_____	_____
	B: Yes, Sara walked to school.			
6. PAST PROGRESSIVE	A: _____	_____	_____	_____
	B: Yes, Ann was taking a nap.			
7. SIMPLE FUTURE	A: _____	_____	_____	_____
	B: Yes, Ted will come to the meeting.			
8. MODAL: CAN	A: _____	_____	_____	_____
	B: Yes, Rita can ride a bicycle.			
9. MAIN VERB BE SIMPLE PRESENT	form of <i>be</i>	subject		rest of sentence
	A: _____	_____		_____
	B: Yes, Ann is a good artist.			
10. MAIN VERB BE SIMPLE PAST	form of <i>be</i>	subject		rest of sentence
	A: _____	_____		_____
	B: Yes, I was at the wedding.			

\*Question forms of tenses and modals can be found in the following charts:

Simple present and present progressive: Chart 1–2

Simple past: Chart 2–2

Past progressive: Chart 2–7

Simple future (*will*): Chart 3–2

Modal *can*: Chart 5–2

◇ PRACTICE 4—GUIDED STUDY: Yes/no questions. (Charts 6-1 and 6-2)

Directions: Write dialogues between Speakers A and B. Make up QUESTIONS that will fit with the given idea in B's answer.

Example: B: No, I \_\_\_\_\_. I'm allergic to them.

Written: **A: Do you like cats (dogs/strawberries/etc.)?**  
**B: No, I don't. I'm allergic to them.**

Example: B: Yes, we \_\_\_\_\_. Would you like to come along with us?

Written: **A: Are you and Yoko going to the festival Saturday?**  
**B: Yes, we are. Would you like to come along with us?**

- |  |   |
|--|---|
| 1. B: No, she _____. It was too expensive. | 6. B: No, I _____. I never learned how to.  |
| 2. B: Yes, he _____. Yesterday.            | 7. B: Yes, I _____. What about you?         |
| 3. B: No, I _____. I forgot.               | 8. B: Maybe. Let me think about it.         |
| 4. B: Yes, we _____. It was delicious.     | 9. B: Probably. She usually does.           |
| 5. B: Yes, they _____. Don't worry.        | 10. B: Sure. Sounds like a good idea to me. |

◇ PRACTICE 5—SELFSTUDY: Yes/no and information questions. (Charts 6-1 and 6-2)

Directions: Complete the dialogues by writing Speaker A's QUESTION. Write Ø if no word is needed in a space.

	(question word)	helping verb	subject	main verb	rest of sentence
1. A:	Ø	Did	you	hear	the news yesterday?
B:	Yes, I did. (I heard the news yesterday.)				

	(question word)	helping verb	subject	main verb	rest of sentence
2. A:	When	did	you	hear	the news?
B:	Yesterday. (I heard the news yesterday.)				

	(question word)	helping verb	subject	main verb	rest of sentence
3. A:	Ø				
B:	Yes, he is. (Eric is reading today's paper.)				

	(question word)	helping verb	subject	main verb	rest of sentence
4. A:					Ø
B:	Today's paper. (Eric is reading today's paper.)				

	(question word)	helping verb	subject	main verb	rest of sentence
5. A:					
B:	Yes, I did. (I found my wallet.)				

	(question word)	helping verb	subject	main verb	rest of sentence
6. A:					
B:	On the floor of the car. (I found my wallet on the floor of the car.)				

	(question word)	helping verb	subject	main verb	rest of sentence
7. A:					
B:	Because he enjoys the exercise. (Mr. Li walks to work because he enjoys the exercise.)				



- |  |                 |              |         |           |                  |
|--|-----------------|--------------|---------|-----------|------------------|
|  | (question word) | helping verb | subject | main verb | rest of sentence |
|--|-----------------|--------------|---------|-----------|------------------|
8. A: \_\_\_\_\_  
B: Yes, he does. (Mr. Li walks to work.)
- |  |                 |              |         |           |                  |
|--|-----------------|--------------|---------|-----------|------------------|
|  | (question word) | helping verb | subject | main verb | rest of sentence |
|--|-----------------|--------------|---------|-----------|------------------|
9. A: \_\_\_\_\_  
B: Yes, she will. (Ms. Cook will return to her office at one o'clock.)
- |  |                 |              |         |           |                  |
|--|-----------------|--------------|---------|-----------|------------------|
|  | (question word) | helping verb | subject | main verb | rest of sentence |
|--|-----------------|--------------|---------|-----------|------------------|
10. A: \_\_\_\_\_  
B: At one o'clock. (Ms. Cook will return to her office at one o'clock.)
- |  |                 |                   |         |                  |
|--|-----------------|-------------------|---------|------------------|
|  | (question word) | form of <i>be</i> | subject | rest of sentence |
|--|-----------------|-------------------|---------|------------------|
11. A: \_\_\_\_\_  
B: Yes, it is. (The orange juice is in the refrigerator.)
- |  |                 |                   |         |                  |
|--|-----------------|-------------------|---------|------------------|
|  | (question word) | form of <i>be</i> | subject | rest of sentence |
|--|-----------------|-------------------|---------|------------------|
12. A: \_\_\_\_\_  
B: In the refrigerator. (The orange juice is in the refrigerator.)

◇ PRACTICE 6—SELFSTUDY: Information questions. (Charts 6-1 and 6-2)

Directions: Make QUESTIONS for the given answers. Use the information in parentheses. Use WHEN, WHAT TIME, WHERE, or WHY. Pay special attention to the word order in the questions.

1. A: What time (When) do the fireworks start this evening?  
B: 9:30. (The fireworks start at 9:30 this evening.)
2. A: \_\_\_\_\_ to see the principal?  
B: Because I need to get his signature on this application form. (I'm waiting to see the principal because I need to get his signature on this application form.)
3. A: \_\_\_\_\_ her new job?  
B: Next Monday morning. (Rachel starts her new job next Monday morning.)
4. A: \_\_\_\_\_ home for work?  
B: Around 6:00. (I usually leave home for work around 6:00.)
5. A: \_\_\_\_\_ to the meeting?  
B: Because I fell asleep after dinner and didn't wake up until 9:00. (I didn't get to the meeting because I fell asleep after dinner and didn't wake up until 9:00.)
6. A: \_\_\_\_\_ razor blades?  
B: At many different kinds of stores. (You can buy razor blades at many different kinds of stores.)
7. A: \_\_\_\_\_ for home?  
B: Next Saturday. (I'm leaving for home next Saturday.)
8. A: \_\_\_\_\_ Chinese?  
B: In Germany. (I studied Chinese in Germany.)  
A: \_\_\_\_\_ Chinese in Germany?  
B: Because there is a good Chinese language school there. (I studied Chinese in Germany because there is a good Chinese language school there.)  
A: \_\_\_\_\_ to China to study Chinese?  
B: Because I had a scholarship to study in Germany. (I didn't go to China to study Chinese because I had a scholarship to study in Germany.)

9. A: \_\_\_\_\_ to finish this project?  
 B: Next month. (I expect to finish this project next month.)
10. A: \_\_\_\_\_?  
 B: To Mars. (The spaceship will go to Mars.)

◇ PRACTICE 7—GUIDED STUDY: Yes/no and information questions. (Charts 6–1 and 6–2)

Directions: Create dialogues between Speakers A and B. In each dialogue:

A: asks a QUESTION.

B: gives the SHORT ANSWER that is given below, and then gives a LONG ANSWER.

*Example:* After midnight.

*Dialogue:* A: What time did you go to bed last night?

B: After midnight. I went to bed after midnight last night.

- |                              |                          |
|------------------------------|--------------------------|
| 1. The day before yesterday. | 7. Tomorrow afternoon.   |
| 2. Yes, I do.                | 8. A notebook.           |
| 3. Because I had to.         | 9. No, I can't.          |
| 4. At 8:30.                  | 10. Because . . . .      |
| 5. Yes, he is.               | 11. Yeah, sure. Why not? |
| 6. In a supermarket.         | 12. I don't know. Maybe. |

◇ PRACTICE 8—GUIDED STUDY: Asking for the meaning of a word. (Charts 6–2 and 6–3)

Directions: Ask your classmates for the meaning of the *italicized* word in each sentence below. If no one knows the meaning, look it up in a dictionary.

**PART I:** Ask questions using “**What does . . . mean?**”

1. Captain Cook *explored* many islands in the Pacific Ocean.

STUDENT A: **What does “explored” mean?**

STUDENT B: “Explored” means “went to a new place and found out about it.”

OR:

STUDENT A: **What does “explore” mean?**

STUDENT B: “Explore” means “(to) go to a new place and find out about it.”\*

2. I think Carol's *mad*.

STUDENT A: **What does “mad” mean?**

STUDENT B: “Mad” can mean “crazy” or “angry.”

3. Water is *essential* to all forms of life on earth.

4. Why do soap bubbles *float*?

5. The water on the streets and sidewalks *evaporated* in the morning sun.

6. It's raining. *Perhaps* we should take a taxi.

7. Some fish *bury* themselves in the sand on the ocean bottom and live their entire lives there.

8. He gently put his hand *beneath* the baby's head.

9. I *grabbed* my briefcase and started running for the bus.

10. On the average, how many times a minute do people *blink*?

\*Sometimes the infinitive form (*to + verb*) is used in definitions of verbs: “*to explore*” means “*to go to a new place and find out about it.*”

**PART II:** Ask for the meaning of nouns.

11. We walked hand in hand through the *orchard*.

STUDENT A: **What is** an orchard?

STUDENT B: An orchard is a place where fruit trees grow.

OR:

STUDENT A: **What does** “orchard” **mean**?

STUDENT B: “Orchard” means “a place where fruit trees grow.”

12. Sometimes children have *nightmares*.

STUDENT A: **What are** nightmares?

STUDENT B: Nightmares are very bad dreams.

OR:

STUDENT A: **What does** “nightmare(s)” **mean**?

STUDENT B: “Nightmare(s)” means “very bad dream(s).”

13. Would you like to see the *photographs* from our vacation?

14. While we were eating at the outdoor restaurant, I noticed a *bug* in my soup.

15. Mrs. Hall often wears *pearls*.

16. My daughter is at the university. She wants to be an *archaeologist*.

17. People throughout the world enjoy *fables*.

18. Mark and Olivia went to Hawaii on their *honeymoon*.

19. The *margins* on your composition should be at least one inch wide.\*

20. I’m not very good at *small talk*, so I avoid social situations like cocktail parties.

21. If you want to use a computer, you have to learn the *keyboard*.

22. 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.

◇ PRACTICE 9—GUIDED STUDY: Questions with *why*. (Chart 6–2)

Directions: Create dialogues between Speakers A and B. In each dialogue:

A: says the sentence in the book.

B: asks **WHY?** or **WHY NOT?** and then asks the full *why*-question.

A: makes up an answer to the question.

*Example:* A: I can’t go with you tomorrow.

*Dialogue:* A: I can’t go with you tomorrow.

B: Why not? Why can’t you go with me tomorrow?

A: Because I have to study for a test.\*\*

1. A: I ate two breakfasts this morning.

2. A: I don’t like to ride on airplanes.

3. A: I’m going to sell my guitar.

4. A: I didn’t go to bed last night.

5. A: I’m happy today.

6. A: I had to call the police last night.

7. A: I can’t explain it to you.

8. A: I’m not speaking to my cousin.

\*One inch = approximately two and a half centimeters.

\*\*See Chart 9–6 for the use of *because*. “Because I have to study for a test” is an adverb clause. It is not a complete sentence. In this dialogue, it is the short answer to a question.

◇ PRACTICE 10—SELFSTUDY: Questions with *who*, *who(m)*, and *what*. (Chart 6–3)

Directions: Make 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
<b>S</b> 1. <u>Who knows?</u>	<b>S</b> Someone knows.
<b>O</b> 2. <u>Who(m) did you ask?</u>	<b>O</b> I asked someone.
3. _____	Someone knocked on the door.
4. _____	Sara met someone.
5. _____	Someone will help us.
6. _____	I will ask someone.
7. _____	Eric is talking to someone on the phone.
8. _____	Someone is knocking on the door.
9. _____	Something surprised them.
10. _____	Mike learned something.
11. _____	Something will change Ann’s mind.
12. _____	Tina can talk about something.

◇ PRACTICE 11—SELFSTUDY: *Who*, *who(m)*, and *what*. (Chart 6–3)

Directions: Complete the dialogues by making QUESTIONS. Use the information in the long answer in parentheses to make the question.

1. A: Who taught you to play chess?  
B: My mother. (My mother taught me to play chess.)
2. A: \_\_\_\_\_  
B: A bank robbery. (Robert saw a bank robbery.)
3. A: \_\_\_\_\_  
B: Robert did. (Robert got a good look at the bank robber.)
4. A: \_\_\_\_\_  
B: A toy for my brother’s children. (I’m making a toy for my brother’s children.)
5. A: \_\_\_\_\_  
B: Joe. (That calculator belongs to Joe.)
6. A: \_\_\_\_\_  
B: A bag of candy. (I have a bag of candy in my pocket.)
7. A: \_\_\_\_\_  
B: A mouse. (The cat killed a mouse.)
8. A: \_\_\_\_\_  
B: Curiosity. (Curiosity killed the cat.)\*

\*Curiosity is the desire to learn about something. “Curiosity killed the cat” is an English saying that means we can get into trouble when we want to know too much about something that doesn’t really concern us.

9. A: \_\_\_\_\_  
B: My father. (I got a letter from my father.)
10. A: \_\_\_\_\_  
B: My sister. (My sister wrote a note on the envelope.)
11. A: \_\_\_\_\_  
B: Gravity. (Gravity makes an apple fall to the ground from a tree.)



◇ PRACTICE 12—SELFSTUDY: *What* + a form of *do*. (Chart 6-4)

Directions: Use the information in parentheses to make QUESTIONS with **WHAT** + A FORM OF **DO** to complete each dialogue. Use the **SAME VERB TENSE OR MODAL** that is used in the parentheses.

1. A: ***What is Alex doing?*** \_\_\_\_\_  
B: Watching a movie on TV. (Alex is watching a movie on TV.)
2. A: ***What should I do if someone calls while you're out?*** \_\_\_\_\_  
B: Just take a message. (You should take a message if someone calls while I'm out.)
3. A: \_\_\_\_\_  
B: They explore space. (Astronauts explore space.)
4. A: I spilled some juice on the floor. \_\_\_\_\_  
B: Wipe it up with a paper towel. (You should wipe it up with a paper towel.)
5. A: \_\_\_\_\_  
B: Play tennis at Waterfall Park. (I'm going to play tennis at Waterfall Park Saturday morning.)
6. A: \_\_\_\_\_  
B: I see my doctor. (I see my doctor when I get sick.)
7. A: \_\_\_\_\_  
B: Carry this suitcase. (You can carry this suitcase to help me.)
8. A: \_\_\_\_\_  
B: She smiled. (Sara smiled when she heard the good news.)

◇ PRACTICE 13—GUIDED STUDY: *What + a form of do.* (Chart 6–4)

Directions: Use the information in parentheses to make QUESTIONS with **WHAT + A FORM OF DO** to complete each dialogue. Use the **SAME VERB TENSE OR MODAL** that is used in the parentheses.

1. A: \_\_\_\_\_  
B: I think she plans to look for a job in hotel management. (Emily is going to look for a job in hotel management after she graduates.)
2. A: \_\_\_\_\_  
B: Can you make twelve photocopies of this report? (You can make twelve photocopies of this report to help me get ready for the meeting.)
3. A: \_\_\_\_\_  
B: Ran down the stairs and out of the building. (I ran down the stairs and out of the building when the fire alarm sounded.)
4. A: \_\_\_\_\_  
B: Let's go to the shopping mall, okay? (I would like to go to the shopping mall after school today.)
5. A: \_\_\_\_\_  
B: Make this coin stand on edge. (I'm trying to make this coin stand on edge.)
6. A: \_\_\_\_\_  
B: He needs to hand in all of his homework. (Kevin needs to hand in all of his homework if he wants to pass advanced algebra.)
7. A: \_\_\_\_\_  
B: He's an airplane mechanic. (Nick repairs airplanes for a living.)
8. A: Did you say something to that man over there? Why does he look angry?  
B: I accidentally ran into him and stepped on his foot.  
A: \_\_\_\_\_  
B: Said something nasty. (He said something nasty when I bumped into him.)  
A: \_\_\_\_\_  
B: Apologized. (I apologized.)  
A: Then \_\_\_\_\_  
B: Walked away without saying a word. (Then he walked away without saying a word.)  
A: What an unpleasant person!  
B: I didn't mean to step on his foot. It was just an accident.

◇ PRACTICE 14—GUIDED STUDY: *What + a form of do.* (Chart 6–4)

Directions: Create dialogues between Speakers A and B. Speaker A should ask a question that will produce B's given answer. The question should contain **WHAT + A FORM OF DO**.

*Example:* B: Study in the corner of the cafeteria.

*Dialogue:* A: What are you going to do after class today?

B: Study in the corner of the cafeteria.

1. B: Watch TV.
2. B: Washing his dog.
3. B: Went home and slept.
4. B: Writing dialogues.
5. B: Go to a movie.
6. B: Get a job on a cruise ship.

◇ PRACTICE 15—GUIDED STUDY: *What kind of.* (Chart 6–5)

Directions: Find people who own the following things. Ask them questions using **WHAT KIND OF**.

*Example:* a camera

First, ask a classmate, friend, or family member: *Do you have a camera?*

If the answer is yes, ask next: *What kind of camera do you have?\**

Then write the information you have gotten, for example:

→ ***Maria has 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 VCR      |
| 5. a refrigerator | 10. ???       |

◇ PRACTICE 16—SELFSTUDY: *Which vs. what.* (Chart 6–6)

Directions: Complete the questions with **WHICH** or **WHAT**.

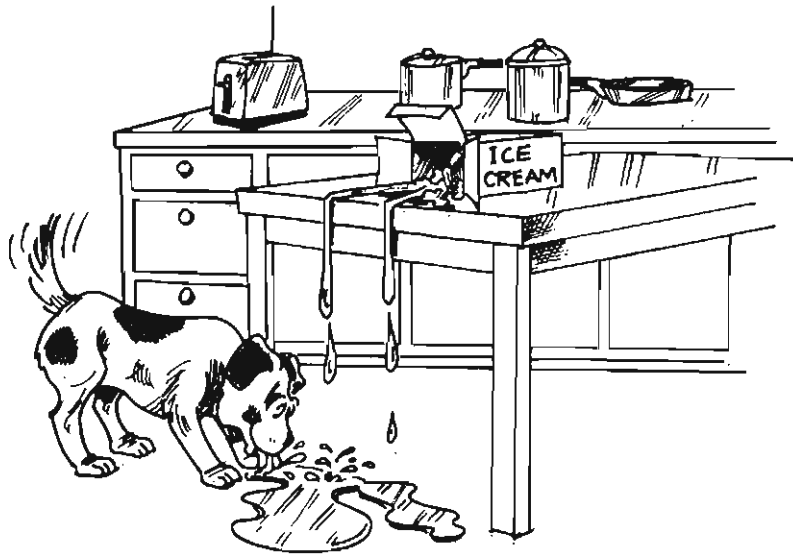
- A: This hat comes in brown and in gray. Which color do you think your husband would prefer?  
B: Gray, I think.
- A: I've never been to Mrs. Hall's house. What color is it?  
B: Gray.
- A: I have two dictionaries. \_\_\_\_\_ one do you want?  
B: The Arabic-English dictionary.
- A: Yes, may I help you?  
B: Please.  
A: \_\_\_\_\_ are you looking for?  
B: An Arabic-English dictionary.  
A: Right over there in the reference section.  
B: Thanks.
- A: \_\_\_\_\_ languages do you speak other than your native language?  
B: Italian and English.  
A: \_\_\_\_\_ of those two languages do you speak more fluently?  
B: English.
- A: \_\_\_\_\_ did you get on your last test?  
B: I don't want to tell you. It was really awful.
- A: \_\_\_\_\_ job do you think I should take?  
B: The one at the small computer company. That's the best of the three job offers you've had.
- A: Here's the remote control if you want to watch TV for a while.  
B: Thanks, I think I will.  
A: Push this button to turn it on.  
B: Okay. And \_\_\_\_\_ button should I push to change channels?

\*If the answer is no, ask another question from the list.

◇ PRACTICE 17—SELFSTUDY: *Who vs. whose.* (Chart 6–7)

Directions: Complete the questions with **WHO** or **WHOSE**.

1. A: Who is driving to the game tonight?  
B: Heidi is.
2. A: Whose car are we taking to the game?  
B: Heidi's.
3. A: This notebook is mine. \_\_\_\_\_ is that? Is it yours?  
B: No, it's Sara's.
4. A: There's Ms. Adams. \_\_\_\_\_ is standing next to her?  
B: Mr. Wilson.
5. A: \_\_\_\_\_ was the first woman doctor in the United States?  
B: Elizabeth Blackwell, in 1849.
6. A: \_\_\_\_\_ suitcase did you borrow for your trip?  
B: Andy's.
7. A: \_\_\_\_\_ motorcycle ran into the telephone pole?  
B: Bill's.
8. A: Okay! \_\_\_\_\_ forgot to put the ice cream back in the freezer?  
B: I don't know. Don't look at me. It wasn't me.



◇ PRACTICE 18—GUIDED STUDY: Asking questions. (Charts 6–1 → 6–7)

Directions: Pair up with a classmate.

STUDENT A: Choose any one of the possible answers below and ask a question that would produce that answer.

STUDENT B: Decide which of the answers STUDENT A has in mind and answer his/her question. Pay special attention to the form of STUDENT A's question. Correct any errors.

*(If you don't have a classmate to pair up with, write dialogues in which the given phrases are the answers to questions.)*



Example:

STUDENT A: What's Maria's favorite color?

STUDENT B: (*Student B reviews the list of possible answers below and chooses the appropriate one.*) Pink.

### POSSIBLE ANSWERS

Sure! Thanks!

Call the insurance company.

Next week.

A rat.

George.

Cooking dinner.

Turkey.

Probably.

The teacher's.

Not that one. The other one.

A Panasonic or a Sony.

Pink.

No, a friend of mine gave them to me a few days ago.

### ◇ PRACTICE 19—SELFSTUDY: Using *how*. (Chart 6–8)

Directions: Complete the sentences with any of the words in the given list.

<i>busy</i>	<i>fresh</i>	<i>safe</i>	<i>soon</i>
<i>expensive</i>	<i>hot</i>	<i>serious</i>	<i>well</i>

- A: How **hot** does it get in Chicago in the summer?  
B: Very **hot**. It can get over 100°. (100°F = 37.8°C)
- A: How \_\_\_\_\_ will dinner be ready? I'm really hungry.  
B: In just a few more minutes.
- A: Look at that beautiful vase! Let's get it.  
B: How \_\_\_\_\_ is it?  
A: Oh my gosh! Never mind. We can't afford it.
- A: Sorry to interrupt, Ted, but I need some help. How \_\_\_\_\_ are you today? Do you have time to read over this report?  
B: Well, I'm always \_\_\_\_\_, but I'll make time to read it.
- A: How \_\_\_\_\_ is Toshi about becoming an astronomer?  
B: He's very \_\_\_\_\_. He already knows more about the stars and planets than his high school teachers.
- A: How \_\_\_\_\_ is a car with an airbag?  
B: Well, there have been bad accidents where both drivers walked away without injuries because of airbags.
- A: Tomatoes for sale! Hey, lady! Wanna\* buy some tomatoes? Tomatoes for sale!  
B: Hmmm. They look pretty good. How \_\_\_\_\_ are they?  
A: Whaddaya\* mean "How \_\_\_\_\_ are they?" Would I sell something that wasn't \_\_\_\_\_? They were picked from the field just this morning.

\*"Wanna" and "whaddaya" aren't usually written as words. They represent spoken English:

"wanna" = "want to" (*Wanna buy some tomatoes?* = *Do you want to buy some tomatoes?*)

"whaddaya" = "what do you" (*Whaddaya mean?* = *What do you mean?*)

8. A: Do you know Jack Young?  
 B: Yes.  
 A: Oh? How \_\_\_\_\_ do you know him?  
 B: Very \_\_\_\_\_. He's one of my closest friends. Why?  
 A: He's applied for a job at my store.

◇ PRACTICE 20—SELFSTUDY: Using *how far* and *how long* (Charts 6–10 and 6–12)

Directions: Complete the questions with **FAR** or **LONG**.

1. A: How far is it to the nearest police station?  
 B: Four blocks.
2. A: How long does it take you to get to work?  
 B: Forty-five minutes.
3. A: How \_\_\_\_\_ is it to your office from home?  
 B: About twenty miles.
4. A: How \_\_\_\_\_ is it from here to the airport?  
 B: Ten kilometers.
5. A: How \_\_\_\_\_ does it take to get to the airport?  
 B: Fifteen minutes.
6. A: How \_\_\_\_\_ above sea level is Denver, Colorado?  
 B: One mile. That's why it's called the Mile High City.
7. A: How \_\_\_\_\_ does it take to fly from Chicago to Denver?  
 B: Around three hours.
8. A: How \_\_\_\_\_ did it take you to build your own boat?  
 B: Four years.
9. A: How \_\_\_\_\_ did you walk?  
 B: Two miles.
10. A: How \_\_\_\_\_ did you walk?  
 B: Two hours.

◇ PRACTICE 21—SELFSTUDY: Using *how*. (Chart 6–8)

Directions: Complete the questions with **OFTEN**, **FAR**, **LONG**, or **MANY**.

1. A: How often do you eat out at a restaurant?  
 B: About once a week.
2. A: How \_\_\_\_\_ did you sleep last night?  
 B: Six hours.
3. A: How \_\_\_\_\_ hours did you sleep last night?  
 B: Six.
4. A: How \_\_\_\_\_ did you walk yesterday?  
 B: About four miles.
5. A: How \_\_\_\_\_ miles did you walk yesterday?  
 B: About four.
6. A: How \_\_\_\_\_ kilometers did you walk yesterday?  
 B: About six.

7. A: How \_\_\_\_\_ did your father teach at the university?  
B: Forty-four years.
8. A: How \_\_\_\_\_ years did your father teach at the university?  
B: Forty-four.
9. A: How \_\_\_\_\_ do you play softball in the summer?  
B: Sometimes three or four times a week.
10. A: How \_\_\_\_\_ times a week do you play softball in the summer?  
B: Sometimes three or four times a week.
11. A: How \_\_\_\_\_ does it take to get a haircut at Bertha's Beauty Boutique?  
B: Half an hour.
12. A: How \_\_\_\_\_ do you get a haircut?  
B: About every six weeks, I'd guess.
13. A: How \_\_\_\_\_ is it from the earth to the moon?  
B: Approximately 239,000 miles or 385,000 kilometers.
14. A: How \_\_\_\_\_ times a day do you brush your teeth?  
B: At least three.
15. A: How \_\_\_\_\_ does a snake shed its skin?  
B: From once a year to more than six times a year, depending on the kind of snake.
16. A: How \_\_\_\_\_ is it from your desk to the door?  
B: I'd say about four regular steps or two giant steps.
17. A: How \_\_\_\_\_ does it take to get over a cold?  
B: As they say, a cold is three days coming, three days here, and three days going.

◇ PRACTICE 22—GUIDED STUDY: Using *how*. (Charts 6–8 → 6–13)

Directions: Make questions for the given answers. Use **HOW** in each question.

*Example:* It's very important.

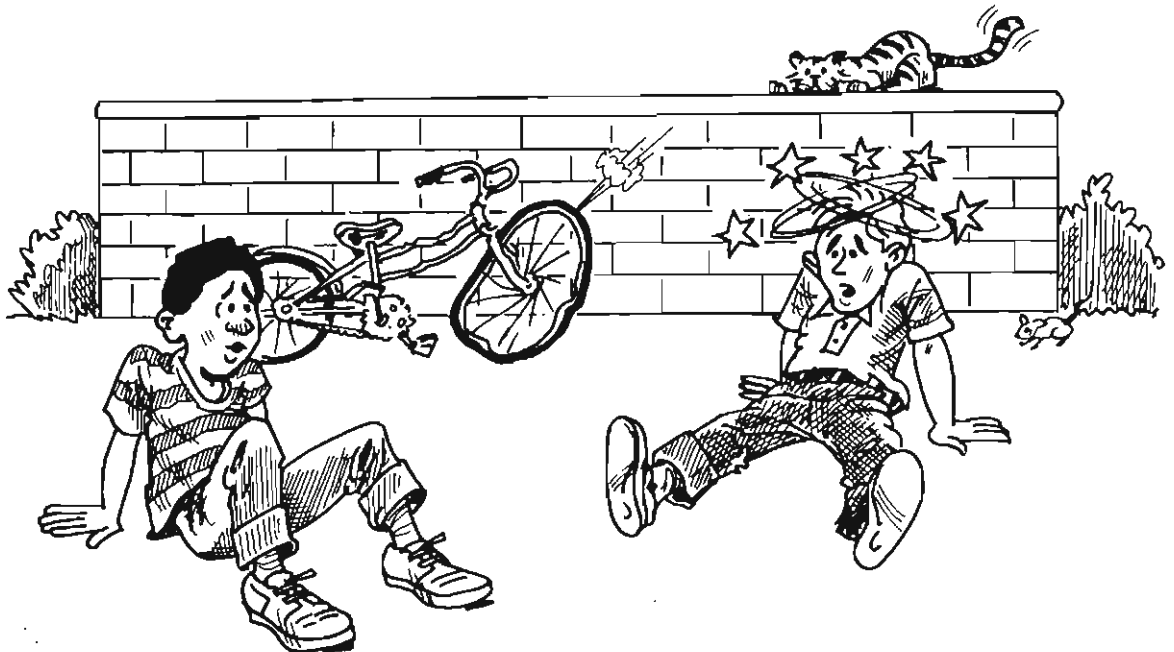
*Written:* **How important is good health?**

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. Her grades are excellent.

◇ PRACTICE 23—SELFSTUDY: Cumulative review. (Charts 6–1 → 6–13)

Directions: Using the information in parentheses, make QUESTIONS for the given answers.

1. A: **When are you going to buy a new bicycle?**  
B: Next week. (I'm going to buy a new bicycle next week.)
2. A: **How are you going to pay for it?**  
B: With my credit card. (I'm going to pay for it with my credit card.)
3. A: \_\_\_\_\_  
B: Ten years. (I had my old bike for ten years.)
4. A: \_\_\_\_\_  
B: Four or five times a week. (I ride my bike four or five times a week.)
5. A: \_\_\_\_\_  
B: I usually ride my bike. (I usually get to work by riding my bike.)
6. A: \_\_\_\_\_  
B: Yes. (I'm going to ride my bike to work tomorrow.)
7. A: \_\_\_\_\_  
B: I decided I would rather walk. (I didn't ride my bike to work today because I decided I would rather walk.)
8. A: \_\_\_\_\_  
B: Two weeks ago. (Jason got his new bike two weeks ago.)
9. A: \_\_\_\_\_  
B: Billy. (Billy broke Jason's new bike.)
10. A: \_\_\_\_\_  
B: Jason's new bike. (Billy broke Jason's new bike.)
11. A: \_\_\_\_\_  
B: Jason's new bike. (Jason's new bike is broken.)
12. A: \_\_\_\_\_  
B: He ran into a brick wall. (Billy broke Jason's bike by running into a brick wall.)



13. A: \_\_\_\_\_  
B: Yes, it does. (My bike has a comfortable seat.)
14. A: \_\_\_\_\_  
B: A ten-speed. (I have a ten-speed bicycle.)
15. A: \_\_\_\_\_  
B: The blue one. (The blue bicycle is mine, not the red one.)
16. A: \_\_\_\_\_  
B: Inside my apartment. (I keep my bicycle inside my apartment at night.)
17. A: \_\_\_\_\_  
B: David. (That bike belongs to David.)
18. A: \_\_\_\_\_  
B: Suzanne's. (I borrowed Suzanne's bike.)
19. A: \_\_\_\_\_  
B: In the park. (Rita is in the park.)
20. A: \_\_\_\_\_  
B: Riding her bike. (She's riding her bike.)
21. A: \_\_\_\_\_  
B: 25 miles. (Rita rode her bike 25 miles\* yesterday.)
22. A: \_\_\_\_\_  
B: B-I-C-Y-C-L-E. (You spell "bicycle" B-I-C-Y-C-L-E.)

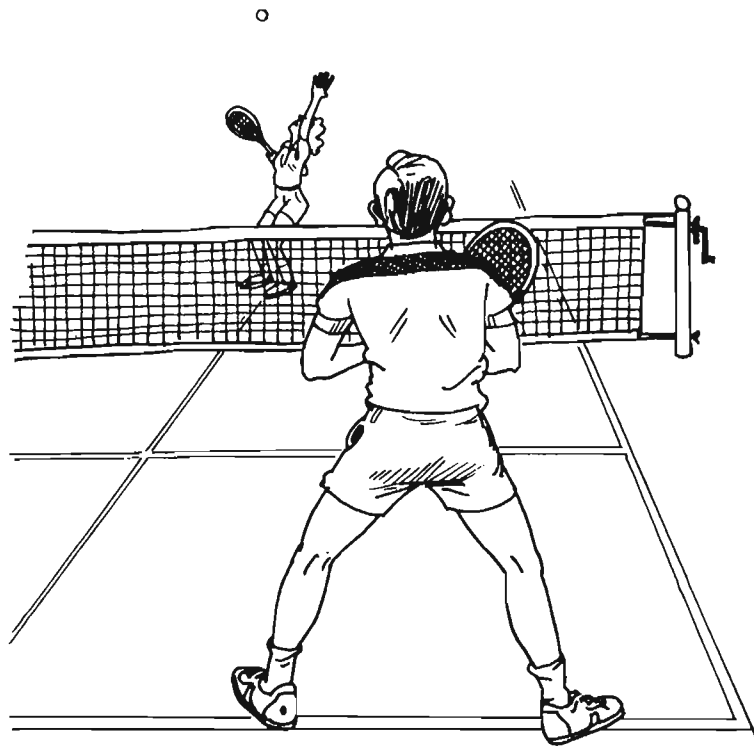
◇ PRACTICE 24—GUIDED STUDY: Cumulative review. (Charts 6-1 → 6-13)

Directions: Complete the dialogues by writing QUESTIONS for the given answers. Use the information in parentheses to form the questions.

1. A: ***When will the clean clothes be dry?*** \_\_\_\_\_  
B: In about an hour. (The clean clothes will be dry in about an hour.)
2. A: \_\_\_\_\_  
B: I went to a baseball game. (I went to a baseball game Saturday afternoon.)
3. A: \_\_\_\_\_  
B: The small paperback. (I bought the small paperback dictionary, not the large one with the hard cover.)
4. A: \_\_\_\_\_  
B: Four hours. (It took me four hours to clean my apartment before my parents came to visit.)
5. A: \_\_\_\_\_  
B: Stand on a chair. (You can reach the top shelf by standing on a chair.)
6. A: \_\_\_\_\_  
B: Whole wheat bread. (I like whole wheat bread the best.)
7. A: \_\_\_\_\_  
B: Because I was in the middle of dinner with my family. (I didn't answer the phone when it rang because I was in the middle of dinner with my family.)
8. A: \_\_\_\_\_  
B: Maria and her sister. (I'm going to the show with Maria and her sister.)

\*25 miles = 40.225 kilometers.

9. A: \_\_\_\_\_  
 B: Eric. (Eric repaired the radio.)
10. A: \_\_\_\_\_  
 B: It's not bad. It rarely gets below zero. (It rarely gets below zero in my hometown in the winter.)



11. A: \_\_\_\_\_  
 B: He's playing tennis. (Jack is playing tennis.)
12. A: \_\_\_\_\_  
 B: Anna. (He is playing tennis with Anna.)
13. A: \_\_\_\_\_  
 B: Serving the ball. (Anna is serving the ball.)
14. A: \_\_\_\_\_  
 B: A tennis ball. (She is throwing a tennis ball in the air.)
15. A: \_\_\_\_\_  
 B: Rackets. (Anna and Jack are holding rackets.)
16. A: \_\_\_\_\_  
 B: A net. (A net is between them.)
17. A: \_\_\_\_\_  
 B: On a tennis court. (They are on a tennis court.)
18. A: \_\_\_\_\_  
 B: For an hour and a half. (They have been playing for an hour and a half.)
19. A: \_\_\_\_\_  
 B: Jack. (Jack is winning right now.)
20. A: \_\_\_\_\_  
 B: Anna. (Anna won the last game.)

◇ PRACTICE 25—GUIDED STUDY: Cumulative review. (Charts 6-1 → 6-13)

Directions: Make dialogues from the given words. Include both Speaker A and Speaker B.

Example: . . . usually get up?

Written: **A: What time do you usually get up?**

**B: 6:30.**

- |   |  |
|---|--|
| 1. . . . should I meet you?             | 7. . . . killed . . . ?                              |
| 2. . . . fruit do you like best?        | 8. . . . you breathing hard?                         |
| 3. . . . is south of the United States? | 9. . . . do for a living?                            |
| 4. . . . times a week do you . . . ?    | 10. . . . spell “happened”?                          |
| 5. . . . do tomorrow?                   | 11. . . . take to get to our hotel from the airport? |
| 6. . . . is it from . . . to . . . ?    | 12. . . . didn’t you call me when . . . ?            |

◇ PRACTICE 26—GUIDED STUDY: Cumulative review. (Charts 6-1 → 6-13)

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? What are you curious about? 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? Do they have natural enemies? Are human beings their only enemy? Will tigers become extinct soon? 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) |

◇ PRACTICE 27—GUIDED STUDY: *What about* and *how about*. (Chart 6-14)

Directions: Complete the dialogues with your own words.

1. A: \_\_\_\_\_?  
B: Nine or nine-thirty.  
A: That’s too late for me. How about \_\_\_\_\_?  
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: No, I think I'll have \_\_\_\_\_.

◇ PRACTICE 28—SELFSTUDY: Tag questions. (Chart 6–15)

Directions: Complete the TAG QUESTIONS with the correct verb.

1. SIMPLE PRESENT

- a. You **like** strong coffee, **don't** you?  
 b. David **goes** to Ames High School, \_\_\_\_\_ he?  
 c. Kate and Sara **live** on Tree Road, \_\_\_\_\_ they?  
 d. Jane **has** the keys to the storeroom, \_\_\_\_\_ she?  
 e. Jane's **in** her office, \_\_\_\_\_ she?  
 f. You're a member of this class, \_\_\_\_\_ you?  
 g. Jack **doesn't** have a car, \_\_\_\_\_ he?  
 h. Ann **isn't** from California, \_\_\_\_\_ she?

2. SIMPLE PAST

- a. Paul **went** to Florida, \_\_\_\_\_ he?  
 b. You **didn't talk** to the boss, \_\_\_\_\_ you?  
 c. Tom's parents **weren't** at home, \_\_\_\_\_ they?  
 d. That **was** Pat's idea, \_\_\_\_\_ it?

3. PRESENT PROGRESSIVE, *BE GOING TO*, and PAST PROGRESSIVE

- a. You're **studying** hard, \_\_\_\_\_ you?  
 b. Tom **isn't working** at the bank, \_\_\_\_\_ he?  
 c. It **isn't going to rain** today, \_\_\_\_\_ it?  
 d. Susan and Kevin **were waiting** for us, \_\_\_\_\_ they?  
 e. It **wasn't raining**, \_\_\_\_\_ it?

4. MODAL AUXILIARIES

- a. You **can answer** these questions, \_\_\_\_\_ you?  
 b. Kate **won't tell** anyone our secret, \_\_\_\_\_ she?  
 c. Sam **should come** to the meeting, \_\_\_\_\_ he?  
 d. Alice **would like** to come with us, \_\_\_\_\_ she?  
 e. I **don't have to come** to the meeting, \_\_\_\_\_ I?  
 f. Steve **had to leave** early, \_\_\_\_\_ he?



◇ PRACTICE 29—SELFSTUDY: Tag questions. (Chart 6–15)

Directions: Add TAG QUESTIONS.

1. Mr. Adams was born in England, wasn't he?
2. Flies can fly upside down, \_\_\_\_\_?
3. All birds lay eggs, \_\_\_\_\_?
4. Mike isn't married, \_\_\_\_\_?
5. You would rather have a roommate than live alone, \_\_\_\_\_?
6. These gloves are yours, \_\_\_\_\_?
7. That's Brian's algebra book, \_\_\_\_\_?
8. Fire can't melt a diamond, \_\_\_\_\_?
9. You should call your mom today, \_\_\_\_\_?
10. Ms. Boxlight will be here tomorrow, \_\_\_\_\_?
11. Tony Wah lives in Los Angeles, \_\_\_\_\_?
12. You didn't forget to finish your homework, \_\_\_\_\_?
13. Tomorrow isn't a holiday, \_\_\_\_\_?
14. I don't have to be at the meeting, \_\_\_\_\_?
15. This isn't your book, \_\_\_\_\_?
16. Jack and Elizabeth were in class yesterday, \_\_\_\_\_?
17. Jennifer won't be here for dinner tonight, \_\_\_\_\_?
18. Lightning can kill swimmers when it strikes water. It kills the fish in the water, too, \_\_\_\_\_?

◇ PRACTICE 30—GUIDED STUDY: Tag questions. (Chart 6–15)

Directions: Make sentences with TAG QUESTIONS. Your sentences should express your opinion. In the example, the speaker believes that Li is a common name in China.

*Example:* I think that Li (is/isn't) a common name in China.

*Question:* Li is a common name in China, isn't it?

1. I think that Athens (is/isn't) the capital of Italy.
2. I think that Athens (is/isn't) the capital of Greece.
3. I think that plants (can/can't) grow in deserts.
4. I think that deserts (are/aren't) complete wastelands.
5. I think that cactuses (thrive/don't thrive) in deserts.
6. I think that dinosaurs (weighed/didn't weigh) more than elephants.
7. I think that blue whales (are/aren't) larger than dinosaurs.
8. I think that whales (lay/don't lay) eggs.
9. I think that turtles (lay/don't lay) eggs.
10. I think that Abraham Lincoln (was/wasn't) the first president of the United States.
11. I think that we (will/won't) have a test on Chapter 6.
12. I think that . . . .

◇ PRACTICE 31—GUIDED STUDY: Asking questions. (Chapter 6)

Directions: Pair up with a classmate or any other partner. Together create a long dialogue for the given situation. One of you is Speaker A and the other is Speaker B. 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 (think of a place) . . . .*

A: *Etc.*

B: *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 this month?*

B: *I'm not sure I remember. Why do you want to know, Officer?*

*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 do? 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)?*

*Etc.*

◇ PRACTICE 32—SELFSTUDY: Prepositions. (Chapter 6; Appendix 1)

Directions: Complete each sentence with the appropriate preposition.

1. Ask Ann to help you. She knows something about geometry.

2. Something's the matter \_\_\_\_\_ Dan. He's crying.

3. Do whatever you want. It doesn't matter \_\_\_\_\_ me.

4. Look \_\_\_\_\_ those clouds. It's going to rain.

5. Are you looking forward \_\_\_\_\_ your trip to Israel?

6. A: Does this watch belong \_\_\_\_\_ you?

B: Yes. Where did you find it? I searched \_\_\_\_\_ it everywhere.

7. I woke up frightened after I dreamed \_\_\_\_\_ falling off the roof of a building.

8. Tomorrow I'm going to ask my father \_\_\_\_\_ a ride to school.

9. Tomorrow I'm going to ask my father \_\_\_\_\_ his work. I don't know much \_\_\_\_\_ his new job, and I want to ask him about it.

10. Please empty that bowl of fruit and separate the fresh apples \_\_\_\_\_ the old apples.



## CHAPTER 7

# The Present Perfect and the Past Perfect

### ◇ PRACTICE 1—SELFSTUDY: Forms of the present perfect. (Charts 7-1 → 7-3)

Directions: Complete the dialogues with the given verbs and any words in parentheses. Use the PRESENT PERFECT.

1. *eat* A: (*you, ever*) \_\_\_\_\_ **Have you ever eaten** \_\_\_\_\_ pepperoni pizza?  
B: Yes, I **have** \_\_\_\_\_. I **have eaten** \_\_\_\_\_ pepperoni pizza many times. OR:  
No, I **haven't** \_\_\_\_\_. I (*never*) **have never eaten** \_\_\_\_\_ pepperoni pizza.
  
2. *talk* A: (*you, ever*) \_\_\_\_\_ to a famous person?  
B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ to a lot of famous people. OR:  
No, I \_\_\_\_\_. I (*never*) \_\_\_\_\_ to a famous person.
  
3. *rent* A: (*Erica, ever*) \_\_\_\_\_ a car?  
B: Yes, she \_\_\_\_\_. She \_\_\_\_\_ a car many times. OR:  
No, she \_\_\_\_\_. She (*never*) \_\_\_\_\_ a car.
  
4. *see* A: (*you, ever*) \_\_\_\_\_ a shooting star?  
B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ a lot of shooting stars. OR:  
No, I \_\_\_\_\_. I (*never*) \_\_\_\_\_ a shooting star.
  
5. *catch* A: (*Joe, ever*) \_\_\_\_\_ a big fish?  
B: Yes, he \_\_\_\_\_. He \_\_\_\_\_ lots of big fish. OR:  
No, he \_\_\_\_\_. He (*never*) \_\_\_\_\_ a big fish.
  
6. *have* A: (*you, ever*) \_\_\_\_\_ a bad sunburn?  
B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ a bad sunburn several times. OR:  
No, I \_\_\_\_\_. I (*never*) \_\_\_\_\_ a bad sunburn.

◇ PRACTICE 2—SELFSTUDY: The present perfect. (Charts 7-1 → 7-3)

Directions: Complete the sentences with the PRESENT PERFECT of the verbs in the list and any words in parentheses. Use each verb only one time.

<i>eat</i>	<i>look</i>	<i>save</i>	<i>✓use</i>
<i>give</i>	<i>play</i>	<i>sleep</i>	<i>wear</i>
<i>improve</i>	<i>rise</i>	<i>speak</i>	<i>win</i>

1. People have used sheep's wool to make clothing for centuries.
2. The night is over. It's daytime now. The sun \_\_\_\_\_.
3. I (*never*) \_\_\_\_\_ golf, but I'd like to. It looks like fun.
4. Our team is great. They \_\_\_\_\_ all of their games so far this year. They haven't lost a single game.
5. Amy must be mad at me. She (*not*) \_\_\_\_\_ one word to me all evening. I wonder what I did to make her angry.
6. The cat must be sick. He (*not*) \_\_\_\_\_ any food for two days. We'd better call the vet.
7. Our teacher \_\_\_\_\_ us a lot of tests and quizzes since the beginning of the term.
8. We put a little money in our savings account every month. We want to buy a car, but we (*not*) \_\_\_\_\_ enough money yet. We'll have enough in a few more months.
9. (*you, ever*) \_\_\_\_\_ outdoors for an entire night? I mean without a tent, with nothing between you and the stars?
10. My aunt puts on a wig whenever she goes out, but I (*never*) \_\_\_\_\_ a wig in my whole life.
11. Paul's health \_\_\_\_\_ a lot since he started eating the right kinds of food, exercising regularly, and handling the stress in his life. He's never felt better.
12. I can't find my keys. I \_\_\_\_\_ everywhere—in all my pockets, in my briefcase, in my desk. They're gone.

◇ PRACTICE 3—SELFSTUDY: The present perfect vs. the simple past. (Chart 7-4)

Directions: Complete the sentences with the SIMPLE PAST or the PRESENT PERFECT.

1. A: When are you going to call Jane?  
B: I (*call, already*) have already called her. I (*call*) called her a half an hour ago.
2. A: When are you going to begin working at the candy store?  
B: I (*begin, already*) \_\_\_\_\_ working there. I (*begin*) \_\_\_\_\_ yesterday morning.

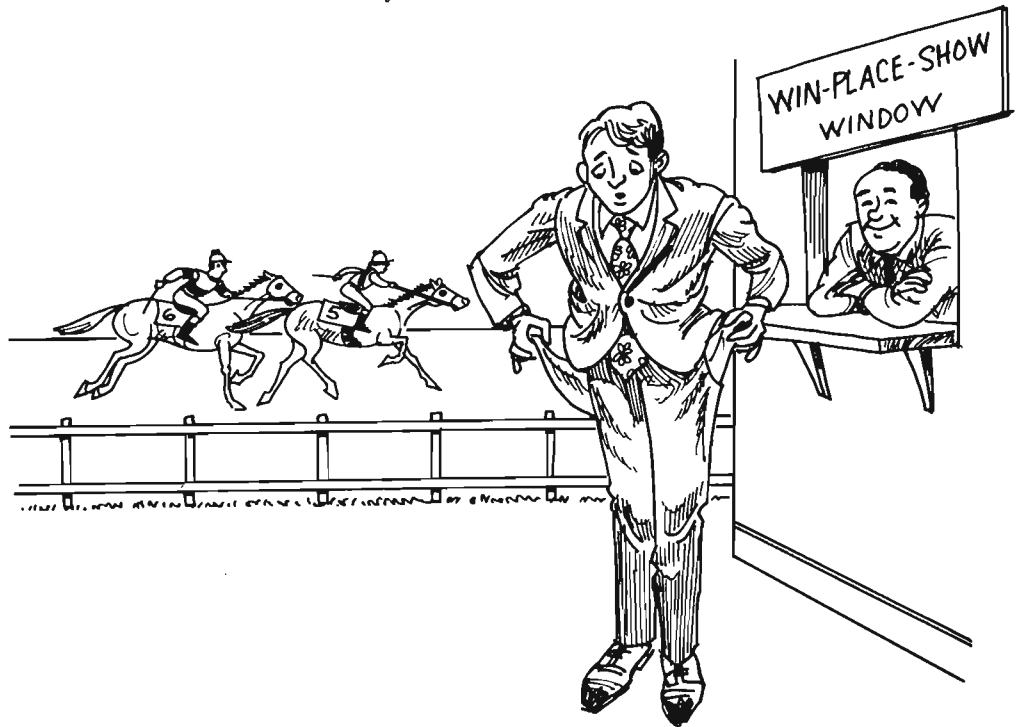
3. A: Are you going to eat lunch soon?  
 B: I (*eat, already*) \_\_\_\_\_. I (*eat*) \_\_\_\_\_ lunch an hour ago.
4. A: When are you going to get a new computer?  
 B: I (*buy, already*) \_\_\_\_\_ one. I (*buy*) \_\_\_\_\_ it last week.
5. A: When is Steve going to leave for the concert?  
 B: He (*leave, already*) \_\_\_\_\_. He (*leave*) \_\_\_\_\_ an hour ago.
6. A: Will you please lock the door?  
 B: I (*lock, already*) \_\_\_\_\_ it. I (*lock*) \_\_\_\_\_ it when I got home.

◇ PRACTICE 4—SELFSTUDY: Irregular verbs. (Charts 2–3, 2–4, and 7–4)

Directions: This is a review of IRREGULAR VERBS. Complete the sentences with the SIMPLE PAST and the PRESENT PERFECT of the given verbs.

1. *begin* I **began** a new diet and exercise program last week. I **have begun** lots of new diet and exercise programs in my lifetime.
2. *bend* I \_\_\_\_\_ down to pick up my young son from his crib this morning. I \_\_\_\_\_ down to pick him up many times since he was born.
3. *broadcast* The radio \_\_\_\_\_ news about the terrible earthquake in Iran last week. The radio \_\_\_\_\_ news about Iran every day since the earthquake occurred.
4. *catch* I \_\_\_\_\_ a cold last week. I \_\_\_\_\_ a lot of colds in my lifetime.
5. *come* A tourist \_\_\_\_\_ into Mr. Nasser's jewelry store after lunch. A lot of tourists \_\_\_\_\_ into his store since he opened it last year.
6. *cut* I \_\_\_\_\_ some flowers from my garden yesterday. I \_\_\_\_\_ lots of flowers from my garden so far this summer.
7. *dig* The workers \_\_\_\_\_ a hole to fix the leak in the water pipe. They \_\_\_\_\_ many holes to fix water leaks since the earthquake.
8. *draw* The artist \_\_\_\_\_ a picture of a sunset yesterday. She \_\_\_\_\_ many pictures of sunsets in her lifetime.
9. *feed* I \_\_\_\_\_ birds at the park yesterday. I \_\_\_\_\_ birds at the park every day since I lost my job.
10. *fight* We \_\_\_\_\_ a war last year. We \_\_\_\_\_ several wars since we became an independent country.

11. *forget* I \_\_\_\_\_ to turn off the stove after dinner. I \_\_\_\_\_ to turn off the stove a lot of times in my lifetime.
12. *hide* The children \_\_\_\_\_ in the basement yesterday. They \_\_\_\_\_ in the basement often since they discovered a secret place there.
13. *hit* The baseball player \_\_\_\_\_ the ball out of the stadium yesterday. He \_\_\_\_\_ a lot of homeruns since he joined our team.
14. *hold* My husband \_\_\_\_\_ the door open for me when we entered the restaurant. He \_\_\_\_\_ a door open for me many times since we met each other.
15. *keep* During the discussion yesterday, I \_\_\_\_\_ my opinion to myself. I \_\_\_\_\_ my opinions to myself a lot of times in my lifetime.
16. *lead* Mary \_\_\_\_\_ the group discussion at the conference. She \_\_\_\_\_ group discussions many times since she started going to conferences.
17. *lose* Eddie \_\_\_\_\_ money at the racetrack yesterday. He \_\_\_\_\_ money at the racetrack lots of times in his lifetime.



18. *meet* I \_\_\_\_\_ two new people in my class yesterday. I \_\_\_\_\_ a lot of new people since I started going to school here.
19. *ride* I \_\_\_\_\_ the bus to work yesterday. I \_\_\_\_\_ the bus to work many times since I got a job downtown.
20. *ring* The doorbell \_\_\_\_\_ a few minutes ago. The doorbell \_\_\_\_\_ three times so far today.

21. *see* I \_\_\_\_\_ a good movie yesterday. I \_\_\_\_\_ a lot of good movies in my lifetime.
22. *steal* The fox \_\_\_\_\_ a chicken from the farmer's yard last night. The fox \_\_\_\_\_ three chickens so far this month.
23. *stick* I \_\_\_\_\_ a stamp on the corner of the envelope. I \_\_\_\_\_ lots of stamps on envelopes in my lifetime.
24. *sweep* I \_\_\_\_\_ the floor of my apartment yesterday. I \_\_\_\_\_ the floor of my apartment lots of times since I moved in.
25. *take* I \_\_\_\_\_ a test yesterday. I \_\_\_\_\_ lots of tests in my life as a student.
26. *upset* The Smith children \_\_\_\_\_ Mr. Jordan when they broke his window. Because they are careless and noisy, they \_\_\_\_\_ Mr. Jordan many times since they moved in next door.
27. *withdraw* I \_\_\_\_\_ some money from my bank account yesterday. I \_\_\_\_\_ more than three hundred dollars from my bank account so far this month.
28. *write* I \_\_\_\_\_ a letter to a friend last night. I \_\_\_\_\_ lots of letters to my friends in my lifetime.

◇ PRACTICE 5—GUIDED STUDY: Irregular verbs. (Charts 2–3, 2–4, and 7–4)

Directions: This is a review of IRREGULAR VERBS. Complete the sentences with the SIMPLE PAST or the PRESENT PERFECT of the given verbs.

1. *go* a. I **have gone** to every play at the local theater so far this year.  
b. My whole family **went** to the play last weekend.
2. *give* a. Jane **gave** me a ride home from work today.  
b. (*she, ever*) **Has she ever given** you a ride home since she started working in your department?
3. *fall* a. I \_\_\_\_\_ down many times in my lifetime, but never hard enough to really hurt myself or break a bone.  
b. Mike \_\_\_\_\_ down many times during football practice yesterday.
4. *break* a. (*you, ever*) \_\_\_\_\_ a bone in your body?  
b. I \_\_\_\_\_ my leg when I was ten years old. I jumped off the roof of my house.
5. *shake* a. In my entire lifetime, I (*never*) \_\_\_\_\_ hands with a famous movie star.  
b. In 1990, I \_\_\_\_\_ hands with a famous soccer player.





13. *sing* a. I \_\_\_\_\_ a duet with my mother at the art benefit last night.  
b. We \_\_\_\_\_ together ever since I was a small child.
14. *run* a. I (*never*) \_\_\_\_\_ in a marathon race, and I don't intend to.  
b. I'm out of breath because I \_\_\_\_\_ all the way over here.
15. *tell* a. Last night, my brother \_\_\_\_\_ me a secret.  
b. He \_\_\_\_\_ me lots of secrets in his lifetime.
16. *stand* a. When I visited the U.N. last summer, I \_\_\_\_\_ in the main gallery and felt a great sense of history.  
b. Many great world leaders \_\_\_\_\_ there over the years.
17. *spend* a. I \_\_\_\_\_ all of my money at the mall yesterday.  
b. I don't have my rent money this month. I (*already*) \_\_\_\_\_ it on other things.
18. *make* a. I consider myself fortunate because I \_\_\_\_\_ many good friends in my lifetime.  
b. I \_\_\_\_\_ a terrible mistake last night. I forgot that my friend had invited me to his apartment for dinner.
19. *rise* a. The price of flour \_\_\_\_\_ a lot since 1990.  
b. When his name was announced, Jack \_\_\_\_\_ from his seat and walked to the podium to receive his award.
20. *feel* a. I \_\_\_\_\_ terrible yesterday, so I stayed in bed.  
b. I \_\_\_\_\_ terrible for a week now. I'd better see a doctor.

◇ PRACTICE 6—SELFSTUDY: *Since vs. for.* (Chart 7-5)

Directions: Complete the sentences with **SINCE** or **FOR**.

1. David has worked for the power company since 1990.
2. His brother has worked for the power company for five years.
3. I have known Peter Gow \_\_\_\_\_ September.
4. I've known his sister \_\_\_\_\_ three months.
5. Jonas has walked with a limp \_\_\_\_\_ many years.
6. He's had a bad leg \_\_\_\_\_ he was in the war.
7. Rachel hasn't been in class \_\_\_\_\_ last Tuesday.
8. She hasn't been in class \_\_\_\_\_ three days.
9. I've had a toothache \_\_\_\_\_ yesterday morning.
10. I've had this toothache \_\_\_\_\_ thirty-six hours.
11. My vision has improved \_\_\_\_\_ I got new reading glasses.
12. I've had a cold \_\_\_\_\_ almost a week.
13. Jake hasn't worked \_\_\_\_\_ last summer when the factory closed down.
14. I attended Jefferson Elementary School \_\_\_\_\_ six years.

◇ PRACTICE 7—SELFSTUDY: Sentences with *since*-clauses. (Chart 7–5)

Directions: Complete the sentences with the words in parentheses.

1. I (*know*) have known Mark Miller since we (*be*) were in college.
2. Jeremy (*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.
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.

◇ PRACTICE 8—GUIDED STUDY: *Since* vs. *for*. (Chart 7–5)

Directions: Write sentences *about yourself* using **SINCE**, **FOR**, or **NEVER** with the **PRESENT PERFECT**.

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

*Written:* **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

*Written:* **I've never smoked cigarettes. OR:**

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

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

\**Ever since* has the same meaning as *since*.

◇ PRACTICE 9—GUIDED STUDY: Verb tense review. (Chapters 1, 2, 3, and 7)

Directions: Following is a conversation between two people: Ann and Ben. Complete the sentences with the words in parentheses.

- (1) BEN: I (*need*) need to earn some extra money for my school expenses. Got any ideas?
- (2) ANN: (*you, have, ever*) \_\_\_\_\_ a job at a restaurant?
- (3) BEN: Yes, I have. I (*work*) \_\_\_\_\_ at several restaurants since I (*start*) \_\_\_\_\_ going to college.  
ANN: When was the last time you worked at a restaurant?
- (4) BEN: I (*have*) \_\_\_\_\_ a job as a dishwasher last fall.  
ANN: Where?  
BEN: At the Bistro Cafe.
- (5) ANN: How long (*you, work*) \_\_\_\_\_ there?  
BEN: For two months.
- (6) ANN: (*you, enjoy*) \_\_\_\_\_ your job as a dishwasher at the Bistro?
- (7) BEN: No, I \_\_\_\_\_. It (*be*) \_\_\_\_\_ hard work for low pay.
- (8) ANN: Where (*you, work*) \_\_\_\_\_ right now?
- (9) BEN: I (*have, not*) \_\_\_\_\_ a job right now.
- (10) ANN: (*you, want*) \_\_\_\_\_ a part-time or full-time job?
- (11) BEN: I (*plan*) \_\_\_\_\_ to look for a part-time job, maybe twenty hours a week.
- (12) ANN: I (*go*) \_\_\_\_\_ to Al's Place tomorrow to see about a job. The restaurant (*look*) \_\_\_\_\_ for help. Why don't you come along with me?
- (13) BEN: Thanks. I think I (*do*) \_\_\_\_\_ that. I (*look, never*) \_\_\_\_\_ for a job at Al's Place before. Maybe the pay will be better than at the Bistro.
- (14) ANN: I (*know, not*) \_\_\_\_\_. We (*find*) \_\_\_\_\_ out when we (*go*) \_\_\_\_\_ there tomorrow.

◇ PRACTICE 10—SELFSTUDY: The present perfect progressive. (Charts 7-6 and 7-7)

Directions: Use the given information to complete the dialogues between Speaker A and Speaker B. Use the PRESENT PERFECT PROGRESSIVE.

1. Eric is studying. He started to **study** at seven o'clock. It is now nine o'clock.  
A: How long has Eric been studying?  
B: He 's been studying for two hours.
2. Kathy is working at the computer. She began to **work** at the computer at two o'clock. It is now three o'clock.  
A: How long has Kathy been working at the computer?  
B: She 's been working since two o'clock.





(17) June, I (*start*) \_\_\_\_\_ working at a shoe store: Imperial Shoes at Southcenter Mall.

(18) It (*be, not*) \_\_\_\_\_ a bad job, but it (*be, not*) \_\_\_\_\_ wonderful

(19) either. Every day, I (*fetch*) \_\_\_\_\_ shoes from the back room for people to try on,

(20) boxes and boxes of shoes, all day long.

(21) I (*meet*) \_\_\_\_\_ some pretty weird people since I (*start*) \_\_\_\_\_

(22) this job. A couple of weeks ago, a middle-aged man (*come*) \_\_\_\_\_ into the store.

(23) He (*want*) \_\_\_\_\_ to try on some black leather loafers. I (*bring*) \_\_\_\_\_

(24) the loafers, and he (*put*) \_\_\_\_\_ them on. While he (*walk*) \_\_\_\_\_

(25) around to see if they fit okay, he (*pull*) \_\_\_\_\_ from his pocket a little white

(26) mouse with pink eyes and (*start*) \_\_\_\_\_ talking to it. He (*look*) \_\_\_\_\_

(27) right at the mouse and (*say*) \_\_\_\_\_, “George, (*you, like*) \_\_\_\_\_

(28) this pair of shoes?” When the mouse (*twitch*) \_\_\_\_\_ its nose, the man (*say*)

(29) \_\_\_\_\_, “Yes, so do I.” Then he (*turn*) \_\_\_\_\_ to me and (*say*)

(30) \_\_\_\_\_, “We’ll take them.” Can you believe that!?

(31) Most of the people I meet are nice—and normal. My favorite customers (*be*) \_\_\_\_\_

(32) people who (*know*) \_\_\_\_\_ what they want when they (*enter*) \_\_\_\_\_

(33) the store. They (*come*) \_\_\_\_\_ in, (*point*) \_\_\_\_\_ at one pair of shoes,

(34) politely (*tell*) \_\_\_\_\_ me their size, (*try*) \_\_\_\_\_ the shoes on, and

(35) then (*buy*) \_\_\_\_\_ them, just like that. They (*agonize, not*) \_\_\_\_\_

(36) \_\_\_\_\_ for a long time over which pair to buy.

(37) I (*learn*) \_\_\_\_\_ one important thing from working at the shoe

(38) store: I (*want, not*) \_\_\_\_\_ to sell shoes as a career. I (*need*)

(39) \_\_\_\_\_ a good education that (*prepare*) \_\_\_\_\_ me for a job that I can

(40) enjoy for the rest of my life. And even though I love studying anthropology, I (*decide*)

(41) \_\_\_\_\_ that a degree in business and computers will provide the best

(42) career opportunities.

(43) I (*want, always*) \_\_\_\_\_ to be independent, and now I (*be*)

(44) \_\_\_\_\_. I (*have*) \_\_\_\_\_ to pay every penny of my tuition and living

(45) expenses now. Ever since I (*lose*) \_\_\_\_\_ my scholarship and (*make*)

(46) \_\_\_\_\_ my parents mad, I (*be*) \_\_\_\_\_ completely on my own.

(47) I’m glad to report that my grades at present (*be*) \_\_\_\_\_ excellent, and right now I

(48) (*enjoy, really*) \_\_\_\_\_ my work with computers. In the future, I (*continue*)

(49) \_\_\_\_\_ to take courses in anthropology whenever I can fit them into my

(50) schedule, and I (*study*) \_\_\_\_\_ anthropology on my own for the rest of

(51) my life, but I (*pursue*) \_\_\_\_\_ a career in business. Maybe there is some

(52) way I can combine anthropology, business, and computers. Who knows?

(53) There, I (*tell*) \_\_\_\_\_ you everything I can think of that is at all

(54) important in my life at the moment. I think I (*grow*) \_\_\_\_\_ up a lot during

- (55) the last six months. I (*understand*) \_\_\_\_\_ that my education is  
 (56) important. Losing my scholarship (*make*) \_\_\_\_\_ my life more difficult, but I  
 (57) (*feel*) \_\_\_\_\_ that I (*take, finally*) \_\_\_\_\_ charge of  
 (58) my life. It's a good feeling.  
 (59) Please write. I'd love to hear from you.  
 (60) Jessica

◇ PRACTICE 14—GUIDED STUDY: Verb forms. (Charts 7-4 and 7-5)

Directions: Think of a friend you haven't spoken to 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.*

◇ PRACTICE 15—SELFSTUDY: Midsentence adverbs. (Chart 7-8)

**PART I: Placement of MIDSSENTENCE ADVERBS IN STATEMENTS.**

Directions: Choose the correct place to add **ALWAYS** to the following sentences.

1. Kate \_\_\_\_\_  $\emptyset$  \_\_\_\_\_ is \_\_\_\_\_ **always** \_\_\_\_\_ late.
2. Mike \_\_\_\_\_ **always** \_\_\_\_\_ finishes \_\_\_\_\_  $\emptyset$  \_\_\_\_\_ his work on time.
3. Gina \_\_\_\_\_ \_\_\_\_\_ finished \_\_\_\_\_ her work early.
4. Nick \_\_\_\_\_ \_\_\_\_\_ will \_\_\_\_\_ finish his work on time.
5. Rick \_\_\_\_\_ \_\_\_\_\_ has \_\_\_\_\_ helped me with my work.
6. Bill \_\_\_\_\_ \_\_\_\_\_ helped \_\_\_\_\_ me with my work.
7. They \_\_\_\_\_ \_\_\_\_\_ are \_\_\_\_\_ helpful.
8. They \_\_\_\_\_ \_\_\_\_\_ help \_\_\_\_\_ me when I need it.
9. They \_\_\_\_\_ \_\_\_\_\_ have \_\_\_\_\_ helped me.
10. Sara \_\_\_\_\_ \_\_\_\_\_ can \_\_\_\_\_ help you if you ask her to.

Directions: Choose the correct place to add **USUALLY** to the following sentences.

11. They \_\_\_\_\_ \_\_\_\_\_ are \_\_\_\_\_ very helpful.
12. They \_\_\_\_\_ \_\_\_\_\_ help \_\_\_\_\_ me when I need it.
13. They \_\_\_\_\_ \_\_\_\_\_ have \_\_\_\_\_ helped me.
14. Sara \_\_\_\_\_ \_\_\_\_\_ can \_\_\_\_\_ help you if you ask her to.

**PART II: Placement of MIDSSENTENCE ADVERBS in QUESTIONS.**

Directions: Choose the correct place to add **USUALLY** to the following sentences.

15. Do \_\_\_\_\_ you \_\_\_\_\_ work hard?
16. Is \_\_\_\_\_ Mike \_\_\_\_\_ at home in the evenings?
17. Did \_\_\_\_\_ your mom \_\_\_\_\_ read to you at bedtime?

18. *Were* \_\_\_\_\_ you \_\_\_\_\_ in bed by nine?  
 19. *Can* \_\_\_\_\_ students \_\_\_\_\_ *understand* Prof. Milano's lectures?

*Directions:* Choose the 'correct place to add **EVER** to the following sentences.

20. *Do* \_\_\_\_\_ you \_\_\_\_\_ *work* hard?  
 21. *Is* \_\_\_\_\_ Mike \_\_\_\_\_ at home in the evenings?  
 22. *Did* \_\_\_\_\_ your mom \_\_\_\_\_ *read* to you at bedtime?  
 23. *Were* \_\_\_\_\_ you \_\_\_\_\_ in bed by nine?  
 24. *Can* \_\_\_\_\_ students \_\_\_\_\_ *understand* Prof. Milano's lectures?

**PART III: Placement of MIDSSENTENCE ADVERBS in NEGATIVE SENTENCES.**

*Directions:* Choose the correct place to add **PROBABLY** to the following sentences.

25. Janet \_\_\_\_\_ *won't* \_\_\_\_\_ *attend* a meeting.  
 26. Frank \_\_\_\_\_ *isn't* \_\_\_\_\_ in his office.  
 27. Emily \_\_\_\_\_ *doesn't* \_\_\_\_\_ *know* the answer.  
 28. Brian \_\_\_\_\_ *hasn't* \_\_\_\_\_ *finished* his homework yet.

*Directions:* Choose the correct place to add **EVER** to the following sentences.

29. Janet \_\_\_\_\_ *won't* \_\_\_\_\_ *give* me a straight answer.  
 30. Frank \_\_\_\_\_ *isn't* \_\_\_\_\_ in his office.

*Directions:* Choose the correct place to add **ALWAYS** to the following sentences.

31. Emily \_\_\_\_\_ *doesn't* \_\_\_\_\_ *know* the right answer in class.  
 32. Brian \_\_\_\_\_ *hasn't* \_\_\_\_\_ *finished* his homework on time.

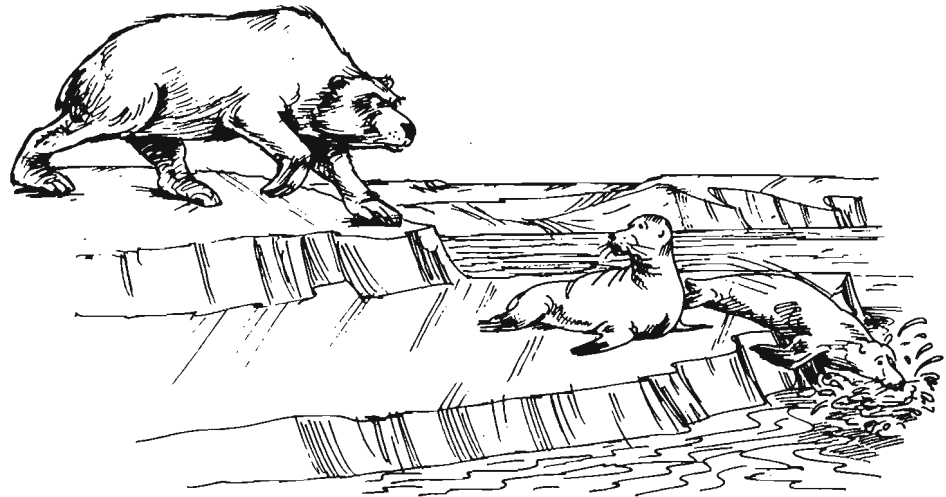
◇ **PRACTICE 16—GUIDED STUDY: Frequency adverbs. (Chart 7–8)**

*Directions:* Choose the appropriate **FREQUENCY ADVERB** to give a sentence with the same meaning. Put the frequency adverb in the correct place.

- Alice drives to work every day without exception. (*always, generally*)  
 → Alice \_\_\_\_\_ **always drives** \_\_\_\_\_ to work.
- Jake is tired all of the time. (*always, frequently*)  
 → Jake \_\_\_\_\_ **is always** \_\_\_\_\_ tired.
- Scott goes swimming at the beach only once a year. (*sometimes, rarely*)  
 → Scott \_\_\_\_\_ swimming at the beach.
- Have you met David French at any time in your life? (*just, ever*)  
 → Have you \_\_\_\_\_ David French?
- Karen isn't late for work at any time. (*generally, never*)  
 → Karen \_\_\_\_\_ late for work.
- Eric is late for work about once a month. (*usually, sometimes*)  
 → Eric \_\_\_\_\_ late for work.



7. Danny is absent from a lot of classes because of illness. (*occasionally, frequently*)  
 → Danny \_\_\_\_\_ absent because of illness.
8. Kathy is a happy, optimistic person most of the time. (*generally, always*)  
 → Kathy \_\_\_\_\_ a happy, optimistic person.
9. It seems to me that very, very few of my wishes come true. (*seldom, occasionally*)  
 → My wishes \_\_\_\_\_ true.
10. Polar bears are huge white bears that live along the northern coasts of Canada, Greenland, and Russia. For the most part, polar bears hunt seals for food. (*generally, rarely*)  
 → Polar bears \_\_\_\_\_ seals for food.



11. Very few polar bears have ever killed a human being. (*often, rarely*)  
 → Polar bears \_\_\_\_\_ human beings.
12. Human beings have killed large numbers of polar bears for their pelts. (*frequently, always*)  
 → Human beings \_\_\_\_\_ polar bears for their pelts.
13. Wild polar bears can live to be thirty-three years old. Polar bears in captivity in zoos may live a little longer. (*usually, seldom*)  
 → Polar bears \_\_\_\_\_ past thirty-five years of age.

◇ PRACTICE 17—SELFSTUDY: *Already, still, yet, anymore.* (Chart 7–9)

Directions: Choose the correct completion.

1. I haven't finished my composition yet. I'm **B** working on it.  
 A. already      B. still      C. yet      D. anymore
2. *Top Rock Videos* used to be my favorite TV show, but I stopped watching it a couple of years ago. I don't watch it \_\_\_\_\_.  
 A. already      B. still      C. yet      D. anymore
3. I don't have to take any more math classes. I've \_\_\_\_\_ taken all the required courses.  
 A. already      B. still      C. yet      D. anymore

4. I used to nearly choke on an airplane because of all the smoke in the cabin. But smoking is now forbidden by law on all domestic flights. You can't smoke in an airplane \_\_\_\_.
- A. already                      B. still                      C. yet                      D. anymore
5. I'm not quite ready to leave. I haven't finished packing my suitcase \_\_\_\_.
- A. already                      B. still                      C. yet                      D. anymore
6. "Don't you have a class at two?"  
 "Yeah, why?"  
 "Look at your watch."  
 "Oh my gosh, it's \_\_\_\_ past two! Bye!"
- A. already                      B. still                      C. yet                      D. anymore
7. Don't sit there! I painted that chair yesterday and the paint isn't completely dry \_\_\_\_.
- A. already                      B. still                      C. yet                      D. anymore
8. 1448 South 45th Street is Joe's old address. He doesn't live there \_\_\_\_.
- A. already                      B. still                      C. yet                      D. anymore
9. Mr. Wood is eighty-eight years old, but he \_\_\_\_ goes into his office every day.
- A. already                      B. still                      C. yet                      D. anymore
10. "Are you going to drive to Woodville with us for the street festival Saturday?"  
 "I don't know. I might. I haven't made up my mind \_\_\_\_."
- A. already                      B. still                      C. yet                      D. anymore

◇ PRACTICE 18—GUIDED STUDY: Adverb placement. (Charts 7–8 and 7–9)

Directions: Complete the sentences with your own words.

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

Possible responses:

*I'm not hungry because I've already eaten.*

*I'm not going to go to the movie because I've already seen it.*

*I don't have to take the English test because I've already taken it.*

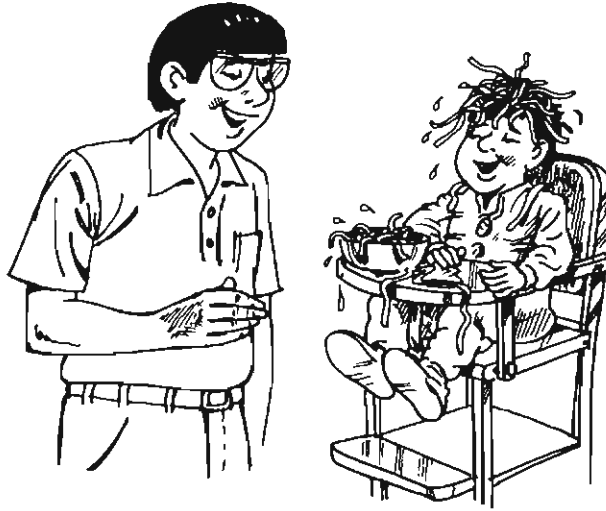
1. I used to . . . , but . . . anymore.
2. I can't . . . because I haven't . . . yet.
3. Are . . . still . . . ?
4. . . . because I've already . . . .
5. She didn't . . . because she probably hasn't . . . .
6. I still . . . , but . . . yet.
7. Dan doesn't . . . because he has already . . . .
8. I can . . . because I've finally . . . .
9. Ann . . . ago. She still . . . .
10. I don't . . . anymore, but . . . still . . . .

◇ PRACTICE 19—SELFSTUDY: The past perfect. (Chart 7–10)

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 emptied** a bowl of noodles on top of his head.
  - a. \_\_\_\_\_ I laughed.
  - b. \_\_\_\_\_ My son emptied a bowl of noodles on his head.




5. Oliver **arrived** at the airport on time, but he couldn't get on the plane. He **had left** his ticket at home.
  - a. \_\_\_\_\_ Oliver left his ticket at home.
  - b. \_\_\_\_\_ Oliver arrived at the airport.
6. I **handed** Betsy today's 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.





◇ PRACTICE 23—SELFSTUDY: Verb tense review. (Chapters 1, 2, 3, and 7)

Directions: Choose the correct completion.

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. has been driving    B. drives    C. drove    D. was driving
  2. In every culture, people \_\_\_\_\_ jewelry since prehistoric times.  
A. wear    B. wore    C. have worn    D. had worn
  3. It's hard for many young people to find jobs today. As a result, many young adults in their twenties and even early thirties \_\_\_\_\_ with their parents.  
A. have still lived    B. are still living    C. still lived    D. were still living
  4. Australian koala bears are interesting animals. They \_\_\_\_\_ practically their entire lives in trees without ever coming down to the ground.  
A. are spending  
B. have been spending  
C. spent  
D. spend
- 
5. If you continue to work hard and try your best, I \_\_\_\_\_ you. But if you stop working, I'm through.  
A. will help    B. am helping    C. help    D. have helped
  6. It's raining hard. It \_\_\_\_\_ an hour ago and \_\_\_\_\_ yet.  
A. starts . . . doesn't stop    C. has started . . . didn't stop  
B. started . . . hasn't stopped    D. was starting . . . isn't stopping
  7. Alex's bags are almost ready for his trip. He \_\_\_\_\_ for Syria later this afternoon.  
A. leave    B. left    C. has left    D. is leaving
  8. I heard a slight noise, so I walked to the front door to investigate. I looked down at the floor and saw a piece of paper. Someone \_\_\_\_\_ a note under the door to my apartment.  
A. has pushed    B. is pushing    C. had pushed    D. pushed
  9. I walked slowly through the market. People \_\_\_\_\_ all kinds of fruits and vegetables. I studied the prices carefully before I decided what to buy.  
A. have sold    B. sell    C. had sold    D. were selling
  10. The first advertisement on radio was broadcast in 1922. Since that time, companies \_\_\_\_\_ tens of billions of dollars to advertise their products on radio and television.  
A. are spending    B. have spent    C. spent    D. spend

◇ PRACTICE 24—GUIDED STUDY: Verb tense review. (Chapters 1, 2, 3, and 7)

Directions: Choose the correct completion.

1. Were you at the race yesterday? I \_\_\_\_\_ you there.  
A. haven't seen    B. didn't see    C. wasn't seeing    D. don't see
2. Nicky, please don't interrupt me. I \_\_\_\_\_ to Grandma on the phone. Go play with your trucks.  
A. talk    B. have talked    C. am talking    D. have been talking
3. Now listen carefully. When Aunt Martha \_\_\_\_\_ tomorrow, give her a big hug.  
A. arrives    B. will arrive    C. arrived    D. is going to arrive

4. 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
5. 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
6. Sarah gets angry easily. She \_\_\_\_ a bad temper ever since she was a child.  
A. has                              B. will have                      C. had                              D. has had
7. 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
8. I unlocked my door and walked into my apartment. I was surprised to see my nephew there. He \_\_\_\_ in the middle of the front room. He \_\_\_\_ in through an open window in the bathroom. I demanded to know why he was in my apartment.  
A. stood . . . was coming                              C. was standing . . . came  
B. stood . . . came                                      D. was standing . . . had come
9. Ever since I told Ted about my illness, he \_\_\_\_ me. Why are people like that?  
A. is avoiding                      B. avoided                      C. avoids                      D. has been avoiding
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

◇ PRACTICE 25—SELFSTUDY: Prepositions. (Chapter 7; Appendix 1)

Directions: Complete each sentence with the appropriate preposition.

1. Please don't argue. I insist **on** lending you the money for your vacation.
2. That thin coat you're wearing won't protect you \_\_\_\_\_ the bitter, cold wind.
3. A: What's the matter? Don't you approve \_\_\_\_\_ my behavior?  
B: No, I don't. I think you are rude.
4. A: Can I depend \_\_\_\_\_ you to pick up my mother at the airport tomorrow?  
B: Of course you can!
5. A: The police arrested a thief in my uncle's store yesterday.  
B: What's going to happen \_\_\_\_\_ him? Will he go to jail?
6. My friend Ken apologized \_\_\_\_\_ me \_\_\_\_\_ forgetting to pick me up in his car after the movie last night. I forgave him \_\_\_\_\_ leaving me outside the theater in the rain, but I'm not going to rely \_\_\_\_\_ him for transportation in the future.
7. A: Thank you \_\_\_\_\_ helping me move to my new apartment last weekend.  
B: You're welcome.
8. It isn't fair to compare Mr. Carlson \_\_\_\_\_ Ms. Anders. They're both good teachers, but they have different teaching methods.
9. I've had a bad cold for a week and just can't get rid \_\_\_\_\_ it.
10. Excuse me \_\_\_\_\_ interrupting you, but I have a call on the other line. Could I get back to you in a second?



## CHAPTER 8

# Count/Noncount Nouns and Articles

### ◇ PRACTICE 1—SELFSTUDY: Count and noncount nouns. (Charts 8-1 and 8-2)

Directions: Identify count and noncount nouns.

- Write the word **ONE** in the blank if possible.

NOTE: **One** is a number. It is used with singular count nouns.

- If it is not correct to use the word *one*, write a slash (/) in the blank.

NOTE: **One** cannot be used with noncount nouns. A *noncount noun* is called a “noncount noun” because you can’t “count” it with numbers *one, two, three*, etc.

1. I have _____ / _____ <b>furniture</b> in my apartment.	<i>furniture</i>	→	count	noncount
2. I have <u>one</u> <b>table</b> in my apartment.	<i>table</i>	→	count	noncount
3. Rita is wearing _____ <b>ring</b> on her left hand.	<i>ring</i>	→	count	noncount
4. Rita is wearing _____ <b>jewelry</b> on her left hand.	<i>jewelry</i>	→	count	noncount
5. I have _____ <b>homework</b> to do tonight.	<i>homework</i>	→	count	noncount
6. I have _____ <b>assignment</b> to do.	<i>assignment</i>	→	count	noncount
7. I have _____ <b>job</b> to finish.	<i>job</i>	→	count	noncount
8. I have _____ <b>work</b> to do.	<i>work</i>	→	count	noncount
9. I asked _____ <b>question</b> .	<i>question</i>	→	count	noncount
10. I was looking for _____ <b>information</b> .	<i>information</i>	→	count	noncount
11. I learned _____ new <b>word</b> today.	<i>word</i>	→	count	noncount
12. I learn _____ new <b>vocabulary</b> every day.	<i>vocabulary</i>	→	count	noncount

### ◇ PRACTICE 2—SELFSTUDY: Count and noncount nouns: *a/an* and *some*. (Charts 8-1 and 8-2)

Directions: Complete the sentences with **A/AN** (for count nouns) or **SOME** (for noncount nouns).

1. I bought some **furniture** for my apartment.
2. I bought a **table** for my apartment.
3. Rita is wearing \_\_\_\_\_ **ring** on her left hand.
4. Rita is wearing \_\_\_\_\_ **jewelry** on her left hand.
5. I have \_\_\_\_\_ **homework** to do tonight.
6. I have \_\_\_\_\_ **assignment** to do.
7. I have \_\_\_\_\_ **job** to finish.
8. I have \_\_\_\_\_ **work** to do.





9. I asked \_\_\_\_\_ **question**.
10. I was looking for \_\_\_\_\_ **information**.
11. I learned \_\_\_\_\_ **new word** today.
12. I learn \_\_\_\_\_ **new vocabulary** every day.

◇ PRACTICE 3—SELFSTUDY: Count and noncount nouns: adding -s. (Charts 8-1 and 8-2)

Directions: Add -s if possible. Otherwise, write a slash (/) in the blank.

1. I bought **some furniture** / for my apartment.
2. I bought **some table** \_\_\_\_\_ for my apartment.
3. Rita is wearing **some ring** \_\_\_\_\_ on her left hand.
4. Rita is wearing **some jewelry** \_\_\_\_\_ on her left hand.
5. I have **some homework** \_\_\_\_\_ to do tonight.
6. I have **some assignment** \_\_\_\_\_ to do.
7. I have **some job** \_\_\_\_\_ to finish.
8. I have **some work** \_\_\_\_\_ to do.
9. I asked **some question** \_\_\_\_\_.
10. I was looking for **some information** \_\_\_\_\_.
11. I learned **some new word** \_\_\_\_\_ today.
12. I learn **some new vocabulary** \_\_\_\_\_ every day.



◇ PRACTICE 4—SELFSTUDY: Count and noncount nouns: using two. (Charts 8-1 and 8-2)

Directions: Change SOME to TWO if possible. Otherwise, write nothing.

1. I bought **some furniture** for my apartment. (*no change*)
2. I bought <sup>two</sup>~~some~~ **tables** for my apartment.
3. Rita is wearing **some rings** on her left hand.
4. Rita is wearing **some jewelry** on her left hand.
5. I have **some homework** to do tonight.
6. I have **some assignments** to do.
7. I have **some jobs** to finish.
8. I have **some work** to do.
9. I asked **some questions**.
10. I was looking for **some information**.
11. I learned **some new words** today.
12. I learn **some new vocabulary** every day.



◇ PRACTICE 5—SELFSTUDY: Count and noncount nouns: using *a lot of*. (Charts 8-1 and 8-2)

Directions: Change **SOME** to **A LOT OF** if possible. Otherwise, write nothing.

*a lot of*

1. I bought ~~some~~ **furniture** for my apartment.

*a lot of*

2. I bought ~~some~~ **tables** for my apartment.

3. Rita is wearing **some rings** on her left hand.

4. Rita is wearing **some jewelry** on her left hand.

5. I have **some homework** to do tonight.

6. I have **some assignments** to do.

7. I have **some jobs** to finish.

8. I have **some work** to do.

9. I asked **some questions**.

10. I was looking for **some information**.

11. I learned **some new words** today.

12. I learn **some new vocabulary** every day.



◇ PRACTICE 6—SELFSTUDY: Count and noncount nouns: using *too many* and *too much*. (Charts 8-1 and 8-2)

Directions: Complete the sentences with **MANY** or **MUCH**.

1. I bought too much **furniture** for my apartment.

2. I bought too many **tables** for my apartment.

3. Rita is wearing too \_\_\_\_\_ **rings** on her left hand.

4. Rita is wearing too \_\_\_\_\_ **jewelry** on her left hand.

5. I can't go to a movie tonight. I have too \_\_\_\_\_

**homework** to do.

6. I have too \_\_\_\_\_ **assignments** to do.

I can't finish all of them.

7. I have too \_\_\_\_\_ **jobs** to finish. I can't do all of them.

8. I have too \_\_\_\_\_ **work** to do. I can't finish all of it.

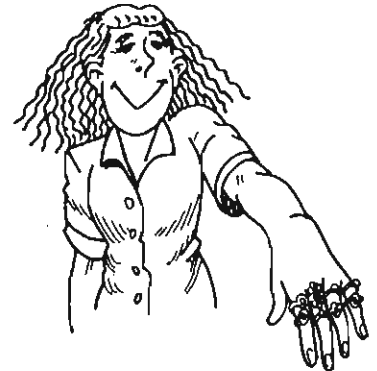
9. The child asked too \_\_\_\_\_ **questions**. I couldn't answer all of them.

10. I can't remember everything I read in the encyclopedia. There is too \_\_\_\_\_

**information** for me to remember all of it.

11. Sam's writing is wordy. He uses too \_\_\_\_\_ **words** when he writes.

12. The teacher asked us to learn too \_\_\_\_\_ new **vocabulary**. I couldn't remember all the new words.



◇ PRACTICE 7—SELFSTUDY: Count and noncount nouns: using *a few* and *a little*. (Charts 8-1 and 8-2)

Directions: Complete the sentences with **A FEW** or **A LITTLE**.

1. I bought a little **furniture** for my apartment.
2. I bought a few **tables** for my apartment.
3. Rita is wearing \_\_\_\_\_ **rings** on her left hand.
4. Rita is wearing \_\_\_\_\_ **jewelry** on her left hand.
5. I have \_\_\_\_\_ **homework** to do tonight.
6. I have \_\_\_\_\_ **assignments** to do.
7. I have \_\_\_\_\_ **jobs** to finish.
8. I have \_\_\_\_\_ **work** to do.
9. I asked \_\_\_\_\_ **questions**.
10. I was looking for \_\_\_\_\_ **information**.
11. I learned \_\_\_\_\_ **new words** today.
12. I learn \_\_\_\_\_ **new vocabulary** every day.



◇ PRACTICE 8—SELFSTUDY: *A* vs. *an*: singular count nouns. (Charts 8-1 and 8-2)

Directions: Write **A** or **AN** in the blanks.

- |                     |                         |
|---------------------|-------------------------|
| 1. ____ game        | 13. ____ eye            |
| 2. ____ rock        | 14. ____ new car        |
| 3. ____ store       | 15. ____ old car        |
| 4. ____ army        | 16. ____ used car       |
| 5. ____ egg         | 17. ____ uncle          |
| 6. ____ island      | 18. ____ house          |
| 7. ____ ocean       | 19. ____ honest mistake |
| 8. ____ umbrella    | 20. ____ hospital       |
| 9. ____ university* | 21. ____ hand           |
| 10. ____ horse      | 22. ____ aunt           |
| 11. ____ hour**     | 23. ____ ant            |
| 12. ____ star       | 24. ____ neighbor       |

\**A university, a unit, a uniform, a union*: these nouns begin with a consonant sound, so **a** (not *an*) is used. *An uncle, an umbrella, an umpire, an urge*: these nouns begin with a vowel sound, so **an** (not *a*) is used.

\*\*If the "h" is silent, **an** is used: *an hour, an honor, an honest person*. Usually the "h" is pronounced and **a** is used: *a holiday, a hotel, a hero, a high point, a home*, etc.

◇ PRACTICE 9—SELFSTUDY: *A/an vs. some.* (Charts 8-1 → 8-3)

Directions: Complete the sentences with **SOME** or **A/AN**.

1. I wrote   **a**   letter.
2. I got   **some**   mail.
3. We bought            **equipment** for our camping trip.
4. You need            **tool** to cut wood.
5. I ate            **food**.
6. I had            **apple**.
7. I wore            old **clothing**.
8. I wore            old **shirt**.
9. Jim asked me for            **advice**.
10. I gave Jim            **suggestion**.
11. I read            interesting **story** in the paper.
12. The paper has            interesting **news** today.
13. I read            **poem** after dinner.
14. I read            **poetry** after dinner.
15. I know            **song** from India.
16. I know            Indian **music**.
17. I learned            new **idiom**.
18. I learned            new **slang**.

◇ PRACTICE 10—SELFSTUDY: *Count and noncount nouns.* (Charts 8-1 → 8-3)

Directions: Add final **-S/-ES** if possible. Otherwise, write a slash ( / ) in the blank.

1. I'm learning a lot of **grammar**   /  .
2. We're studying count and noncount **noun**   **s**  .
3. Olga knows several **language**       .
4. Olga has learned a lot of **English**       .
5. Sara doesn't like to wear **makeup**       .
6. We enjoyed the **scenery**        in the countryside.
7. Colorado has high **mountain**       .
8. City streets usually have a lot of **traffic**       .
9. The streets are full of **automobile**       .
10. I had **sand**        in my shoes from walking on the beach.
11. The air was full of **dust**        from the wind storm.
12. Florida is famous for its white sand **beach**       .
13. I've learned a lot of **slang**        from my new friends.
14. I made a lot of **mistake**        on my last composition.
15. I have some important **information**        for you.

16. I have some important **fact** \_\_\_\_ for you.
17. My favorite team has won a lot of **game** \_\_\_\_ this year.
18. Thailand and India have a lot of hot **weather** \_\_\_\_.
19. We heard a lot of **thunder** \_\_\_\_ during the storm.
20. I drink a lot of **water** \_\_\_\_ when the weather is hot.
21. Both of my **parent** \_\_\_\_ have very good **health** \_\_\_\_.
22. A **circle** \_\_\_\_ has 360 **degree** \_\_\_\_.
23. **Professor** \_\_\_\_ have a lot of **knowledge** \_\_\_\_ about their fields of study.
24. Everyone in my **family** \_\_\_\_ wished me a lot a **luck** \_\_\_\_.
25. I thanked my two **neighbor** \_\_\_\_ for their **help** \_\_\_\_.
26. Sometimes **factory** \_\_\_\_ \* cause **pollution** \_\_\_\_.
27. Parents take **pride** \_\_\_\_ in the success of their **children** \_\_\_\_.\*\*
28. I admire **people** \_\_\_\_ who use their **intelligence** \_\_\_\_ to the fullest extent.

◇ PRACTICE 11—GUIDED STUDY: Count and noncount nouns. (Chart 4-1 and 8-1 → 8-3)

Directions: Add final -S/-ES as necessary. Do not make any other changes. The number in parentheses at the end of each section is the number of nouns that need final -s/-es.

**Plants**

**things**

1. ~~Plant~~ are the oldest living ~~thing~~ on earth. (2) = (2 nouns need final -s/-es)
2. Scientist divide living thing into two group: plant and animal. Generally speaking, plant stay in one place, but animal move around. (7)
3. Flower, grass, and tree grow every place where people live. Plant also grow in desert, in ocean, on mountaintop, and in polar region. (7)
4. Plant are useful to people. We eat them. We use them for clothing. We build house from them. Plant are also important to our health. We get many kind of beneficial drug from plant. In addition, plant provide beauty and enjoyment to all our life. (8)
5. Crop are plant that people grow for food. Nature can ruin crop. Bad weather—such as too much rain or too little rain—can destroy field of corn or wheat. Natural disaster such as flood and storm have caused farmer many problem since people first began to grow their own food. (9)
6. Food is a necessity for all living thing. All animal and plant need to eat. Most plant take what they need through their root and their leaf. The majority of insect live solely on plant. Many bird have a diet of worm and insect. Reptile eat small animal, egg, and insect. (15)

\*See Chart 4-1 for variations in the spelling of words with a final -s.

\*\*Some nouns have irregular plurals. See Chart 4-1.

◇ PRACTICE 12—GUIDED STUDY: Count and noncount nouns. (Charts 8-1 → 8-3)

Directions: Choose one or more of the given topics. MAKE A LIST of the things you see. Use expressions of quantity when appropriate.

Example: *I'm sitting in my office. These are the things I see:*

- two windows
- three desk lamps
- a lot of books—around 200 books about English grammar
- office equipment—a Macintosh computer, a printer, a photocopy machine
- typical office supplies—a stapler, paper clips, pens, pencils, a ruler, disks
- some photographs—three pictures of my daughter, one of my husband, one of my parents, two photos of my editors, and several pictures of good friends
- Etc.

1. Sit in any room of your choosing. List the things you see (including things other people are wearing if you wish).
2. Look out a window. List the things and people you see.
3. Go to a place outdoors (a park, a zoo, a city street) and list what you see.
4. Travel in your imagination to a room you lived in when you were a child. List everything you can remember about that room.

◇ PRACTICE 13—SELFSTUDY: *How many* and *how much*. (Charts 8-1 → 8-3; 4-1; and 6-2)

Directions: Complete the questions with **MANY** or **MUCH**. Add final **-S/-ES** if necessary to make a noun plural. (Some of the count nouns have irregular plural forms.) If a verb is needed, choose the correct one from the parentheses. If final **-S/-ES** is not necessary, put a slash ( / ) in the blank.

1. How many letter s (is, are) there in the English alphabet?<sup>1</sup>
2. How much mail / did you get yesterday?
3. How many man men (has, have) a full beard at least once in their life?
4. How many family ies (is, are) there in your apartment building?
5. How \_\_\_\_\_ word \_\_\_\_\_ (is, are) there in this sentence?
6. How \_\_\_\_\_ sentence \_\_\_\_\_ (is, are) there in this exercise?
7. How \_\_\_\_\_ chalk \_\_\_\_\_ (is, are) there in the classroom?
8. How \_\_\_\_\_ English \_\_\_\_\_ does Stefan know?
9. How \_\_\_\_\_ English literature \_\_\_\_\_ have you studied?
10. How \_\_\_\_\_ English word \_\_\_\_\_ do you know?
11. How \_\_\_\_\_ gasoline \_\_\_\_\_ does it take to fill the tank in your car?  
(British: How \_\_\_\_\_ petrol \_\_\_\_\_ does it take to fill the tank?)
12. How \_\_\_\_\_ homework \_\_\_\_\_ did the teacher assign?
13. How \_\_\_\_\_ grandchild \_\_\_\_\_ does Mrs. Cunningham have?
14. How \_\_\_\_\_ page \_\_\_\_\_ (is, are) there in this book?
15. How \_\_\_\_\_ library \_\_\_\_\_ (is, are) there in the U.S.?<sup>2</sup>

<sup>1</sup>Answer: twenty-six (26) = There are twenty-six letters in the English alphabet.

<sup>2</sup>Answer: approximately fifteen thousand (15,000).

16. How \_\_\_\_\_ **bone** \_\_\_\_\_ (is, are) there in the human body?<sup>3</sup>
17. How \_\_\_\_\_ **tooth** \_\_\_\_\_ does the average person have?<sup>4</sup>
18. How \_\_\_\_\_ **water** \_\_\_\_\_ do you drink every day?
19. How \_\_\_\_\_ **cup** \_\_\_\_\_ of tea do you usually drink in an average day?
20. How \_\_\_\_\_ **tea** \_\_\_\_\_ do you usually drink in an average day?
21. How \_\_\_\_\_ **glass** \_\_\_\_\_ of water do you drink every day?
22. How \_\_\_\_\_ **fun** \_\_\_\_\_ did you have at the amusement park?
23. How \_\_\_\_\_ **education** \_\_\_\_\_ does Ms. Martinez have?
24. How \_\_\_\_\_ **soap** \_\_\_\_\_ should I use in the dishwasher?
25. How \_\_\_\_\_ **island** \_\_\_\_\_ (is, are) there in Indonesia?<sup>5</sup>
26. How \_\_\_\_\_ **people** \_\_\_\_\_ (was, were) there on earth 2,000 years ago?<sup>6</sup>
27. How \_\_\_\_\_ **human being** \_\_\_\_\_ (is are) there in the world today?<sup>7</sup>
28. How \_\_\_\_\_ **people** \_\_\_\_\_ will there be by the year 2030?<sup>8</sup>
29. How \_\_\_\_\_ **zero** \_\_\_\_\_ (is, are) there in a billion?<sup>9</sup>
30. How \_\_\_\_\_ **butterfly** \_\_\_\_\_ can you see in one hour on a summer day in a flower garden?

◇ PRACTICE 14—SELFSTUDY: *A few vs. a little.* (Charts 8-1 → 8-3)

Directions: Complete the sentences with **A FEW** or **A LITTLE**. Add a final **-S** to the noun if necessary. Otherwise, write a slash (/) in the blank.

1. Let's listen to \_\_\_\_\_ **a little** \_\_\_\_\_ **music** / \_\_\_\_\_ during dinner.
2. Let's sing \_\_\_\_\_ **a few** \_\_\_\_\_ **song** **s** \_\_\_\_\_ around the campfire.
3. We all need \_\_\_\_\_ **help** \_\_\_\_\_ at times.
4. Ingrid is from Sweden, but she knows \_\_\_\_\_ **English** \_\_\_\_\_.
5. I need \_\_\_\_\_ more **apple** \_\_\_\_\_ to make a pie.
6. I like \_\_\_\_\_ **honey** \_\_\_\_\_ in my coffee.
7. I have a problem. Could you give me \_\_\_\_\_ **advice** \_\_\_\_\_?
8. I need \_\_\_\_\_ **suggestion** \_\_\_\_\_.
9. He asked \_\_\_\_\_ **question** \_\_\_\_\_.
10. We talked to \_\_\_\_\_ **people** \_\_\_\_\_ on the plane.
11. Please give me \_\_\_\_\_ more **minute** \_\_\_\_\_.
12. Ann opened the curtains to let in \_\_\_\_\_ **light** \_\_\_\_\_ from outdoors.
13. I have \_\_\_\_\_ **homework** \_\_\_\_\_ to do tonight.

<sup>3</sup>Answer: two hundred and six (206).

<sup>4</sup>Answer: thirty-two (32).

<sup>5</sup>Answer: more than thirteen thousand seven hundred (13,700).

<sup>6</sup>Answer: approximately two hundred and fifty million (250,000,000).

<sup>7</sup>Answer: around six billion (6,000,000,000).

<sup>8</sup>Answer: estimated at more than twelve billion (12,000,000,000).

<sup>9</sup>Answer: nine (9).

◇ PRACTICE 15—SELFSTUDY: *How many and how much.* (Charts 8-1 → 8-4; 4-1; and 6-2)

Directions: Make questions with **HOW MANY** or **HOW MUCH**. Use the information in parentheses to form Speaker A's question.

1. A: How **How many children do the Millers have?**  
B: Three. (The Millers have three children.)
2. A: How **How much money does Jake make?**  
B: A lot. (Jake makes a lot of money.)
3. A: How \_\_\_\_\_  
B: Eleven. (There are eleven players on a soccer team.)
4. A: How \_\_\_\_\_  
B: Just a little. (I have just a little homework tonight.)
5. A: How \_\_\_\_\_  
B: 5,280. (There are 5,280 feet in a mile.)\*
6. A: How \_\_\_\_\_  
B: 1,000. (There are 1,000 meters/metres in a kilometer/kilometre.)
7. A: How \_\_\_\_\_  
B: Three. (I took three suitcases on the plane to Florida.)
8. A: How \_\_\_\_\_  
B: A lot. (I took a lot of suntan oil with me.)
9. A: How \_\_\_\_\_  
B: Two pairs. (I took two pairs of sandals.)
10. A: How \_\_\_\_\_  
B: One tube. (I took one tube of toothpaste.)
11. A: How \_\_\_\_\_  
B: Just a short time, only two hours. (The flight took two hours.)
12. A: How \_\_\_\_\_  
B: Three. (I've been in Florida three times.)
13. A: How \_\_\_\_\_  
B: A lot. (There are a lot of apples in the two baskets.)
14. A: How \_\_\_\_\_  
B: A lot. (There is a lot of fruit in the two baskets.)



\*1 foot = 30 centimeters/centimetres; 1 mile = 1.6 kilometers/kilometres.



◇ PRACTICE 16—SELFSTUDY: Units of measure with noncount nouns. (Chart 8–5)

Directions: What units of measure are usually used with the following nouns? More than one unit of measure can be used with some of the nouns.

**PART I:** You are going to the store. What are you going to buy? Choose from these units of measure:

- | <i>bag</i>                          | <i>bottle</i> | <i>box</i> | <i>can (tin)*</i> | <i>jar</i>                |
|-------------------------------------|---------------|------------|-------------------|---------------------------|
| 1. a <u>can/jar</u> of olives       |               |            |                   | 8. a _____ of sugar       |
| 2. a <u>box</u> of breakfast cereal |               |            |                   | 9. a _____ of wine        |
| 3. a _____ of mineral water         |               |            |                   | 10. a _____ of corn       |
| 4. a _____ of jam or jelly          |               |            |                   | 11. a _____ of peas       |
| 5. a _____ of tuna fish             |               |            |                   | 12. a _____ of flour      |
| 6. a _____ of crackers              |               |            |                   | 13. a _____ of soda pop** |
| 7. a _____ of soup                  |               |            |                   | 14. a _____ of paint      |

**PART II:** You are hungry and thirsty. What are you going to have? Choose from these units of measure:

- | <i>bowl</i>                           | <i>cup</i> | <i>glass</i> | <i>piece</i> | <i>slice</i>                              |
|---------------------------------------|------------|--------------|--------------|---|
| 15. a <u>cup/glass</u> of green tea   |            |              |              | 23. a _____ of beer                       |
| 16. a <u>bowl</u> of breakfast cereal |            |              |              | 24. a _____ of noodles                    |
| 17. a _____ of cantaloupe             |            |              |              | 25. a _____ of mineral water              |
| 18. a _____ of bread                  |            |              |              | 26. a _____ of popcorn                    |
| 19. a _____ of apple pie              |            |              |              | 27. a _____ of cheese on a cracker        |
| 20. a _____ of orange juice           |            |              |              | 28. a _____ of rice                       |
| 21. a _____ of soup                   |            |              |              | 29. a _____ of strawberries and ice cream |
| 22. a _____ of candy                  |            |              |              |   |

◇ PRACTICE 17—GUIDED STUDY: Units of measure with noncount nouns. (Chart 8–5)

Directions: What units of measure are usually used with the following nouns? More than one unit of measure can be used with some of the nouns.

You are going to the store. What are you going to buy? Choose from these units of measure:

- | <i>bag</i>                      | <i>bottle</i> | <i>box</i> | <i>can (tin)</i> | <i>jar</i>                     |
|---------------------------------|---------------|------------|------------------|--------------------------------|
| 1. a _____ of pickles           |               |            |                  | 6. a _____ of sugar            |
| 2. a _____ of aspirin           |               |            |                  | 7. a _____ of peanut butter    |
| 3. a _____ of laundry detergent |               |            |                  | 8. a _____ of soy sauce        |
| 4. a _____ of instant coffee    |               |            |                  | 9. a _____ of uncooked noodles |
| 5. a _____ of sardines          |               |            |                  | 10. a _____ of refried beans   |

\*a can = a tin in British English.

\*\*Soda pop refers to sweet carbonated beverages (also called “soft drinks”). This kind of drink is called “soda” in some parts of the United States, but “pop” in other parts of the country.

◇ PRACTICE 18—GUIDED STUDY: *How many and how much.*  
(Charts 8-1 → 8-3; 4-1; and 6-2)

Directions: Pair up with another student.

**PART I:** Pretend you are going on a trip. Make a list of ten or so things you are going to take. Exchange your list with your partner. Using your partner's list, ask **HOW MANY** or **HOW MUCH** of each item she/he is going to take on her/his trip.

*Example:* STUDENT A's list: suitcases, money, a passport, shoes (etc.)

STUDENT B: How many suitcases are you going to take?

STUDENT A: Two.

STUDENT B: How much money?

STUDENT A: Three hundred dollars.

STUDENT B: How many passports?

STUDENT A: Just one, of course.

STUDENT B: How many pairs of shoes?

STUDENT A: Etc.

**PART II:** Look at the shopping list.

STUDENT A: Ask your partner **HOW MANY** or **HOW MUCH** of each item he/she is going to buy.

STUDENT B: Make up a reasonable answer.



**PART III:** Pretend you are going on a shopping trip. Make a list of ten or so things you are going to buy. Exchange your list with your partner. Using your partner's list, ask questions using **HOW MANY**, **HOW MUCH**, **WHAT KIND OF**, or any other question that occurs to you.

◇ PRACTICE 19—GUIDED STUDY: *Count and noncount nouns.* (Charts 8-1 → 8-3)

Directions: In several paragraphs, describe the perfect meal. Use your imagination. If you use the name of a dish that your reader is probably unfamiliar with, describe it in parentheses.

*Example:*

*I'm going to imagine for you the perfect meal. I am on a terrace high on a hillside in Nepal. When I look out, I see snow-capped mountains in the distance. The valley below is hazy and beautiful. I'm with my friends Olga and Roberto. The table has a white tablecloth and a vase of blue flowers. I'm going to eat all of my favorite kinds of food.*

*First the waiter is going to bring escargots. (Escargots are snails cooked in butter and seasoned with garlic and other herbs). Etc.*

◇ PRACTICE 20—SELFSTUDY: Noncount abstractions. (Chart 8–3)

Directions: Complete the sentence in COLUMN A with words from COLUMN B. The completed sentences will be common sayings in English.

**COLUMN A**

1. Ignorance is   D
2. Honesty is \_\_\_\_\_
3. Time is \_\_\_\_\_
4. Laughter is \_\_\_\_\_
5. Beauty is \_\_\_\_\_
6. Knowledge is \_\_\_\_\_
7. Experience is \_\_\_\_\_

**COLUMN B**

- A. the best teacher.
- B. the best medicine.
- C. power.
- ✓D. bliss.\*
- E. in the eye of the beholder.
- F. money.
- G. the best policy.

◇ PRACTICE 21—GUIDED STUDY: Noncount abstractions. (Chart 8–3)

Directions: In groups (or by yourself), complete the lists with ABSTRACT NOUNS.

a. Name six good qualities you admire in a person.

- |                               |          |
|-------------------------------|----------|
| 1. <u>  <b>patience</b>  </u> | 4. _____ |
| 2. _____                      | 5. _____ |
| 3. _____                      | 6. _____ |

b. Name five bad qualities people can have.

- |                            |          |
|----------------------------|----------|
| 1. <u>  <b>greed</b>  </u> | 4. _____ |
| 2. _____                   | 5. _____ |
| 3. _____                   |          |

c. What conditions, goals, and values is it important for a country to have?

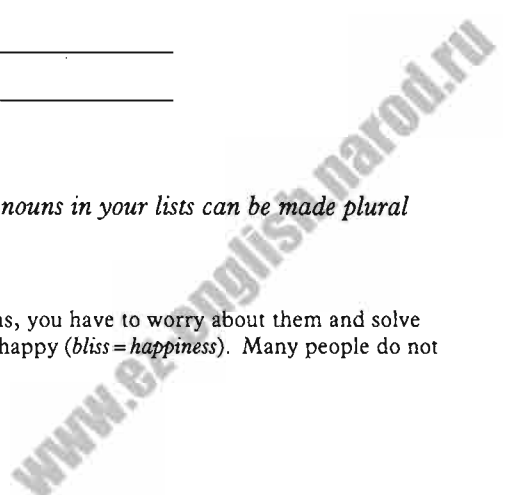
- |                                 |          |
|---------------------------------|----------|
| 1. <u>  <b>prosperity</b>  </u> | 4. _____ |
| 2. _____                        | 5. _____ |
| 3. _____                        |          |

d. Certain bad conditions exist in the world. What are they?

- |                             |          |
|-----------------------------|----------|
| 1. <u>  <b>hunger</b>  </u> | 4. _____ |
| 2. _____                    | 5. _____ |
| 3. _____                    |          |

After you finish the lists, answer this question: How many of the nouns in your lists can be made plural with a final *-s/-es*? Add *-s/-es* to the nouns if possible.

\*“Ignorance is bliss” is a saying. It means: If you know about problems, you have to worry about them and solve them. If you don’t know about problems, you can avoid them and be happy (*bliss = happiness*). Many people do not believe that this saying is true. What do you think?



◇ PRACTICE 22—SELFSTUDY: Using *a* or *ø* for generalizations. (Chart 8-6)

Directions: Write **A** or **Ø** in the blank before each singular noun. Then write a sentence with the plural form of the noun if possible.

**SINGULAR SUBJECTS**

1. **A** bird has feathers.
2. **Ø** corn is nutritious.
3. \_\_\_\_\_ milk is white.
4. \_\_\_\_\_ flower is beautiful.
5. \_\_\_\_\_ water is a clear liquid.
6. \_\_\_\_\_ horse is strong.
7. \_\_\_\_\_ jewelry is expensive.
8. \_\_\_\_\_ honey comes from bees.
9. \_\_\_\_\_ shirt has sleeves.
10. \_\_\_\_\_ soap produces bubbles.

**PLURAL SUBJECTS**

1. **Birds have feathers.**
2. (none possible)
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

◇ PRACTICE 23—SELFSTUDY: Using *a* or *some*. (Chart 8-6)

Directions: Write **A** or **SOME** in the blank before each singular noun. Then write a sentence with the plural form of the noun if possible.

**SINGULAR OBJECTS**

1. I saw **a** \_\_\_\_\_ bird.
2. I ate **some** \_\_\_\_\_ corn.
3. Would you like \_\_\_\_\_ milk?
4. I picked \_\_\_\_\_ flower.
5. I drank \_\_\_\_\_ water.
6. I fed grass to \_\_\_\_\_ horse.
7. Pat is wearing \_\_\_\_\_ jewelry.
8. I bought \_\_\_\_\_ honey.
9. Tom bought \_\_\_\_\_ new shirt.
10. I need \_\_\_\_\_ soap to wash the dishes.

**PLURAL OBJECTS**

1. **I saw some birds.**
2. (none possible)
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

◇ PRACTICE 24—SELFSTUDY: *A/an* vs. *the*: singular count nouns. (Chart 8-6)

Directions: Complete the sentences with **A/AN** or **THE**.

1. A: **A** dog makes a good pet.  
B: I agree.
2. A: Did you feed **the** dog?  
B: Yes, I did.

3. A: Let's listen to \_\_\_\_\_ radio.  
B: Okay. I'll turn it on.
4. A: Does your car have \_\_\_\_\_ radio?  
B: Yes, and \_\_\_\_\_ tape player.
5. My dorm room has \_\_\_\_\_ desk, \_\_\_\_\_ bed, \_\_\_\_\_ chest of drawers, and two chairs.
6. A: Jessica, where's the stapler?  
B: On \_\_\_\_\_ desk. If it's not there, look in \_\_\_\_\_ top drawer.
7. A: Sara, put your bike in \_\_\_\_\_ basement before dark.  
B: Okay, Dad.
8. Our apartment building has \_\_\_\_\_ basement. Sara keeps her bike there at night.
9. Every sentence has \_\_\_\_\_ subject and \_\_\_\_\_ verb.
10. Look at this sentence: *Jack lives in Miami.* What is \_\_\_\_\_ subject and what is \_\_\_\_\_ verb?
11. A: I can't see you at four. I'll be in \_\_\_\_\_ meeting then. How about four-thirty?  
B: Fine.
12. A: What time does \_\_\_\_\_ meeting start Tuesday?  
B: Eight.
13. Jack's car ran out of gas. He had to walk \_\_\_\_\_ long distance to find \_\_\_\_\_ telephone and call his brother for help.
14. \_\_\_\_\_ distance from \_\_\_\_\_ sun to \_\_\_\_\_ earth is 93,000,000 miles.
15. A: Jake, \_\_\_\_\_ telephone is ringing. Can you get it?  
B: Sure.
16. A: I have \_\_\_\_\_ question.  
B: Okay. What do you want to know?
17. A: Ms. Ming, you have to help me!  
B: Calm down. What's \_\_\_\_\_ problem?
18. A: I wrote \_\_\_\_\_ poem. Would you like to read it?  
B: Sure. What's it about?
19. A: Was \_\_\_\_\_ lecture interesting?  
B: Yes. \_\_\_\_\_ speaker gave \_\_\_\_\_ interesting talk.
20. A: Where should we go for \_\_\_\_\_ cup of coffee after class?  
B: Let's go to \_\_\_\_\_ cafe around \_\_\_\_\_ corner from the First National Bank.

◇ PRACTICE 25 —SELFSTUDY: *Ø* vs. *the*: plural count nouns and noncount nouns. (Chart 8–6)

Directions: Write *Ø* or *THE* in the blanks.

1. A: \_\_\_\_\_ *Ø* \_\_\_\_\_ dogs make good pets.  
B: I agree.
2. A: Did you feed \_\_\_\_\_ *the* \_\_\_\_\_ dogs?  
B: Yes, I did.
3. A: \_\_\_\_\_ *Ø* \_\_\_\_\_ fruit is good for you.  
B: I agree.
4. A: \_\_\_\_\_ *The* \_\_\_\_\_ fruit in this bowl is ripe.  
B: Good. I think I'll have a piece.
5. As every parent knows, \_\_\_\_\_ children require a lot of time and attention.
6. A: Frank, where are \_\_\_\_\_ children?  
B: Next door at the Jacksons.
7. \_\_\_\_\_ paper is made from \_\_\_\_\_ trees or other plants.
8. \_\_\_\_\_ paper in my notebook is lined.
9. A: Mom, please pass \_\_\_\_\_ potatoes.  
B: Here you are. Anything else? Want some more chicken, too?
10. \_\_\_\_\_ potatoes are \_\_\_\_\_ vegetables.
11. \_\_\_\_\_ nurses are trained to care for sick and injured people.
12. When I was in Memorial Hospital, \_\_\_\_\_ nurses were wonderful.
13. \_\_\_\_\_ frogs are \_\_\_\_\_ small animals without \_\_\_\_\_ tails that live on land or in water. \_\_\_\_\_ turtles also live on land or in water, but they have \_\_\_\_\_ tails and \_\_\_\_\_ hard shells.
14. A: Nicole, what are those animals doing in here!?  
B: We're playing. \_\_\_\_\_ frogs belong to Jason. \_\_\_\_\_ turtles are mine.



15. There are many kinds of \_\_\_\_\_ books. We use \_\_\_\_\_ textbooks and \_\_\_\_\_ workbooks in school. We use \_\_\_\_\_ dictionaries and \_\_\_\_\_ encyclopedias for reference. For \_\_\_\_\_ entertainment, we read \_\_\_\_\_ novels and \_\_\_\_\_ poetry.
16. \_\_\_\_\_ books on this desk are mine.
17. All of our food comes from \_\_\_\_\_ plants. Some food, such as \_\_\_\_\_ fruit and \_\_\_\_\_ vegetables, comes directly from \_\_\_\_\_ plants. Other food, such as \_\_\_\_\_ meat, comes indirectly from \_\_\_\_\_ plants.
18. I'm not very good at keeping houseplants alive. \_\_\_\_\_ plants in my apartment have to be tough. They survive in spite of me.
19. A: What do you want to be when you grow up?  
 B: \_\_\_\_\_ engineer.  
 A: Really? Why?  
 B: Because \_\_\_\_\_ engineers build \_\_\_\_\_ bridges.  
 A: That's right. And where do they build bridges?  
 B: Across \_\_\_\_\_ rivers, across \_\_\_\_\_ valleys, across \_\_\_\_\_ highways, across \_\_\_\_\_ railroad tracks, and across \_\_\_\_\_ other places I can't think of right now.
20. There was a bad earthquake in my city. I couldn't drive from my side of the city to the other side because \_\_\_\_\_ bridges across the river were unsafe. All of them had been damaged in the quake.

◇ PRACTICE 26—SELFSTUDY: Using *the* for second mention. (Chart 8–6)

Directions: Write *A/AN*, *SOME*, or *THE* in the blanks.

1. I had   **a**   banana and   **an**   apple. I gave   **the**   banana to Mary. I ate   **the**   apple.
2. I had   **some**   bananas and   **some**   apples. I gave   **the**   bananas to Mary. I ate   **the**   apples.
3. I drank   **some**   coffee and   **some**   milk.   **The**   coffee was hot. \_\_\_\_\_ milk was cold.
4. I have \_\_\_\_\_ desk and \_\_\_\_\_ bed in my room. \_\_\_\_\_ desk is hard. \_\_\_\_\_ bed is hard, too, even though it's supposed to be soft.
5. I forgot to bring my things with me to class yesterday, so I borrowed \_\_\_\_\_ pen and \_\_\_\_\_ paper from Joe. I returned \_\_\_\_\_ pen, but I used \_\_\_\_\_ paper for my homework.

6. I bought \_\_\_\_\_ bag of flour and \_\_\_\_\_ sugar to make \_\_\_\_\_ cookies. \_\_\_\_\_ sugar was okay, but I had to return \_\_\_\_\_ flour. When I opened \_\_\_\_\_ flour, I found \_\_\_\_\_ little bugs in it. I took it back to the people at the store and showed them \_\_\_\_\_ little bugs. They gave me \_\_\_\_\_ new bag of flour. \_\_\_\_\_ new bag didn't have any bugs in it.
7. Yesterday while I was walking to work, I saw \_\_\_\_\_ birds in \_\_\_\_\_ tree. I also saw \_\_\_\_\_ cat under \_\_\_\_\_ tree. \_\_\_\_\_ birds didn't pay any attention to \_\_\_\_\_ cat, but \_\_\_\_\_ cat was watching \_\_\_\_\_ birds intently.



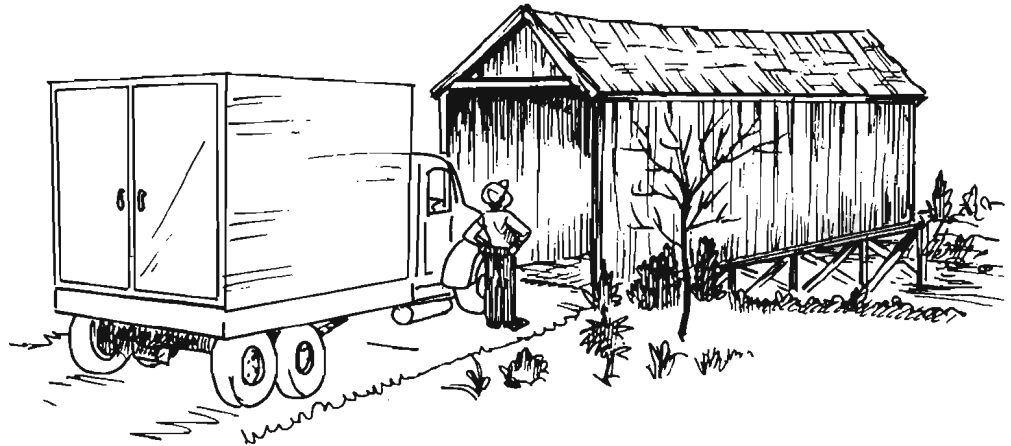
8. Once upon a time, \_\_\_\_\_ princess fell in love with \_\_\_\_\_ prince. \_\_\_\_\_ princess wanted to marry \_\_\_\_\_ prince, who lived in a distant land. She summoned \_\_\_\_\_ messenger to take \_\_\_\_\_ things to \_\_\_\_\_ prince to show him her love. \_\_\_\_\_ messenger took \_\_\_\_\_ jewels and \_\_\_\_\_ robe made of yellow and red silk to \_\_\_\_\_ prince. \_\_\_\_\_ princess anxiously awaited \_\_\_\_\_ messenger's return. She hoped that \_\_\_\_\_ prince would send her \_\_\_\_\_ tokens of his love. But when \_\_\_\_\_ messenger returned, he brought back \_\_\_\_\_ jewels and \_\_\_\_\_ beautiful silk robe that \_\_\_\_\_ princess had sent. Why? Why? she wondered. Then \_\_\_\_\_ messenger told her: \_\_\_\_\_ prince already had \_\_\_\_\_ wife.



◇ PRACTICE 27—GUIDED STUDY: Using *the* for second mention. (Chart 8–6)

Directions: Write **A/AN**, **SOME**, or **THE** in the blanks.

- (1) One day last month while I was driving through the countryside, I saw \_\_\_\_\_ man  
(2) and \_\_\_\_\_ truck next to \_\_\_\_\_ covered bridge. \_\_\_\_\_ bridge crossed  
(3) \_\_\_\_\_ small river. I stopped and asked \_\_\_\_\_ man, “What’s the matter? Can I be  
(4) of help?”  
(5) “Well,” said \_\_\_\_\_ man, “my truck is about a half inch\* too tall. Or \_\_\_\_\_  
(6) top of \_\_\_\_\_ bridge is a half inch too short. Either way, my truck won’t fit under  
(7) \_\_\_\_\_ bridge.”



- (8) “Hmmm. There must be \_\_\_\_\_ solution to this problem,” I said.  
(9) “I don’t know. I guess I’ll have to turn around and take another route.”  
(10) After a few moments of thought, I said, “Aha! I have \_\_\_\_\_ solution!”  
(11) “What is it?” said \_\_\_\_\_ man.  
(12) “Let a little air out of your tires. Then \_\_\_\_\_ truck won’t be too tall and you can  
(13) cross \_\_\_\_\_ bridge over \_\_\_\_\_ river.”  
(14) “Hey, that’s \_\_\_\_\_ great idea. Let’s try it!” So \_\_\_\_\_ man let a little air out  
(15) of \_\_\_\_\_ tires and was able to cross \_\_\_\_\_ river and be on his way.

◇ PRACTICE 28—SELFSTUDY: Summary: *A/an* vs.  $\emptyset$  vs. *the*. (Chart 8–6)

Directions: Write **A/AN**,  $\emptyset$ , or **THE** in the blanks.

1. A: What would you like for breakfast?  
B: **An** egg and some toast.  
A: How would you like **the** egg?  
B: Fried, sunny side up.

\*One-half inch = 1.27 centimeters.

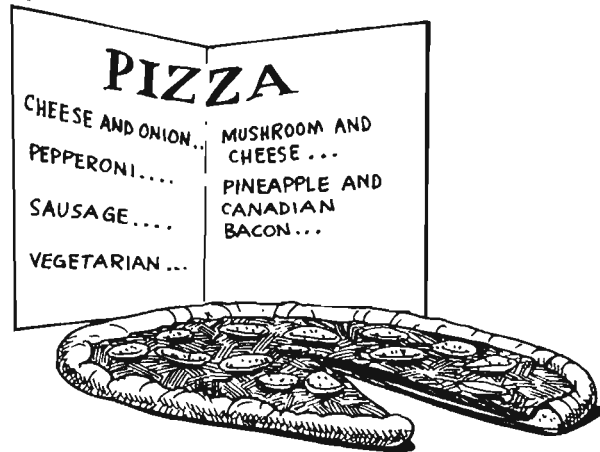
2. \_\_\_\_\_  $\emptyset$  \_\_\_\_\_ eggs are nutritious.
3. It is \_\_\_\_\_ scientific fact: \_\_\_\_\_ steam rises when \_\_\_\_\_ water boils.
4. A: I'm looking for \_\_\_\_\_ tape player. Where is it?  
 B: It's on one of \_\_\_\_\_ shelves next to my desk.  
 A: Ah! There it is. Thanks.  
 B: You're welcome.  
 A: Hmmm. I don't think it works. Maybe \_\_\_\_\_ batteries are dead.
5. \_\_\_\_\_ chalk is \_\_\_\_\_ necessity in a classroom.
6. A: Where'd \_\_\_\_\_ plumber go? \_\_\_\_\_ sink's still leaking!  
 B: Relax. He went to shut off \_\_\_\_\_ water supply to \_\_\_\_\_ house. He'll fix \_\_\_\_\_ leak when he gets back.
7. \_\_\_\_\_ water is essential to human life, but don't drink \_\_\_\_\_ water in the Flat River. It'll kill you! \_\_\_\_\_ pollution in that river is terrible.
8. A: How did you get here? Did you walk?  
 B: No, I took \_\_\_\_\_ taxi.
9. A: We're ready to go, kids. Get in \_\_\_\_\_ car.  
 B: Just \_\_\_\_\_ minute! We forgot something.  
 A: Marge, can you get \_\_\_\_\_ kids in \_\_\_\_\_ car, please?  
 B: Just \_\_\_\_\_ minute, Harry. They're coming.
10. \_\_\_\_\_ newspapers are \_\_\_\_\_ important source of \_\_\_\_\_ information.
11. \_\_\_\_\_ sun is \_\_\_\_\_ star. We need \_\_\_\_\_ sun for \_\_\_\_\_ heat, \_\_\_\_\_ light, and \_\_\_\_\_ energy.
12. \_\_\_\_\_ ducks are my favorite farm animals.
13. A: Where's \_\_\_\_\_ letter I wrote to Ted?  
 B: It's gone. \_\_\_\_\_ strong wind blew it on \_\_\_\_\_ floor, and \_\_\_\_\_ dog tore it up. I threw \_\_\_\_\_ scraps in \_\_\_\_\_ wastebasket.
14. \_\_\_\_\_ efficient transportation system is \_\_\_\_\_ essential part of a healthy economy.
15. A: Did you set \_\_\_\_\_ alarm?  
 B: Yes.  
 A: Did you lock \_\_\_\_\_ door?  
 B: Yes.  
 A: Did you check \_\_\_\_\_ stove?  
 B: Yes.  
 A: Did you close all \_\_\_\_\_ windows?  
 B: Yes.  
 A: Then let's turn out \_\_\_\_\_ lights.  
 B: Goodnight, dear.

16. Karen is \_\_\_\_\_ exceptionally talented person.
17. A: Can I have some money, Dad?  
 B: What for?  
 A: I want to go to the movies with my friends and hang around the mall.  
 B: What you need is a job! \_\_\_\_\_ money doesn't grow on \_\_\_\_\_ trees, you know.
18. A doctor cures \_\_\_\_\_ sick people. \_\_\_\_\_ farmer grows \_\_\_\_\_ crops. \_\_\_\_\_ architect designs \_\_\_\_\_ buildings. \_\_\_\_\_ artist creates \_\_\_\_\_ new ways of looking at \_\_\_\_\_ world and \_\_\_\_\_ life.
19. \_\_\_\_\_ earthquakes are \_\_\_\_\_ relatively rare events in central Africa.
20. My city experienced \_\_\_\_\_ earthquake recently. I was riding my bicycle when \_\_\_\_\_ earthquake occurred. \_\_\_\_\_ ground beneath me trembled so hard that it shook me off my bike.

◇ PRACTICE 29—GUIDED STUDY: Summary: *A/an vs. Ø vs. the.* (Chart 8-6)

Directions: Complete the sentences with **A/AN**, **Ø**, or **THE**.

1. \_\_\_\_\_ good food keeps us healthy and adds \_\_\_\_\_ pleasure to our lives.
2. A: What is your favorite food?  
 B: \_\_\_\_\_ ice cream—it's cold, sweet, and smooth.
3. \_\_\_\_\_ pizza originated in Italy. It is a pie with \_\_\_\_\_ cheese, \_\_\_\_\_ tomatoes, and other things on top. \_\_\_\_\_ "pizza" is \_\_\_\_\_ Italian word for \_\_\_\_\_ "pie."



4. A: Hey, Nick. Pass \_\_\_\_\_ pizza. I want another piece.  
 B: There're only two pieces left. You take \_\_\_\_\_ big piece, and I'll take \_\_\_\_\_ small one.
5. We had \_\_\_\_\_ steamed rice, \_\_\_\_\_ fish, and \_\_\_\_\_ vegetables for lunch yesterday. \_\_\_\_\_ rice was cooked just right. \_\_\_\_\_ fish was very tasty. \_\_\_\_\_ vegetables were fresh.

6. A: Well, are you ready to leave?  
 B: Let me take just one last sip of coffee. I've really enjoyed this meal.  
 A: I agree. \_\_\_\_\_ food was excellent—especially \_\_\_\_\_ fish. And \_\_\_\_\_ service was exceptionally good. Let's leave \_\_\_\_\_ waitress \_\_\_\_\_ good tip.  
 B: I usually tip around fifteen percent, sometimes eighteen percent.
7. Only one of \_\_\_\_\_ continents in \_\_\_\_\_ world is uninhabited. Which one?
8. Last week, I took \_\_\_\_\_ easy exam. It was in my economics class. I had \_\_\_\_\_ right answers for all of \_\_\_\_\_ questions on \_\_\_\_\_ exam. My score was 100%.
9. Generally speaking, anyone who goes to \_\_\_\_\_ job interview should wear \_\_\_\_\_ nice clothes.
10. A mouse has \_\_\_\_\_ long, thin, almost hairless tail. \_\_\_\_\_ rats also have \_\_\_\_\_ long, skinny tails.
11. Years ago, people used \_\_\_\_\_ wood or \_\_\_\_\_ coal for \_\_\_\_\_ heat, but now most people use \_\_\_\_\_ gas, \_\_\_\_\_ oil, or \_\_\_\_\_ electricity.
12. \_\_\_\_\_ good book is \_\_\_\_\_ friend for \_\_\_\_\_ life.
13. \_\_\_\_\_ gold is \_\_\_\_\_ excellent conductor of \_\_\_\_\_ electricity. It is used in many of the electrical circuits on \_\_\_\_\_ spaceship.
14. A: Where's Alice?  
 B: She's in \_\_\_\_\_ kitchen making \_\_\_\_\_ sandwich.
15. In ancient times, people did not use \_\_\_\_\_ coins for money. Instead they used \_\_\_\_\_ shells, \_\_\_\_\_ beads, or \_\_\_\_\_ salt. The first coins were made around 2600 years ago. Today, most money is made from \_\_\_\_\_ paper.
16. Ted, pass \_\_\_\_\_ salt, please. And \_\_\_\_\_ pepper. Thanks.
17. \_\_\_\_\_ different countries have \_\_\_\_\_ different geography. Italy is located on \_\_\_\_\_ peninsula. Japan is \_\_\_\_\_ island nation.
18. There are some wonderful small markets in my neighborhood. You can always get \_\_\_\_\_ fresh fish at Mr. Rico's fish market.
19. A: I saw \_\_\_\_\_ good program on TV last night.  
 B: Oh? What was it?  
 A: It was \_\_\_\_\_ documentary about wildlife in Alaska. It was really interesting. Did you see it, too?  
 B: No, I watched \_\_\_\_\_ old movie. It wasn't very good. I wish I'd known about \_\_\_\_\_ documentary. I would have watched it.
20. \_\_\_\_\_ modern people, just like their ancestors, are curious about \_\_\_\_\_ universe. Where did \_\_\_\_\_ moon come from? Does \_\_\_\_\_ life exist on other planets? What is \_\_\_\_\_ star? How large is \_\_\_\_\_ universe? How long will \_\_\_\_\_ sun continue to burn?

◇ PRACTICE 30—SELFSTUDY: Object pronouns: *one* vs. *it*. (Charts 8–7 and 8–8)

Directions: Complete the sentences with **ONE** or **IT**.

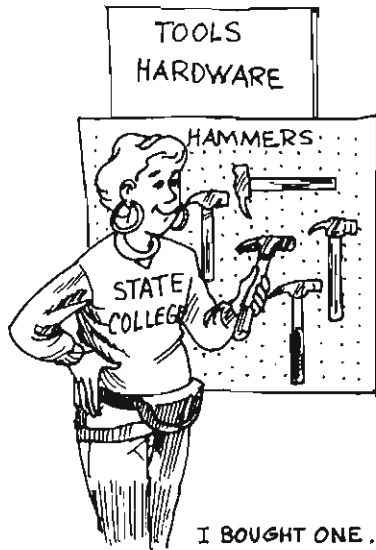
1. A: Do you need a pen?  
B: No. I already have one.
2. A: Where is my pen?  
B: Mike has it.
3. A: Do you have a car?  
B: No. I don't have enough money to get \_\_\_\_\_.
4. A: Does Erica like her new car?  
B: Does she like \_\_\_\_\_? She loves \_\_\_\_\_!
5. A: Do you have a bicycle?  
B: Yes.  
A: Can I use \_\_\_\_\_ this afternoon?
6. A: Does Tom have a bicycle?  
B: No, but I think Eric has \_\_\_\_\_.
7. A: Do you see an empty table?  
B: Yes. I see \_\_\_\_\_ over there in the corner.
8. A: This table is empty.  
B: Let's take \_\_\_\_\_.
9. A: Do you have a dictionary?  
B: No, but I think Yoko has \_\_\_\_\_.
10. A: Where's my dictionary?  
B: I don't know. I haven't seen \_\_\_\_\_.

◇ PRACTICE 31—GUIDED STUDY: Object pronouns: *one* vs. *it*. (Charts 8–7 and 8–8)

Directions: Complete the sentences with **ONE** or **IT**.

1. A: Where's my pencil?  
B: Jason has \_\_\_\_\_.
2. A: I need a pencil.  
B: Jason has an extra \_\_\_\_\_. Ask him.
3. I don't have a small calculator. I need to buy \_\_\_\_\_ for my math class.
4. A: Do you have a small calculator?  
B: Yes.  
A: May I borrow \_\_\_\_\_ for a minute?
5. A: Are you going to take a sandwich along with you for lunch?  
B: No. I'll get \_\_\_\_\_ at the deli around the corner from the office.
6. I made a sandwich for James's lunch, but he forgot to take \_\_\_\_\_ to school.

7. Westville Hospital is the name of our new hospital. We built \_\_\_\_\_ two years ago.
8. Our village doesn't have a hospital. We hope to build \_\_\_\_\_ in the next five years.
9. When I moved into my new apartment, I wanted to hang my paintings on the wall. I didn't have a hammer, so I went to the hardware store and bought \_\_\_\_\_.
10. My friend Ralph helped me hang my paintings on the wall. When I handed him the hammer, he dropped \_\_\_\_\_ on his toe.



◇ PRACTICE 32—SELFSTUDY: *Some/any vs. it/them.* (Charts 8-7 and 8-8)

Directions: Select the appropriate completion from the *italicized* words.

1. A: Where did you get all of this new furniture?  
B: I bought *some, it*.
2. A: Does Jones Department Store sell bedroom furniture?  
B: No, but you can find *some, it* at Charlie's Bargain Warehouse.
3. A: What are you eating?  
B: Cheese. Would you like *some, it*? There's plenty.
4. A: Here's the cheese you wanted me to buy.  
B: Thanks. Put *some, it* in the refrigerator, please.
5. A: Where did you get these magazines?  
B: I got *some, them* at the newstand on Pyle Street.
6. A: Do you read a lot of magazines?  
B: Not usually, but I often pick *some, them* up at the airport before I get on a flight. I always read magazines when I fly.
7. A: How about some hot tea?  
B: Thanks, but I don't want *any, it* right now.
8. A: Here's some hot tea. Would you like some sugar or lemon?  
B: No, but I'd like to put a little milk in *some, it*.

◇ PRACTICE 33—GUIDED STUDY: *Some/any vs. it/them.* (Charts 8–7 and 8–8)

Directions: Select the appropriate completion from the *italicized* words.

1. A: Where are the scissors—the ones with the orange handles?  
B: I put *some, it, them* in the top drawer.
2. A: Do you have any scissors?  
B: No, but I think Aunt Ella has *some, it, them.* Ask her.
3. A: Do you have any dog shampoo?  
B: No, but I think Aunt Ella has *some, it, them.* Ask her.
4. A: What are those?  
B: What do you mean? They're scissors, of course.  
A: Where did you get *some, it, them?*  
B: I borrowed *some, it, them* from Aunt Ella.
5. A: What's that?  
B: It's shampoo especially for dogs. It kills fleas.  
A: Where did you get *some, it, them?*  
B: I borrowed *some, it, them* from Aunt Ella. My dog has fleas. I'm going to give her a bath and kill *some, it, them.*  
A: Look at the label. Read *some, it, them.* What does it say?  
B: It says "Flea Shampoo" on the label.  
A: That means you're supposed to give the fleas a bath, not the dog!  
B: Oh sure! Ha-ha. Stop joking around and help me give the dog a bath.



6. A: I'm going to the post office this afternoon.  
B: Really? Could you take these letters with you and mail *some, it, them* for me? Thanks.
7. A: Is the mail here?  
B: Yes.  
A: Did I get *any, it, them?*

8. A: Take this letter and give *some, it, them* to Alison.  
 B: Okay.
9. A: Could you save those newspapers for me? I'd like to read *some, it, them* later.  
 B: Sure.  
 A: I especially want to read the local paper. Be sure to save *some, it, them* for me.  
 B: Don't worry.
10. A: Does your son Kevin like to read books?  
 B: He hasn't read *any, it, them* in a long time.  
 A: Maybe you should buy *some, it, them* for him. Children like to have their own books.  
 B: I bought him a book for his last birthday. He never read *some, it, them*.

◇ PRACTICE 34—SELFSTUDY: Prepositions. (Chapter 8; Appendix1)

Directions: Complete each sentence with the appropriate preposition.

1. The twins may look alike, but Robby's behavior is very different from Tim's.
2. I'm sorry \_\_\_\_\_ my behavior last night. I was pretty upset and was just feeling sorry \_\_\_\_\_ myself. I didn't mean anything I said.
3. I spoke \_\_\_\_\_ my brother \_\_\_\_\_ your problem, and he said that there was nothing he could do to help you.
4. All right, children, here is your math problem: add ten \_\_\_\_\_ twelve, subtract two \_\_\_\_\_ that total; divide ten \_\_\_\_\_ that answer; and multiply the result \_\_\_\_\_ five. What is the final answer?
5. I feel pretty good about my final examination in English. I'm hoping \_\_\_\_\_ a good grade, and I'm anxious to get my paper back.
6. Please try to concentrate \_\_\_\_\_ my explanation. I can't repeat it.
7. A: Did you hear \_\_\_\_\_ the plans to build a new hotel in the middle of town? It's wonderful!  
 B: Yes, I heard, but I disagree \_\_\_\_\_ you. I think it's terrible! It means the town will be full of tourists all the time.
8. A: Have you heard \_\_\_\_\_ your friend in Thailand recently?  
 B: Yes. She's having a difficult time. She's not accustomed \_\_\_\_\_ hot weather.
9. A: I must tell you \_\_\_\_\_ a crazy thing that happened last night. Have you heard?  
 B: What? What happened?  
 A: A hundred monkeys escaped \_\_\_\_\_ the zoo.  
 B: You've got to be kidding! How did that happen?



◇ PRACTICE 35—SELFSTUDY: Prepositions. (Chapters 1 → 8; Chart 2–10; Appendix 1)

Directions: Complete each sentence with the appropriate preposition.

1. I'm ready \_\_\_\_\_ the test. I studied hard.
2. It's important for you to believe \_\_\_\_\_ your own abilities. Tell yourself, "I can do it!"
3. \_\_\_\_\_ the past, people traveled from Europe \_\_\_\_\_ North and South America only by boat.
4. I applied \_\_\_\_\_ a job at a florist's. I like to arrange flowers.
5. I will not discuss this \_\_\_\_\_ you. It's private information.
6. It's not polite to laugh \_\_\_\_\_ other people's mistakes.
7. Carol's house is full \_\_\_\_\_ people. Is she having a party?
8. Listen \_\_\_\_\_ me!
9. Jack arrived \_\_\_\_\_ the bus stop just after the bus had left.
10. I arrived \_\_\_\_\_ this city \_\_\_\_\_ September third.
11. Your grades are wonderful. Your mother and I are very proud \_\_\_\_\_ you.
12. I'm looking forward \_\_\_\_\_ my holiday in Spain.
13. Canada belongs \_\_\_\_\_ the United Nations.
14. The army protected the president \_\_\_\_\_ his enemies. The rebels attacked the presidential palace. They tried to get rid \_\_\_\_\_ the president by force.
15. A: What are you doing under the sink?  
B: I'm looking \_\_\_\_\_ my ring. It went down the drain, and I've taken the pipe out.
16. A: Did you hear \_\_\_\_\_ my promotion?  
B: Yes. They told me to report to you \_\_\_\_\_ noon tomorrow.
17. I'm a little afraid \_\_\_\_\_ flying, so when I was buying an airplane ticket, I asked \_\_\_\_\_ a seat near the front because I thought it was safer near the main door. The person behind me insisted \_\_\_\_\_ having a seat near the back, because he thought it was safer there. The next person paid \_\_\_\_\_ his ticket only after they assured him that he could have a seat over the wing, which he felt was the safest location on the airplane. It's very confusing. \_\_\_\_\_ the future, I think I'll just sit wherever they put me.
18. The people of the Hawaiian islands are famous \_\_\_\_\_ their warm hospitality. When we visited the islands, everyone we met was extremely nice \_\_\_\_\_ us.
19. A: Barbara is telling Ben something \_\_\_\_\_ you. I think she's complaining \_\_\_\_\_ you. Is she angry \_\_\_\_\_ you?  
B: I borrowed some money \_\_\_\_\_ her a long time ago, and I never paid her back. I'd better try to see her \_\_\_\_\_ the morning and give her the money I owe her. I'd also better apologize \_\_\_\_\_ her \_\_\_\_\_ waiting so long.
20. My chemistry examination consisted \_\_\_\_\_ all of the things I didn't understand during the semester. I couldn't concentrate \_\_\_\_\_ it at all. I'm sure that I didn't pass.



## CHAPTER 9

# Connecting Ideas

### ◇ PRACTICE 1—SELFSTUDY: Connecting ideas with *and*. (Chart 9-1)

Directions: Underline the words that are connected with **AND**. Label these words as **NOUNS**, **VERBS**, or **ADJECTIVES**.

- noun + noun + noun**
1. The farmer has a cow, a goat, and a black horse.

**adjective + adjective**

  2. Danny is a bright and happy child.

**verb + verb**

  3. I picked up the telephone and dialed Steve's number.
  4. The cook washed the vegetables and put them in boiling water.
  5. My feet were cold and wet.
  6. Sara is responsible, considerate, and trustworthy.
  7. The three largest land animals are the elephant, the rhinoceros, and the hippopotamus.
  8. A hippopotamus rests in water during the day and feeds on land at night.



◇ PRACTICE 2—SELFSTUDY: Punctuating a series with *and*. (Chart 9-1)

Directions: Add **COMMAS** where necessary.

1. Rivers streams lakes and oceans are all bodies of water.  
→ *Rivers, streams, lakes, and oceans are all bodies of water.* OR  
*Rivers, streams, lakes and oceans are all bodies of water.*
2. My oldest brother my neighbor and I went shopping yesterday.
3. Ms. Parker is intelligent friendly and kind.
4. Did you bring copies of the annual report for Sue Dan Joe and Mary?
5. In the early 1600s, the Chinese made wallpaper by painting birds flowers and landscapes on large sheets of rice paper.
6. Can you watch television listen to the radio and read the newspaper at the same time?
7. Lawyers doctors teachers and accountants all have some form of continuing education throughout their careers.
8. Gold is beautiful workable indestructible and rare.
9. My mother father grandfather and sisters welcomed my brother and me home.
10. My husband imitates animal sounds for our children. He moos like a cow roars like a lion and barks like a dog.

◇ PRACTICE 3—GUIDED STUDY: Punctuating a series with *and*. (Chart 9-1)

Directions: Make a list for each of the topics below. Then write sentences using this list. Use **AND** in your sentence.

*Example:* three things you are afraid of

*List:* heights  
poisonous snakes  
guns

*Possible sentences:*

- *I'm afraid of heights, poisonous snakes, and guns.*
- *Three of the things I'm afraid of are heights, poisonous snakes, and guns.*
- *Heights, poisonous snakes, and guns make me feel afraid.*

1. your three favorite sports
2. three adjectives that describe a person whom you admire
3. four cities that you would like to visit
4. three characteristics that describe (*name of this city*)
5. three or more separate things you did this morning
6. the five most important people in your life
7. three or more things that make you happy
8. three or more adjectives that describe the people in your country

◇ PRACTICE 4—SELFSTUDY: Connecting ideas with *and*. (Chart 9-1)

Directions: Each of the following sentences contains two independent clauses. Find the SUBJECT (S) and VERB (V) of each clause. Add a COMMA or a PERIOD. CAPITALIZE as necessary.

1. Birds fly, and fish swim.  
S V S V
2. Birds fly. Fish swim.  
S V S V
3. Dogs bark lions roar.
4. Dogs bark and lions roar.
5. A week has seven days a year has 365 days.
6. A week has seven days and a year has 365 days.
7. Bill raised his hand and the teacher pointed at him.
8. Bill raised his hand the teacher pointed at him.

◇ PRACTICE 5—SELFSTUDY: Using *and*, *but*, and *or*. (Chart 9-2)

Directions: Add COMMAS where appropriate.

1. I talked to Amy for a long time but she didn't listen.  
→ *I talked to Amy for a long time, but she didn't listen.*
2. I talked to Tom for a long time and asked him many questions.  
→ *(no change)*
3. I talked to Bob for a long time and he listened carefully to every word.  
→ *I talked to Bob for a long time, and he listened carefully to every word.*
4. Please call Jane or Ted.
5. Please call Jane and Ted.
6. Please call Jane Ted or Anna.
7. Please call Jane Ted and Anna.
8. I waved at my friend but she didn't see me.
9. I waved at my friend and she waved back.
10. I waved at my friend and smiled at her.
11. Was the test hard or easy?
12. My test was short and easy but Ali's test was hard.

◇ PRACTICE 6—SELFSTUDY: Using *and*, *but*, *or*, and *so*. (Charts 9-1 → 9-3)

Directions: Write in the correct completion.

1. I was tired, so I went to bed.  
A. but      B. or      C. so
2. I sat down on the sofa \_\_\_\_\_ opened the newspaper.  
A. but      B. and      C. so
3. The students were on time, \_\_\_\_\_ the teacher was late.  
A. but      B. or      C. so
4. I would like one pet. I'd like to have a dog \_\_\_\_\_ a cat.  
A. but      B. and      C. or
5. Our children are happy \_\_\_\_\_ healthy.  
A. but      B. and      C. or
6. I wanted a cup of tea, \_\_\_\_\_ I heated some water.  
A. but      B. and      C. so
7. The phone rang, \_\_\_\_\_ I didn't answer it.  
A. but      B. and      C. so
8. You can have an apple \_\_\_\_\_ an orange. Choose one.  
A. but      B. and      C. or

◇ PRACTICE 7—SELFSTUDY: Using *and*, *but*, *or*, and *so*. (Charts 9-1 → 9-3)

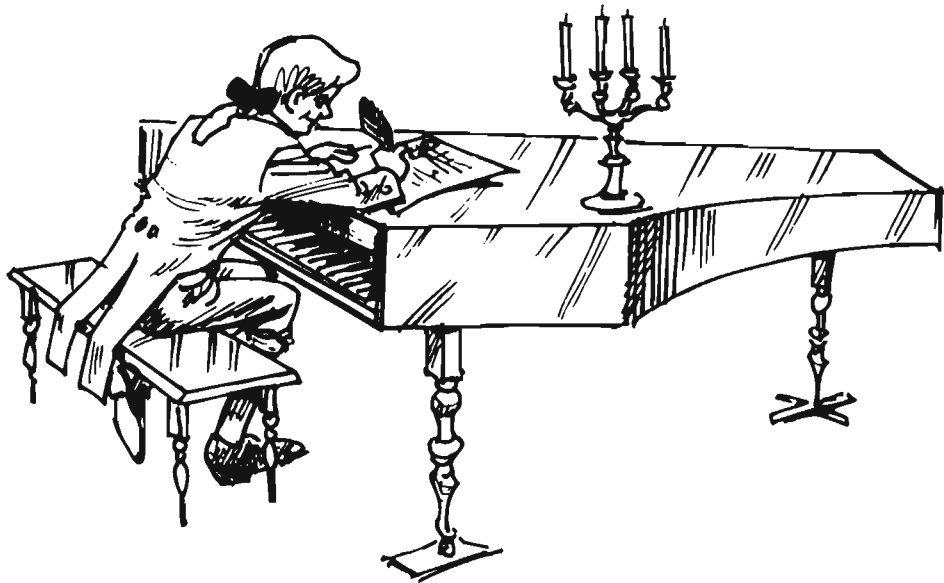
Directions: Add **COMMAS** where appropriate. Some sentences need no commas.

1. I washed and dried the dishes. → (*no change*)
2. I washed the dishes and my son dried them.  
→ *I washed the dishes, and my son dried them.*
3. I called their house but no one answered the phone.
4. He offered me an apple or a peach.
5. I bought some apples peaches and bananas.
6. I was hungry so I ate an apple.
7. Bill was hungry and ate two apples.
8. My sister is generous and kind-hearted.
9. My daughter is affectionate shy independent and smart.
10. It started to rain so we went inside and watched television.

◇ PRACTICE 8—SELFSTUDY: Using *and*, *but*, *or*, and *so*. (Charts 9-1 → 9-3)

Directions: Add COMMAS where appropriate. Some sentences need no commas.

1. Gina wants a job as an air traffic controller. Every air traffic controller worldwide uses English so it is important for Gina to be fluent in the language.
2. Why do people with different cultural backgrounds sometimes fear and distrust each other?
3. Mozart was a great composer but he had a short and difficult life. During the last part of his life, he was penniless sick and unable to find work but he wrote music of lasting beauty and joy.



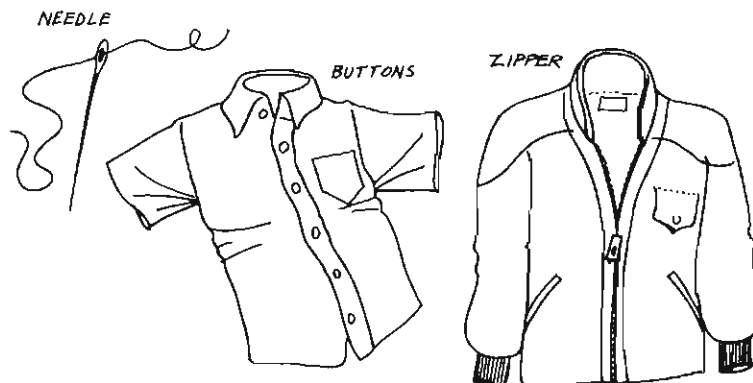
4. Nothing in nature stays the same forever. Today's land sea climate plants and animals are all part of a relentless process of change continuing through millions of years.
5. People and animals must share the earth and its resources.
6. According to one researcher, the twenty-five most common words 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*.

◇ PRACTICE 9—SELFSTUDY: Separating sentences: periods and capital letters. (Charts 9-1 → 9-3)

Directions: Add PERIODS and CAPITAL LETTERS as necessary.

1. There are over 100,000 kinds of flies they live throughout the world.  
→ *There are over 100,000 kinds of flies. They live throughout the world.*
2. I like to get mail from my friends and family it is important to me.
3. We are all connected by our humanity we need to help each other we can all live in peace.
4. There was a bad flood in Hong Kong the streets became raging streams luckily no one died in the flood.

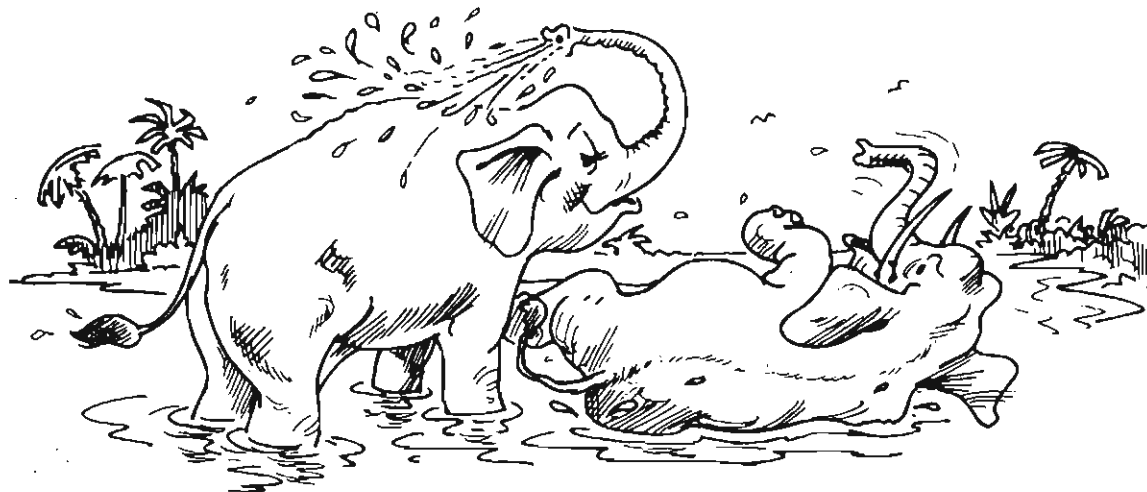
5. People have used needles since prehistoric times the first buttons appeared more than two thousand years ago zippers are a relatively recent invention the zipper was invented in 1890.



◇ PRACTICE 10—GUIDED STUDY: Punctuating with commas and periods. (Charts 9-1 → 9-3)

Directions: Add COMMAS, PERIODS, and CAPITAL LETTERS as necessary.

1. African elephants are larger than Asiatic elephants. Elephants native to Asia are easier to train and have gentler natures than African elephants.
2. Asiatic elephants live in jungles and forests in India Indonesia Malaysia Thailand India China and other countries in southeastern and southern Asia.
3. Elephants eat roots leaves bushes grass branches and fruit they especially like berries dates corn and sugar cane.
4. Elephants spend a lot of time in water and are good swimmers they take baths in rivers and lakes and like to roll around in muddy water they like to give themselves a shower by shooting water from their trunks.
5. After a bath, they often cover themselves with dirt the dirt protects their skin from the sun and insects.
6. Most elephants live in herds an older female (called a *matriarch*) leads a herd.
7. 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.

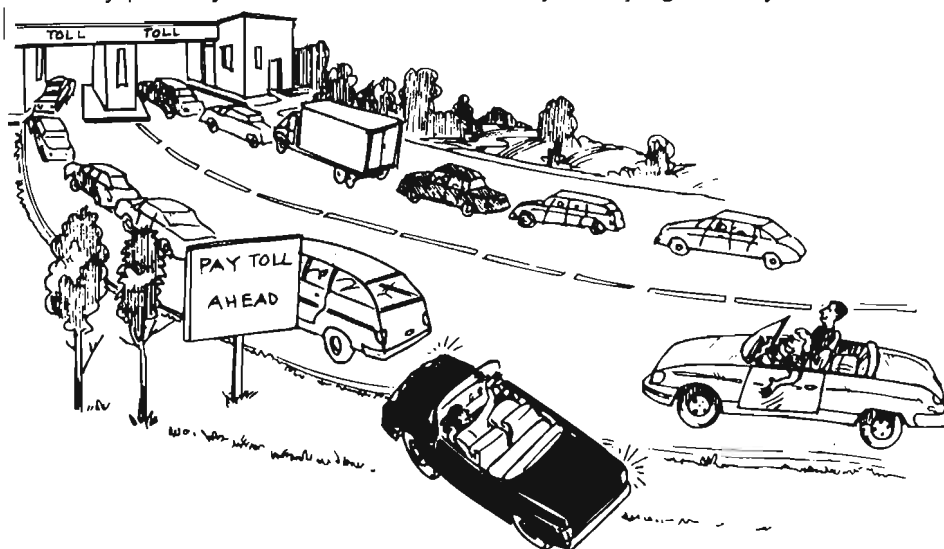


8. Elephants live peacefully together in herds but some elephants (called *rogues*) leave the herd and become mean these elephants usually are in pain from decayed teeth a disease or a wound.
9. Elephants are intelligent animals a well-trained elephant can kneel stand up or turn around on command.
10. Elephants are in danger of extinction so it is important to stop the illegal killing of elephants they are killed most often for their ivory.

◇ PRACTICE 11—GUIDED STUDY: Punctuating with commas and periods.  
(Charts 9-1 → 9-3)

Directions: Add **COMMAS**, **PERIODS**, and **CAPITAL LETTERS** as necessary.

- (1) **A** few days ago, a friend and I were driving from Benton Harbor to Chicago. **W** ~~w~~e were
- (2) in a lot of traffic, but it was moving smoothly. **W** ~~w~~e didn't experience any delays for the
- (3) first hour but near Chicago we ran into some highway construction the traffic wasn't moving at
- (4) all my friend and I sat in the car and waited we talked about our jobs our families and the
- (5) terrible traffic slowly the traffic started to move
- (6) we noticed a black sports car at the side of the road the right blinker was blinking the driver
- (7) obviously wanted to get back into the line of traffic car after car passed without letting the
- (8) black sports car get in line I decided to do a good deed so I motioned for the black car to get
- (9) in line ahead of me the driver of the black car waved thanks to me and I waved back at him all
- (10) cars had to stop at a toll booth a short way down the road I held out my money to pay my toll
- (11) but the tolltaker just smiled and waved me on she told me that the man in the black sports car
- (12) had already paid my toll wasn't that a nice way of saying thank you?



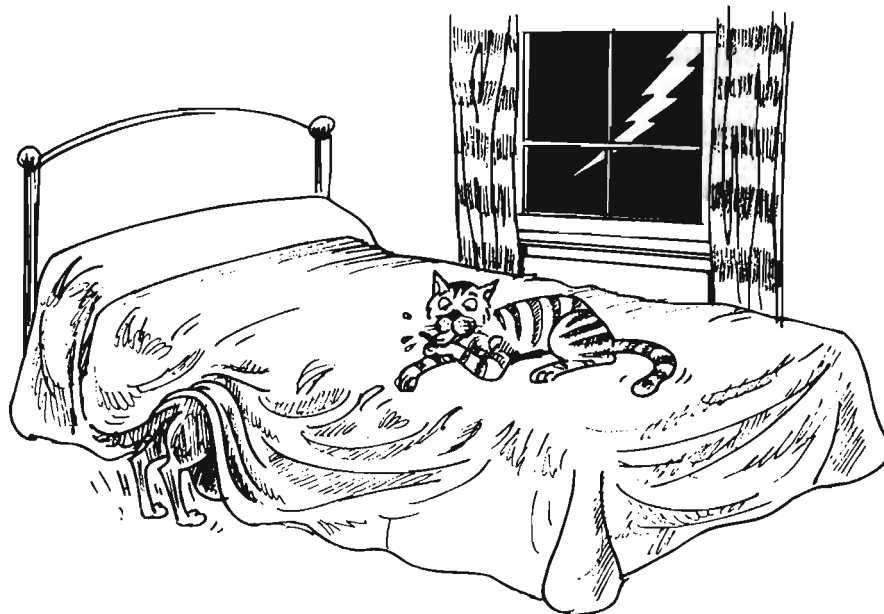


◇ PRACTICE 12—SELFSTUDY: Using auxiliary verbs after *but* and *and*. (Chart 9-4)

Directions: Complete the sentences with AUXILIARY VERBS.

**PART I:** Auxiliaries after *but*.

1. Debra **reads** a lot of books, but her brothers don't.
2. Sam **isn't** in the school play this year, but Adam is.
3. I **will be** at home this evening, but my roommate \_\_\_\_\_.
4. Ducks **like** to swim, but chickens \_\_\_\_\_.
5. That phone **doesn't work**, but this one \_\_\_\_\_.
6. Joe **is** at home, but his parents \_\_\_\_\_.
7. I **can't swim**, but my dog \_\_\_\_\_.
8. Jack **has visited** my home, but Linda \_\_\_\_\_.
9. I **'m not going** to graduate this year, but my best friend \_\_\_\_\_.
10. My dog **crawls** under the bed when it thunders, but my cat \_\_\_\_\_.



**PART II:** Auxiliaries after *and*.

11. Debra **reads** a lot of books, and her sisters do too.
12. Horses **are** domesticated animals, and camels \_\_\_\_\_ too.
13. Red **isn't** a dull color, and orange \_\_\_\_\_ either.
14. Jack **didn't go** to the picnic, and Paul \_\_\_\_\_ either.
15. I **work** at an airplane factory, and my brother \_\_\_\_\_ too.
16. Dick **won't work** late every evening, and Jean \_\_\_\_\_ either.

17. Fatima **is** in class today, and Pedro \_\_\_\_\_ too.
18. I **can't** sing, and my wife \_\_\_\_\_ either.

◇ PRACTICE 13—SELFSTUDY: Using auxiliary verbs after *but* and *and*. (Chart 9-4)

Directions: Complete the sentences with AUXILIARY VERBS.

1. I **like** rock music, and my roommate **does** too.
2. My son **enjoys** monster movies, but I \_\_\_\_\_.
3. Paul **can't speak** Spanish, and Larry \_\_\_\_\_ either.
4. My neighbor **walks** to work every morning, but I \_\_\_\_\_.
5. Carl **can touch** his nose with his tongue, but most people \_\_\_\_\_.
6. I **am** exhausted from the long trip, and my mother \_\_\_\_\_ too.
7. I **don't have** a dimple in my chin, but my brother \_\_\_\_\_.
8. I **visited** the museum yesterday, and my friend \_\_\_\_\_ too.
9. Water **isn't** solid, but ice \_\_\_\_\_.
10. Clouds **aren't** solid, and steam \_\_\_\_\_ either.

◇ PRACTICE 14—SELFSTUDY: Using *too*, *so*, *either*, or *neither* after *and*. (Chart 9-5)

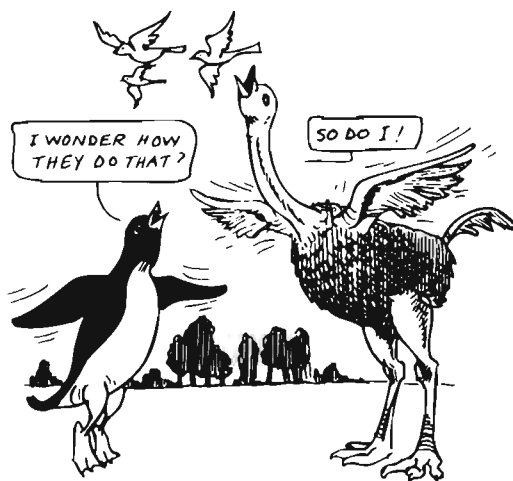
Directions: Complete the sentences.

**PART I:** Complete the sentences with an AUXILIARY + **too** or **either**.

1. Snow **is** white, and clouds **are too**.
2. I **can't cook**, and my roommate **can't either**.
3. Squirrels **have** long tails, and cats **do too**.
4. I **like** movies, and my wife \_\_\_\_\_.
5. I **don't like** salty food, and my wife \_\_\_\_\_.
6. Sugar **isn't** expensive, and salt \_\_\_\_\_.
7. Sugar **is** sweet, and honey \_\_\_\_\_.
8. Rosa Gomez **wasn't** in class yesterday, and Mr. Nazari \_\_\_\_\_.
9. Andy **didn't know** the answer to the question, and Tina \_\_\_\_\_.
10. I **couldn't understand** the substitute teacher, and Yoko \_\_\_\_\_.
11. Everyone in the room **laughed** at my foolish mistake, and I \_\_\_\_\_.
12. Fish **can't walk**, and snakes \_\_\_\_\_.
13. I **like** to fix things around the house, and Ted \_\_\_\_\_.
14. I'd **rather stay** home this evening, and my husband \_\_\_\_\_.

**PART II:** Complete the sentences with **SO** or **NEITHER** + an AUXILIARY.

15. Pasta **is** a famous Italian dish, and \_\_\_\_\_ **so is** \_\_\_\_\_ pizza.
16. Anteaters **don't have** teeth, and \_\_\_\_\_ **neither do** \_\_\_\_\_ most birds.
17. I **didn't go** to the bank, and \_\_\_\_\_ my husband.
18. Turtles **are** reptiles, and \_\_\_\_\_ snakes.
19. My sister **has** dark hair, and \_\_\_\_\_ I.
20. Gorillas **don't have** tails, and \_\_\_\_\_ human beings.
21. I'm **studying** English, and \_\_\_\_\_ Mr. Chu.
22. I'm **not** a native speaker of English, and \_\_\_\_\_ Mr. Chu.
23. Wood **burns**, and \_\_\_\_\_ paper.
24. Mountain climbing **is** dangerous, and \_\_\_\_\_ auto racing.
25. I've **never seen** a monkey in the wild, and \_\_\_\_\_ my children.
26. When we heard the hurricane warning, I **nailed** boards over my windows and \_\_\_\_\_ all of my neighbors.
27. My brother and I studied chemistry together. I **didn't pass** the course, and \_\_\_\_\_ he.
28. Ostriches **can't fly**, and \_\_\_\_\_ penguins.



◇ PRACTICE 15—GUIDED STUDY: Using *so* or *neither* to respond. (Chart 9-5)

**Directions:** Pair up with another student (or friend, roommate, etc.).

STUDENT A: With your book open, say the given sentence. Complete the sentence with your own words if necessary.

STUDENT B: Respond to A's statement by using **SO** or **NEITHER**. Your book is closed.

**Example:** I'm confused.

STUDENT A: *I'm confused.*

STUDENT B: *So am I.\**

\*This exercise is designed to practice the use of **so** and **neither** in conversational responses. If, however, STUDENT B doesn't want to agree with, echo, or support STUDENT A's statement, there are alternative responses. For example:

STUDENT A: I'm confused.

STUDENT B: **You are? What's the matter?**

STUDENT A: Frogs don't have tails.

STUDENT B: **Really? Is that so? Hmmmm. I didn't know know that. Are you sure?**

STUDENT A: Ivar's Seafood Restaurant is a good place to eat in Seattle.

STUDENT B: **Oh? I've never eaten there.**

*Example:* Frogs don't have tails.

STUDENT A: *Frogs don't have tails.*

STUDENT B: *Neither do human beings.*

*Example:* (Name of a restaurant) is a good place to eat in (this city).

STUDENT A: *Ivar's Seafood Restaurant is a good place to eat in Seattle.*

STUDENT B: *So is Hong Kong Gardens.*

1. I'm thirsty.
2. I'd like (a kind of drink).
3. I studied last night.
4. I study grammar every day.
5. I've never been in (name of a country).
6. I don't like (a kind of food).
7. . . . is a (big/small) country.
8. (Name of a student) is from (name of a country).
9. Soccer is . . . .
10. (Name of a student) has (dark/red/black/etc.) hair.
11. I like (a kind of) weather.
12. Monkeys climb trees.
13. Ice is cold.
14. (. . .) has a part in her/his hair.
15. (name of a country) is a large country.

*Directions: Switch roles.*

16. I (write/don't write) a lot of letters.
17. I (get/don't get) a lot of mail.
18. San Francisco is a seaport.
19. Fish live in water.
20. I've never seen an iceberg.
21. Swimming is an Olympic sport.
22. I (like/don't like) the weather today.
23. I'd rather go to (name of a place) than (name of a place).
24. (name of a city) is in South America.
25. Oxygen is colorless.
26. Elephants are big animals.
27. (name of a country) is in Africa.
28. I've never had caviar\* (OR name of another exotic food) for breakfast.
29. Denmark has no volcanoes.
30. I don't have (red/gray/white) hair.

---

\*Caviar = fish eggs (an expensive delicacy in some cultures).

◇ PRACTICE 16—GUIDED STUDY: Using *too*, *so*, *either*, or *neither*. (Chart 9-5)

Directions: Create dialogues (either with a partner or in writing) between A and B. STUDENT A uses the given verb to make a statement (not a question). STUDENT B reacts to A's idea by using **TOO**, **SO**, **EITHER**, or **NEITHER** in a response.

*Example:* would like

STUDENT A: *I'd like to sail around the world someday.*

STUDENT B: *So would I. OR I would too.\**

*Example:* didn't want

STUDENT A: *Toshi didn't want to give a speech in front of the class.*

STUDENT B: *Neither did Ingrid. OR Ingrid didn't either.\**

- |                      |                |
|----------------------|----------------|
| 1. don't have        | 7. can fly     |
| 2. can't speak       | 8. would like  |
| 3. enjoy             | 9. didn't go   |
| 4. isn't going to be | 10. are        |
| 5. haven't ever seen | 11. is sitting |
| 6. will be           | 12. wasn't     |

◇ PRACTICE 17—SELFSTUDY: Adverb clauses with *because*. (Chart 9-6)

Directions: Underline the ADVERB CLAUSES. Find the SUBJECT (S) and VERB (V) of the adverb clause.

1. Johnny was late for work because [he] [missed] the bus.
2. I closed the door because the room was cold.
3. Because I lost my umbrella, I got wet on the way home.
4. Joe didn't bring his book to class because he couldn't find it.

◇ PRACTICE 18—SELFSTUDY: Adverb clauses with *because*. (Chart 9-6)

Directions: Add PERIODS, COMMAS, and CAPITAL LETTERS as necessary.

1. I opened the window because the room was hot we felt more comfortable then.  
→ *I opened the window because the room was hot. We felt more comfortable then.*
2. I can't use my bicycle because it has a flat tire. → *(no change)*
3. Because his coffee was cold Jack didn't finish it he left it on the table and walked away.  
→ *Because his coffee was cold, Jack didn't finish it. He left it on the table and walked away.*

\*This practice asks you to use *too*, *so*, *either* or *neither* in conversational responses. Other responses are, of course, possible. For example:

A: I'd like to sail around the world someday.

B: **Really? Why?**

A: Toshi didn't want to give a speech in front of the class.

B: **Oh? Why not?**

4. Annie is very young because she is afraid of the dark she likes to have a light on in her bedroom at night.
5. My sister went to a doctor because she hurt her right knee.
6. Marilyn has a cold because she's not feeling well today she's not going to go to her office.

◇ PRACTICE 19—GUIDED STUDY: Adverb clauses with *because*. (Chart 9-6)

Directions: Add PERIODS, COMMAS, and CAPITAL LETTERS as necessary.

1. Because the weather was bad we canceled our trip into the city we stayed home and watched TV.
2. Mark is an intelligent and ambitious young man because he hopes to get a good job later in life he is working hard to get a good education now.
3. Many species of birds fly to warm climates in the winter because they can't tolerate cold weather.
4. Frank put his head in his hands he was angry and upset because he had lost a lot of work on his computer.



◇ PRACTICE 20—SELFSTUDY: *Because* vs. *so*. (Charts 9-3 and 9-6)

Directions: Give sentences with the same meaning. Use COMMAS as appropriate.

**PART I:** Restate the sentence, using **SO**.

1. Jack lost his job because he never showed up for work on time.  
→ *Jack never showed up for work on time, so he lost his job.*
2. Because I was sleepy, I took a nap.
3. I opened the window because the room was hot.
4. Because it was raining, I stayed indoors.

**PART II:** Restate the sentence, using **BECAUSE**.

5. Jason was hungry, so he ate.  
→ *Because Jason was hungry, he ate.* OR *Jason ate because he was hungry.*
6. I was tired, so I went to bed.
7. The water in the river is polluted, so we can't go swimming.
8. My watch is broken, so I was late for my job interview.



6. Because Linda \_\_\_\_\_ sleepy, she went to bed.  
A. was                      B. wasn't
7. Because Kate ran too slowly, she \_\_\_\_\_ the race.  
A. won                      B. didn't win
8. Even though Jessica ran fast, she \_\_\_\_\_ the race.  
A. won                      B. didn't win
9. I \_\_\_\_\_ the test for my driver's license because I wasn't prepared.  
A. failed                    B. didn't fail
10. I went to my daughter's school play because she \_\_\_\_\_ me to be there.  
A. wanted                  B. didn't want
11. I bought a new suit for the business trip even though I \_\_\_\_\_ it.  
A. could afford              B. couldn't afford
12. Even though I had a broken leg, I \_\_\_\_\_ to the conference in New York.  
A. went                      B. didn't go

◇ PRACTICE 23—SELFSTUDY: Using *even though* and *although*. (Chart 9-7)

Directions: Choose the best completion.

1. Even though ostriches have wings, **C**.  
A. their feathers are large  
B. they are big birds  
C. they can't fly
2. Although \_\_\_\_\_, the hungry man ate every bit of it.  
A. an apple is both nutritious and delicious  
B. the cheese tasted good to him  
C. the bread was old and stale
3. The nurse didn't bring Mr. Hill a glass of water even though \_\_\_\_\_.  
A. she was very busy  
B. she forgot  
C. he asked her three times
4. Although \_\_\_\_\_, Eric got on the plane.  
A. he is married  
B. he is afraid of flying  
C. the flight attendant welcomed him aboard
5. Even though I looked in every pocket and every drawer, \_\_\_\_\_.  
A. my keys were under the bed  
B. my roommate helped me look for my keys  
C. I never found my keys

◇ PRACTICE 24—SELFSTUDY: Using *even though/although* and *because*.  
(Charts 9-6 and 9-7)

Directions: Choose the best completion.

1. It was a hot summer night. We went inside and shut the windows because \_\_\_\_\_.  
A. the rain stopped  
B. we were enjoying the cool breeze  
C. a storm was coming



2. Cats can't see red even though \_\_\_\_\_.
  - A. it's a bright color
  - B. many people like to wear that color
  - C. many flowers are bright red
3. Although \_\_\_\_\_, my daughter and her friends went swimming in the lake.
  - A. it was cold outside
  - B. they love to play in the water
  - C. the water was warm
4. Because \_\_\_\_\_, I joined my daughter and her friends in the lake.
  - A. I don't know how to swim
  - B. I like to swim
  - C. it was cold outside
5. My partner and I worked late into the evening. Even though \_\_\_\_\_, we stopped at our favorite restaurant before we went home.
  - A. we were very hungry
  - B. we were very polite
  - C. we were very tired

◇ PRACTICE 25—GUIDED STUDY: Using *even though/although* and *because*.  
(Charts 9-6 and 9-7)

Directions: Choose the best completion.

*Example:* I gave him the money because C.

- A. I didn't have any
  - B. he had a lot of money
  - C. I owed it to him
1. My brother came to my graduation ceremony although \_\_\_\_\_.
    - A. he was sick
    - B. he was eager to see everyone
    - C. he was happy for me
  2. Jack hadn't heard or read about the murder even though \_\_\_\_\_.
    - A. he was the murderer
    - B. it was on the front page of every newspaper
    - C. he was out of town when it occurred
  3. We can see the light from an airplane high in the sky at night before we can hear the plane because \_\_\_\_\_.
    - A. light travels faster than sound
    - B. airplanes travel at high speeds
    - C. our eyes work better than our ears at night
  4. Although \_\_\_\_\_, he finished the race in first place.
    - A. John was full of energy and strength
    - B. John was leading all the way
    - C. John was far behind in the beginning
  5. Snakes don't have ears, but they are very sensitive to vibrations that result from noise. Snakes can sense the presence of a moving object even though \_\_\_\_\_.
    - A. they have ears
    - B. they feel vibrations
    - C. they can't hear

6. In mountainous areas, melting snow in the spring runs downhill into streams and rivers. The water carries with it sediment, that is, small particles of soil and rock. In the spring, mountain rivers become cloudy rather than clear because \_\_\_\_\_.
- A. mountain tops are covered with snow
  - B. the water from melting snow brings sediment to the river
  - C. ice is frozen water
7. Foxes can use their noses to find their dinners because \_\_\_\_\_.
- A. they have a keen sense of smell
  - B. mice and other small rodents move very quickly
  - C. they have keen vision
8. When she heard the loud crash, Marge ran outside in the snow although \_\_\_\_\_.
- A. her mother ran out with her
  - B. she wasn't wearing any shoes
  - C. she ran as fast as she could
9. Even though his shoes were wet and muddy, Brian \_\_\_\_\_.
- A. took them off at the front door
  - B. walked right into the house and across the carpet
  - C. wore wool socks



10. Robert ate dinner with us at our home last night. Although \_\_\_\_\_, he left right after dinner.
- A. he washed the dishes
  - B. there was a good movie at the local theater
  - C. I expected him to stay and help with the dishes
11. Alex boarded the bus in front of his hotel. He was on his way to the art museum. Because he \_\_\_\_\_, he asked the bus driver to tell him where to get off.
- A. was late for work and didn't want his boss to get mad
  - B. was carrying a heavy suitcase
  - C. was a tourist and didn't know the city streets very well

12. When I attended my first business conference out of town, I felt very uncomfortable during the social events because \_\_\_\_\_.
- A. we were all having a good time
  - B. I didn't know anyone there
  - C. I am very knowledgeable in my field

◇ PRACTICE 26—GUIDED STUDY: Punctuating with commas and periods. (Charts 9-1→9-7)

Directions: Add **COMMAS**, **PERIODS**, and **CAPITAL LETTERS** as necessary. (There are four adverb clauses in the following passage. Can you find and underline them?)

(1) What is the most common substance on earth? ~~I~~It isn't wood, iron, or sand. ~~T~~he most common substance on earth is water it occupies more than seventy percent of the earth's surface it is in lakes rivers and oceans it is in the ground and in the air it is practically everywhere.

(2) Water is vital because life on earth could not exist without it people animals and plants all need water in order to exist every living thing is mostly water a person's body is about sixty-seven percent water a bird is about seventy-five percent water most fruit is about ninety percent water.

(3) Most of the water in the world is saltwater ninety-seven percent of the water on earth is in the oceans because seawater is salty people cannot drink it or use it to grow plants for food only three percent of the earth's water is fresh only one percent of the water in the world is easily available for human use.

(4) Even though water is essential to life human beings often poison it with chemicals from industry and agriculture when people foul water with pollution the quality of all life—plant life animal life and human life—diminishes life cannot exist without fresh water so it is essential for people to take care of this important resource.

◇ PRACTICE 27—SELFSTUDY: Separable vs. nonseparable. (Charts 9-8 and 9-9)

Directions: If the given phrasal verb is separable, mark **SEPARABLE**. If it is inseparable, mark **INSEPARABLE**.

- |    |  |                   |  |
|----|--|-------------------|--|
| 1. | CORRECT: I <i>turned</i> the light <i>on</i> .<br>CORRECT: I <i>turned on</i> the light. | <i>turn on</i> =  | <input checked="" type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 2. | CORRECT: I <i>ran into</i> Mary.<br>(INCORRECT: I <i>ran</i> Mary <i>into</i> .)         | <i>run into</i> = | <input type="checkbox"/> SEPARABLE<br><input checked="" type="checkbox"/> NONSEPARABLE |

- |    |  |                     |   |
|----|--|---------------------|---|
| 3. | CORRECT: Joe <i>looked up</i> the definition.<br>CORRECT: Joe <i>looked</i> the definition <i>up</i> . | <i>look up</i> =    | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 4. | CORRECT: I <i>got off</i> the bus.<br>(INCORRECT: I <i>got</i> the bus <i>off</i> .)                   | <i>get off</i> =    | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 5. | CORRECT: I <i>took off</i> my coat.<br>CORRECT: I <i>took</i> my coat <i>off</i>                       | <i>take off</i> =   | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 6. | CORRECT: I <i>got in</i> the car and left.<br>(INCORRECT: I <i>got</i> the car <i>in</i> and left.)    | <i>get in</i> =     | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 7. | CORRECT: I <i>figured out</i> the answer.<br>CORRECT: I <i>figured</i> the answer <i>out</i> .         | <i>figure out</i> = | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |
| 8. | CORRECT: I <i>turned</i> the radio <i>off</i> .<br>CORRECT: I <i>turned off</i> the radio.             | <i>turn off</i> =   | <input type="checkbox"/> SEPARABLE<br><input type="checkbox"/> NONSEPARABLE |

◇ PRACTICE 28—SELFSTUDY: Identifying phrasal verbs. (Charts 9-8 and 9-9)

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.

◇ PRACTICE 29—SELFSTUDY: - Using phrasal verbs (separable). (Chart 9-8)

Directions: Complete the sentences with the words in the following list.

<i>away</i>	<i>off</i>	<i>out</i>
<i>down</i>	<i>on</i>	<i>up</i>
<i>in</i>		

1. I'd like to listen to some music. Would you please *turn* the radio on?
2. My husband *makes* \_\_\_\_\_ bedtime stories for our children.
3. My arms hurt, so I *put* the baby \_\_\_\_\_ for a minute, but he started crying right away, so I *picked* him \_\_\_\_\_ again.
4. A: We need a plumber to fix the kitchen sink. Call one today.  
B: I will.  
A: Don't *put* it \_\_\_\_\_.  
B: I won't. I'll call today. I promise.

5. A: Why are you wearing your new suit?  
 B: I just *put* it \_\_\_\_\_ to see what it looked like.  
 A: It looks fine. *Take* it \_\_\_\_\_ and hang it up before it gets wrinkled.
6. A: I found this notebook in the wastebasket. It's yours, isn't it?  
 B: Yes. I *threw* it \_\_\_\_\_. I don't need it anymore.  
 A: Okay. I thought maybe it had fallen in the wastebasket accidentally.
7. A: I need Jan's address again.  
 B: I gave you her address just yesterday.  
 A: I'm afraid I've lost it. Tell me again, and I'll *write* it \_\_\_\_\_.  
 B: Just a minute. I have to *look* it \_\_\_\_\_ in my address book.
8. A: You'll never believe what happened in physics class today.  
 B: What happened?  
 A: We had a big test today. When I first looked it over, I realized that I couldn't *figure* \_\_\_\_\_ any of the answers. What happened is that he'd *handed* \_\_\_\_\_ the wrong test. We hadn't covered that material in class yet.
9. A: *Wake* \_\_\_\_\_! It's six o'clock! Rise and shine!  
 B: What are you doing!? *Turn* the light \_\_\_\_\_ and close the window curtain!  
 A: My goodness but we're grumpy this morning. Come on. It's time to get up, dear. You don't want to be late.



◇ PRACTICE 30—SELFSTUDY: Phrasal verbs. (Charts 9-8 and 9-9)

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 *called on* Susan. → I called \_\_\_\_\_ . SEP NONSEP
9. I *turned off* the lights. → I turned \_\_\_\_\_ . SEP NONSEP
10. I *threw away* the newspaper. → I threw \_\_\_\_\_ . SEP NONSEP

◇ PRACTICE 31—SELFSTUDY: Phrasal verbs. (Charts 9-8 and 9-9)

Directions: Complete the sentences with PARTICLES. Include PRONOUNS in the completions if necessary.

1. I had the flu, but I got \_\_\_\_\_ **over it** \_\_\_\_\_ a couple of days ago.
2. I was wearing gloves. I took \_\_\_\_\_ before I shook hands with Mr. Zabidi.
3. Stacy needed to find the date that India became independent. She looked \_\_\_\_\_ in the encyclopedia and wrote \_\_\_\_\_ in her notebook.
4. The job was finished. I didn't need my tools anymore, so I put \_\_\_\_\_.
5. It looked like rain, so I got my raincoat from the closet and put \_\_\_\_\_ before I left the apartment.
6. A: Have you seen Dan this morning?  
B: Not this morning. But I ran \_\_\_\_\_ at the movie last night.
7. A: Janet's car was stolen this morning!  
B: That's incredible! How did it happen?  
A: She had stopped at the store to pick \_\_\_\_\_ some groceries. When she returned to her car in the parking lot, she was carrying three bags. She put \_\_\_\_\_ to get her keys out of her purse. At that moment, a man grabbed the keys out of her hand, got \_\_\_\_\_ her car, started the engine, and drove away.

8. 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 \_\_\_\_\_.

9. A: You're all wet!

B: I know. A passing truck went through a big puddle and splashed me.

A: You'd better take those clothes \_\_\_\_\_ and put \_\_\_\_\_ something clean and dry before you go to work.



# CHAPTER 10

## Gerunds and Infinitives

### ◇ PRACTICE 1—SELFSTUDY: Identifying gerunds and infinitives. (Charts 10-1 → 10-2)

Directions: Find and underline the gerunds and infinitives in the following sentences. Circle GER for GERUNDS. Circle INF for INFINITIVES.

1. GER (INF) Ann promised to wait for me.
2. (GER) INF I kept walking even though I was tired.
3. GER INF Alex offered to help me.
4. GER INF Karen finished writing a letter and went to bed.
5. GER INF Don't forget to call me tomorrow.
6. GER INF David was afraid of falling and hurting himself.
7. GER INF Working in a coal mine is a dangerous job.
8. GER INF It is easy to grow vegetables.

### ◇ PRACTICE 2—GUIDED STUDY: Verb + gerund. (Chart 10-2)

Directions: Complete the sentences in COLUMN A by using a verb from COLUMN B and your own words. Don't use a verb from COLUMN B more than one time.

*Example:* I often postpone + write

→ *I often postpone writing thank you notes, and then I have to apologize for sending them late.*

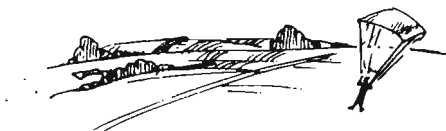
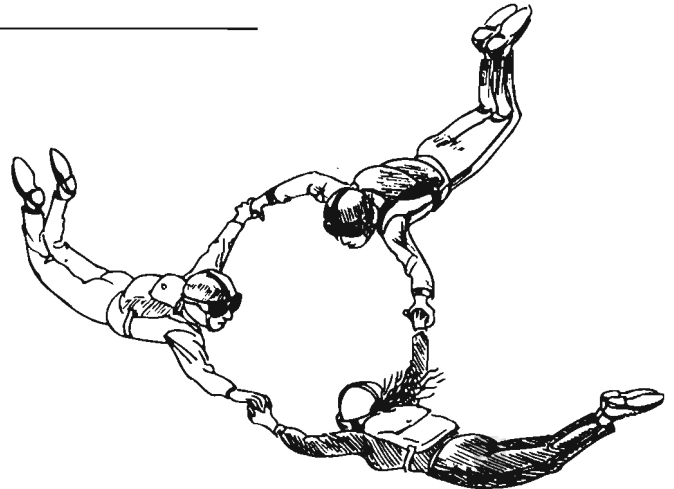
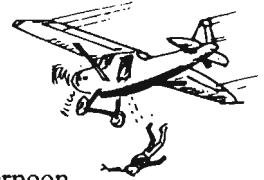
COLUMN A	COLUMN B		
1. I often postpone	A. buy	H. go	O. play
2. I enjoy	B. close	I. help	P. take
3. I'm considering	C. do	J. learn	Q. teach
4. Would you mind	D. eat	K. listen	R. try
5. I finished	E. exercise	L. love	S. watch
6. I'll never stop	F. finish	M. make	T. write
7. Do you ever think about	G. give	N. open	
8. You should keep			
9. Sometimes I put off			



◇ PRACTICE 3—SELFSTUDY: Go + gerund. (Chart 10-3)

Directions: Use the given ideas to complete the sentences with a form of GO + the appropriate GERUND to describe the activity.

1. I love to dance. Last night, my husband and I danced for hours.  
→ Last night, my husband and I went dancing.
2. Later this afternoon, Ted is going to take a long walk in the woods.  
→ Ted is going to go hiking later today.
3. Yesterday Alice visited many stores and bought some clothes and makeup.  
→ Yesterday, Alice \_\_\_\_\_.
4. Let's go to the beach and jump in the water.  
→ Let's \_\_\_\_\_.
5. My grandfather takes his fishing pole to a farm pond every Sunday.  
→ My grandfather \_\_\_\_\_ every Sunday.
6. When I visit a new city, I like to look around at the sights.  
→ When I visit a new city, I like to \_\_\_\_\_.
7. I love to put up a small tent by a stream, make a fire, and listen to the sounds of the forest through the night.  
→ I love to \_\_\_\_\_.
8. I want to take the sailboat out on the water this afternoon.  
→ I want to \_\_\_\_\_ this afternoon.
9. Once a year, we take our skis to our favorite mountain resort and enjoy an exciting weekend.  
→ Once a year, we \_\_\_\_\_  
at our favorite mountain resort.
10. Last year on my birthday, my friends and I went up in an airplane, put on parachutes, and jumped out of the plane at a very high altitude.  
→ Last year, on my birthday,  
my friends and I  
\_\_\_\_\_.



◇ PRACTICE 4—SELFSTUDY: Verb + gerund vs. infinitive. (Charts 10-2 → 10-4)

Directions: Choose the correct completion.

1. I would like **B** you and some of my other friends for dinner sometime.  
A. inviting                      B. to invite
2. I enjoyed \_\_\_\_\_ with my family at the lake last summer.  
A. being                         B. to be
3. Don agreed \_\_\_\_\_ me move out of my apartment this weekend.  
A. helping                      B. to help
4. My parents can't afford \_\_\_\_\_ all of my college expenses.  
A. paying                       B. to pay
5. Liang-Siok, would you mind \_\_\_\_\_ this letter on your way home?  
A. mailing                       B. to mail
6. Do you expect \_\_\_\_\_ this course? If so, you'd better work harder.  
A. passing                      B. to pass
7. Adam offered \_\_\_\_\_ for me tonight because I feel awful.  
A. working                      B. to work
8. I refuse \_\_\_\_\_ your proposal. I've made up my mind.  
A. considering                 B. to consider
9. I wish you would consider \_\_\_\_\_ my proposal. I know I can do the job.  
A. accepting                   B. to accept
10. I don't think I'll ever finish \_\_\_\_\_ this report. It just goes on and on.  
A. writing                        B. to write
11. I would enjoy \_\_\_\_\_ you in Cairo while you're studying there.  
A. visiting                      B. to visit
12. The children seem \_\_\_\_\_ why they have to stay home tonight.  
A. understanding              B. to understand
13. Don't forget \_\_\_\_\_ all of the doors before you go to bed.  
A. locking                      B. to lock
14. I'm really sorry. I didn't mean \_\_\_\_\_ your feelings.  
A. hurting                         B. to hurt
15. Why do you keep \_\_\_\_\_ me the same question over and over again?  
A. asking                       B. to ask
16. I've decided \_\_\_\_\_ for another job. I'll never be happy here.  
A. looking                      B. to look
17. You need \_\_\_\_\_ harder if you want to get the promotion.  
A. trying                        B. to try
18. Why do you pretend \_\_\_\_\_ his company? I know you don't like him.  
A. enjoying                      B. to enjoy
19. Let's get together tonight. I want to talk about \_\_\_\_\_ a new business.  
A. opening                      B. to open
20. I have a secret. Do you promise \_\_\_\_\_ no one?  
A. telling                         B. to tell

21. The president plans \_\_\_\_\_ everyone a bonus at the end of the year.  
A. giving                      B. to give
22. I have a good job, and I hope \_\_\_\_\_ myself all through school.  
A. supporting                B. to support
23. I can't wait \_\_\_\_\_ work today. I'm taking off on vacation tonight.  
A. finishing                 B. to finish
24. My neighbor and I get up at six every morning and go \_\_\_\_\_.  
A. jogging                    B. to jog

◇ PRACTICE 5—SELFSTUDY: Verb + gerund or infinitive. (Charts 10-2 → 10-5)

Directions: Choose the correct answer or answers. **Both answers may be correct.**

1. I want \_\_\_\_\_ **B** the comedy special on TV tonight.  
A. watching                 B. to watch
2. I'm a people-watcher. I like \_\_\_\_\_ **A, B** people in public places.  
A. watching                B. to watch
3. I've already begun \_\_\_\_\_ ideas for my new novel.  
A. collecting                B. to collect
4. A group of Chinese scientists plan \_\_\_\_\_ their discovery at the world conference next spring.  
A. presenting               B. to present
5. Every time I wash my car, it starts \_\_\_\_\_.  
A. raining                    B. to rain
6. Angela and I continued \_\_\_\_\_ for several hours.  
A. talking                    B. to talk
7. I love \_\_\_\_\_ on the beach during a storm.  
A. walking                   B. to walk
8. I would love \_\_\_\_\_ a walk today.  
A. taking                    B. to take



9. Are you sure you don't mind \_\_\_\_\_ Johnny for me while I go to the store?  
A. watching                      B. to watch
10. Annie hates \_\_\_\_\_ in the rain.  
A. driving                      B. to drive
11. My roommate can't stand \_\_\_\_\_ to really loud rock music.  
A. listening                      B. to listen
12. I don't like \_\_\_\_\_ in front of other people.  
A. singing                      B. to sing
13. Would you like \_\_\_\_\_ to the concert with us?  
A. going                      B. to go
14. Most children can't wait \_\_\_\_\_ their presents on their birthday.  
A. opening                      B. to open

◇ PRACTICE 6—GUIDED STUDY: Verb + gerund or infinitive. (Chart 10-5)

Directions: In writing, or orally in small groups, discuss what you like and don't like to do. Use the given ideas to make sentences that begin with:

<i>I like</i>	<i>I don't like</i>	<i>I don't mind</i>
<i>I love</i>	<i>I hate</i>	
<i>I enjoy</i>	<i>I can't stand</i>	

1. cook  
→ *I like to cook / I like cooking / I hate to cook / I hate cooking / I don't mind cooking.*
2. live in this city
3. wash dishes
4. fly
5. wait in airports
6. read novels in my spare time
7. eat a delicious meal slowly
8. drive on city streets during rush hour
9. speak in front of a large group
10. play cards for money
11. go to parties where I don't know a single person
12. listen to the sounds of the city while I'm trying to get to sleep
13. visit with friends I haven't seen in a long time
14. get in between two friends who are having an argument
15. travel to strange and exotic places

◇ PRACTICE 7—GUIDED STUDY: Gerunds vs. infinitives. (Charts 10-1 → 10-5)

Directions: Complete the sentences with the correct form, GERUND or INFINITIVE, of the words in parentheses.

A: Have you made any vacation plans?

B: I was hoping (1. *go*) to go to an island off the Atlantic coast, but my wife wanted (2. *drive*) \_\_\_\_\_ down the Pacific coast. We've decided (3. *compromise*) \_\_\_\_\_ by going to neither coast. We've agreed (4. *find*) \_\_\_\_\_ a place where both of us want (5. *go*) \_\_\_\_\_.

A: So where are you going?

B: Well, we've been considering (6. *go*) \_\_\_\_\_ (7. *fish*) \_\_\_\_\_ in Canada. We've also discussed (8. *take*) \_\_\_\_\_ a train across central and western Canada. We also have been talking about (9. *rent*) \_\_\_\_\_ a sailboat and (10. *go*) \_\_\_\_\_ (11. *sail*) \_\_\_\_\_ in the Gulf of Mexico.

A: Have you ever thought about (12. *stay*) \_\_\_\_\_ home and (13. *relax*) \_\_\_\_\_?

B: That's not a vacation to me. If I stay home during my vacation, I always end up doing all the chores around home that I've put off (14. *do*) \_\_\_\_\_ for the past year. When I go on a holiday, I like (15. *visit*) \_\_\_\_\_ new places and (16. *do*) \_\_\_\_\_ new things. I enjoy (17. *see*) \_\_\_\_\_ parts of the world I've never seen before.

A: What place would you like (18. *visit*) \_\_\_\_\_ the most?

B: I'd love (19. *go*) \_\_\_\_\_ (20. *camp*) \_\_\_\_\_ in New Zealand. My wife loves (21. *camp*) \_\_\_\_\_ in new places too, but I'm afraid she might refuse (22. *go*) \_\_\_\_\_ to New Zealand. She doesn't like long plane flights.

A: Why don't you just pick a spot on a map? Then call and make a hotel reservation.

B: Neither of us can stand (23. *spend*) \_\_\_\_\_ two whole weeks at a luxury hotel somewhere. I don't mean (24. *say*) \_\_\_\_\_ anything bad about big hotels, but both of us seem (25. *like*) \_\_\_\_\_ more adventurous vacations.

A: Well, keep (26. *think*) \_\_\_\_\_ about it. I'm sure you'll figure out a really great place for your vacation.

B: We'll have to stop (27. *think*) \_\_\_\_\_ about it sometime soon and make a decision.

- B: I can't wait (28. *find*) \_\_\_\_\_ out where you decide (29. *go*) \_\_\_\_\_  
 \_\_\_\_\_. I'll expect (30. *hear*) \_\_\_\_\_ from you when you  
 make a decision. Don't forget (31. *call*) \_\_\_\_\_ me.
- A: Hmm. Maybe we should go (32. *ski*) \_\_\_\_\_ in Switzerland. Or perhaps  
 we could go (33. *water-ski*) \_\_\_\_\_ on the Nile. Then there's the possibility  
 of going (34. *hike*) \_\_\_\_\_ in the Andes. Of course, we'd probably enjoy  
 (35. *swim*) \_\_\_\_\_ off the Great Barrier Reef of Australia. And we shouldn't  
 postpone (36. *explore*) \_\_\_\_\_ the Brazilian rain forest much longer.  
 Someday I'd really like (37. *climb*) \_\_\_\_\_ to the top of an active volcano and  
 (38. *look*) \_\_\_\_\_ inside the crater. Or maybe we could . . .



◇ PRACTICE 8—SELFSTUDY: Uncompleted infinitives. (Chart 10-6)

Directions: Cross out the unnecessary words in Speaker B's responses.

1. A: Did you pay the electric bill?  
 B: Not yet. But I'm going to ~~pay the electric bill~~.
2. A: Why didn't you go to class this morning?  
 B: I didn't want to go to class this morning.
3. A: Did you call your mother?  
 B: No, but I ought to call my mother.
4. A: Have you taken your vacation yet this year?  
 B: No, I haven't, but I intend to take my vacation.

◇ PRACTICE 9—GUIDED STUDY: Uncompleted infinitives. (Chart 10-6)

Directions: Complete the dialogues with your own words. Then explain the full meaning of the uncompleted infinitives.

1. A: Would you like to go to a movie with us tonight ?  
B: I'd love to! (→ *I'd love to go to a movie with you tonight.*)
2. A: Does Yoko enjoy meeting new people ?  
B: She seems to. (→ *She seems to enjoy meeting new people.*)
3. A: Did you \_\_\_\_\_ ?  
B: No.  
A: Well, you ought to.
4. A: Why didn't \_\_\_\_\_ ?  
B: I didn't want to.
5. A: Would you like to \_\_\_\_\_ ?  
B: Yes, but I can't afford to.
6. A: Do you \_\_\_\_\_ ?  
B: No, but I used to.
7. A: You should \_\_\_\_\_ .  
B: I intend to.
8. A: I'm not going \_\_\_\_\_ .  
B: But you have to!
9. A: Have you \_\_\_\_\_ ?  
B: Not yet, but I'm planning to.
10. A: \_\_\_\_\_ ?  
B: I'd really like to, but I can't.

◇ PRACTICE 10—SELFSTUDY: Preposition + gerund. (Chart 10-7 and Appendix 1)

Directions: Using the verbs in parentheses, complete the sentences with PREPOSITIONS and GERUNDS. Refer to the list of expressions with prepositions at the bottom of the page if necessary.\*

1. I believe in telling the truth no matter what. (*tell*)
2. I wish the weather would get better. I'm tired of having to be inside all the time.  
(*have to be*)

\*EXPRESSIONS WITH PREPOSITIONS:

*be* afraid of  
apologize for  
believe in  
concentrate on  
dream about  
*be* excited about  
feel like  
forgive someone for

*be* good at  
have the (bad) habit of  
*be* in danger of  
*be* in the habit of  
insist on  
*be* interested in  
look forward to  
*be* nervous about

plan on  
*be* responsible for  
stop someone from  
succeed in  
talk into doing  
thank someone for  
*be* tired of  
worry about

3. I don't go swimming because I'm afraid \_\_\_\_\_\_. (*drown*)
4. Greg is nervous \_\_\_\_\_ his girlfriend's parents for the first time. (*meet*)
5. I don't know how to thank you \_\_\_\_\_ me. (*help*)
6. Are you interested \_\_\_\_\_ to a bullfight? (*go*)
7. I worked on it all night, but I didn't succeed \_\_\_\_\_ the problem. (*solve*)
8. I just can't get excited \_\_\_\_\_ Disneyland for the third time in two years. (*visit*)
9. Carlos has the irritating habit \_\_\_\_\_ gum very loudly. (*chew*)
10. Why do you constantly worry \_\_\_\_\_ your parents? (*please*)
11. Jonathan! Please concentrate \_\_\_\_\_ your assignment. (*read*)
12. Every summer, I look forward \_\_\_\_\_ a vacation with my family. (*take*)
13. Do you feel \_\_\_\_\_ me why you're so sad? (*tell*)
14. I apologize \_\_\_\_\_, but I was trying to protect you from the truth. Sometimes the truth hurts. (*lie*)
15. Why do you always insist \_\_\_\_\_ for everything when we go out for dinner? (*pay*)
16. I'm in the habit \_\_\_\_\_ every morning, but I'm too tired today. (*jog*)
17. I want you to know that I'm sorry. I don't know if you can ever forgive me \_\_\_\_\_ you so much trouble. (*cause*)
18. I'm not very good \_\_\_\_\_ names. (*remember*)
19. I'm not happy in my work. I often dream \_\_\_\_\_ my job. (*quit*)
20. How do you stop someone \_\_\_\_\_ something you know is wrong? (*do*)
21. You can't convince me to change my mind. After what she did, you'll never talk me \_\_\_\_\_ her. (*forgive*)
22. I'm too tired to cook, but I hadn't planned \_\_\_\_\_ out tonight. (*eat*)
23. Who's responsible \_\_\_\_\_ these coffee beans all over the floor? (*spill*)
24. You'd better be careful. You're in danger \_\_\_\_\_ this class. (*fail*)
25. Anna made a lot of big mistakes at work. That's why she was afraid \_\_\_\_\_ her job. (*lose*)\*

\*Note that *lose* is spelled with one "o." The word *loose*, with two "o's," is an adjective meaning "not tight." (e.g., My shirt is big and loose.) Pronunciation difference: *lose* = /luwz/; *loose* = /luws/.



◇ PRACTICE 11—GUIDED STUDY: Preposition + gerund. (Chart 10-7 and Appendix 1)

Directions: In writing or in groups, make up sentences that contain GERUNDS. Include the appropriate PREPOSITION in each.

Example: apologize to (. . .) + interrupt / be / call

→ You should apologize to Tarik for interrupting him.

I apologized to my friend for being late.

Rosa apologized to me for calling after midnight.

1. be nervous + *speak* / *go* / *get*
2. thank (. . .) + *open* / *help* / *invite*
3. feel like (. . .) + *go* / *have* / *take*
4. look forward + *do* / *stop* / *skydive*
5. apologize to (. . .) + *sell* / *give* / *leave*
6. worry + *lose* / *not have* / *be*
7. forgive (. . .) + *lie* / *take* / *forget*
8. be excited + *go* / *meet* / *move*
9. insist + *answer* / *drive* / *fly*
10. believe + *help* / *tell* / *trust*

◇ PRACTICE 12—SELFSTUDY: Using **by** + gerund. (Chart 10-8)

Directions: Describe what the people did by using **BY** + a GERUND.

1. *Mary*: How did you comfort the child?  
*Sue*: I held him in my arms.  
→ Sue comforted the child by holding him in her arms.
2. *Pat*: How did you improve your vocabulary?  
*Nadia*: I read a lot of books.  
→ Nadia improved her vocabulary by reading a lot of books.
3. *Kirk*: How did Grandma amuse the children?  
*Sally*: She told them a story.  
→ Grandma amused the children by telling them a story.
4. *Masako*: How did you improve your English?  
*Pedro*: I watched TV a lot.  
→ Pedro improved his English by watching TV a lot.
5. *Jeffrey*: How did you catch up with the bus?  
*Jim*: I ran as fast as I could.  
→ Jim caught up with the bus by running as fast as he could.
6. *Sam*: How did you recover from your cold?  
*Abdul*: I stayed in bed and took care of myself.  
→ Abdul recovered by staying in bed and by taking care of himself.

7. *Mr. Lee:* How did you earn your children's respect?

*Mr. Fox:* I treated them with respect at all times.

→ Mr. Smith earned his children's respect \_\_\_\_\_  
them with respect at all times.

◇ PRACTICE 13—GUIDED STUDY: Using *by* + gerund. (Chart 10-8)

Directions: Complete the sentences in Column A with **BY** + an appropriate idea from Column B.

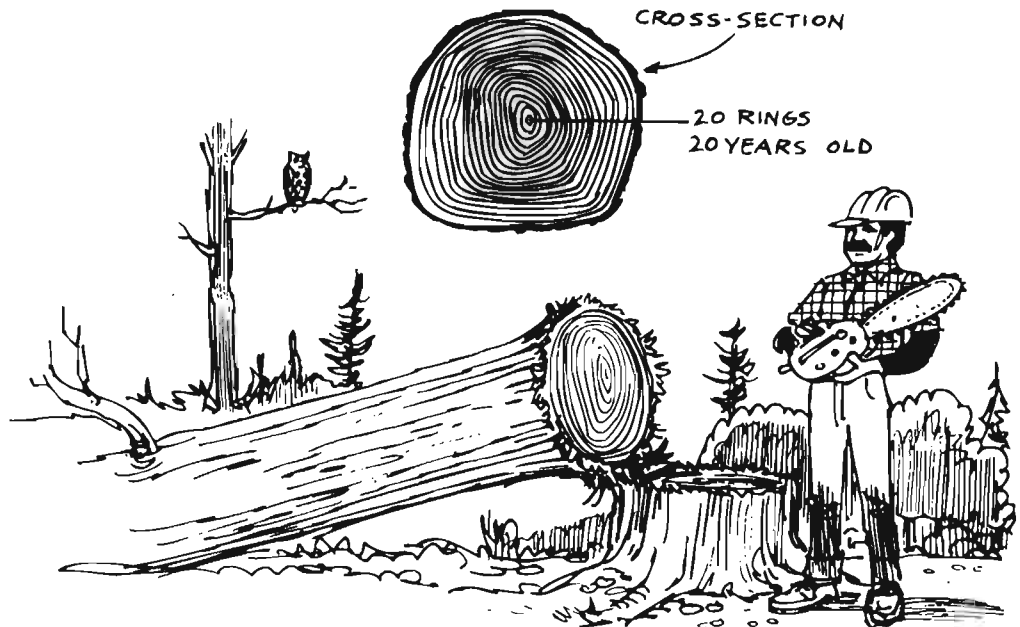
*Example: I arrived on time by taking a taxi instead of the bus.*

COLUMN A

1. I arrived on time
2. I put out the fire
3. Giraffes can reach the leaves at the top
4. I fixed the chair
5. Sara was able to buy an expensive stereo system
6. A hippopotamus can cross a river
7. I figured out how to cook the noodles
8. Pam finished her project on time
9. You can figure out how old a tree is

COLUMN B

- A. tighten the loose screws
- B. count the rings
- C. read the directions on the package
- D. walk on the bottom of the riverbed
- E. pour water on it
- F. work all through the night
- G. stretch their long necks
- H. save her money for two years
- ✓ I. take a taxi instead of a bus



◇ PRACTICE 14—SELFSTUDY: Using *with*. (Chart 10-8)

Directions: Complete the sentences using **WITH** and appropriate words from the following list.

✓ a broom	a needle and thread	a shovel
a hammer	a pair of scissors	a spoon
a key	a saw	a thermometer
a knife		

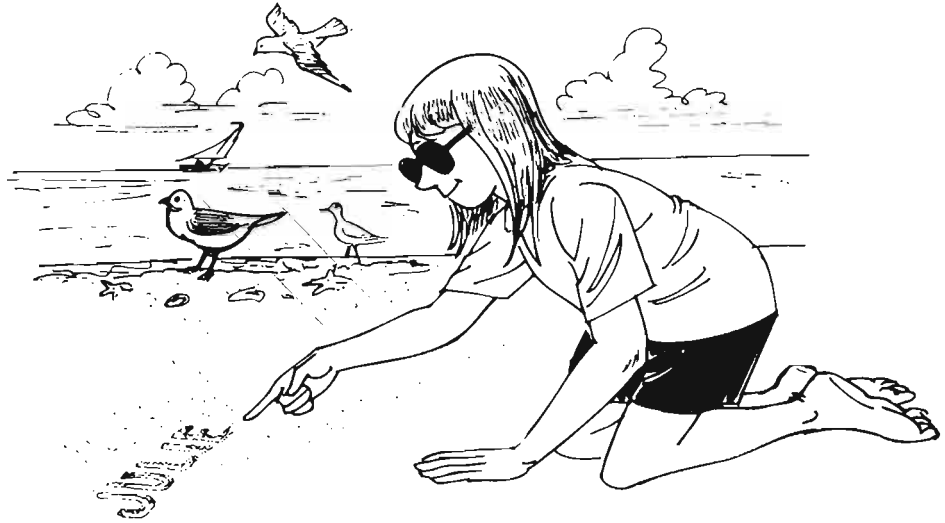
1. I swept the floor with a broom.
2. I sewed the button on my shirt \_\_\_\_\_.
3. I cut the wood \_\_\_\_\_.
4. I took my temperature \_\_\_\_\_.
5. I stirred my coffee \_\_\_\_\_.
6. I opened the locked door \_\_\_\_\_.
7. I dug a hole in the ground \_\_\_\_\_.
8. I nailed two pieces of wood together \_\_\_\_\_.
9. I cut the meat \_\_\_\_\_.
10. I cut the paper \_\_\_\_\_.

◇ PRACTICE 15—SELFSTUDY: *By* vs. *with*. (Chart 10-8)

Directions: Complete the sentences with **BY** or **WITH**.

1. Alice greeted me with a smile.
2. Ms. Williams goes to work every day by bus.
3. I pounded the nail into the wood \_\_\_\_\_ a hammer.
4. Tom went to the next city \_\_\_\_\_ train.
5. I got in touch with Bill \_\_\_\_\_ phone.
6. Akihiko eats \_\_\_\_\_ chopsticks.
7. I didn't notice that the envelope wasn't addressed to me. I opened it \_\_\_\_\_ mistake.
8. I sent a message to Ann \_\_\_\_\_ fax.
9. Jack protected his eyes from the sun \_\_\_\_\_ his hand.
10. Janice put out the fire \_\_\_\_\_ a bucket of water.
11. I pay my bills \_\_\_\_\_ mail.
12. I solved the math problem \_\_\_\_\_ a calculator.
13. We traveled to Boston \_\_\_\_\_ car.
14. The rider kicked the sides of the horse \_\_\_\_\_ her heels.

15. Jim was extremely angry. He hit the wall \_\_\_\_\_ his fist.  
 16. At the beach, Julie wrote her name in the sand \_\_\_\_\_ her finger.



◇ PRACTICE 16—SELFSTUDY: Gerund as subject; *it* + infinitive. (Charts 10-9 → 10-10)

Directions: Complete the sentences by using a GERUND as the subject or *IT* + INFINITIVE. Add the word *IS* where appropriate. Use the verbs in the following list.

<i>complete</i>	<i>eat</i>	<i>live</i>
<i>drive</i>	✓ <i>learn</i>	<i>swim</i>

1. a. **It is** \_\_\_\_\_ easy for anyone **to learn** \_\_\_\_\_ how to cook an egg.  
 b. **Learning** \_\_\_\_\_ how to cook an egg **is** \_\_\_\_\_ easy for anyone.
2. a. \_\_\_\_\_ nutritious food \_\_\_\_\_ important for your health.  
 b. \_\_\_\_\_ important for your health \_\_\_\_\_ nutritious food.
3. a. \_\_\_\_\_ on the wrong side of the road \_\_\_\_\_ against the law.  
 b. \_\_\_\_\_ against the law \_\_\_\_\_ on the wrong side of the road.
4. a. \_\_\_\_\_ fun for both children and adults \_\_\_\_\_ in the ocean.  
 b. \_\_\_\_\_ in the ocean \_\_\_\_\_ fun for both children and adults.
5. a. \_\_\_\_\_ expensive \_\_\_\_\_ in a dormitory?  
 b. \_\_\_\_\_ in a dormitory expensive?
6. a. \_\_\_\_\_ difficult \_\_\_\_\_ these sentences correctly?  
 b. \_\_\_\_\_ these sentences correctly difficult?

◇ PRACTICE 17—GUIDED STUDY: Gerund as subject; *it* + infinitive. (Chart 10-9)

Directions: Make sentences by combining ideas from Column A and Column B. Use GERUND SUBJECTS or IT + INFINITIVE.

Example: Riding a bicycle is easy / dangerous / fun / relaxing. OR  
It is easy / dangerous / fun / relaxing to ride a bicycle.

COLUMN A	COLUMN B
1. ride a bicycle	A. against the law
2. read newspapers	B. boring
3. study grammar	C. dangerous
4. play tennis	D. easy
5. steal cars	E. educational
6. listen to a two-hour speech	F. embarrassing
7. predict the exact time of an earthquake	G. exciting
8. forget someone's name	H. frightening
9. walk alone through a dark forest at night	I. fun
10. go fishing with your friends	J. hard
11. know the meaning of every word in a dictionary	K. important
12. be honest with yourself at all times	L. impossible
13. change a flat tire	M. relaxing
14. visit museums	N. a waste of time

◇ PRACTICE 18—GUIDED STUDY: *It* + *for* (someone) + infinitive. (Chart 10-10)

Directions: Make sentences using IT + FOR (someone) + INFINITIVE by combining ideas from Columns A, B, and C. Add your own words if you wish.

Example: difficult

→ *It is difficult for me to be on time for class.*

*It is difficult for some people to learn how to swim.*

*It's difficult for children to understand adults' behavior.*

COLUMN A	COLUMN B	COLUMN C
1. difficult	anyone	spend time with friends
2. easy	children	predict the exact time of an earthquake
3. fun	me	change a flat tire
4. important	most people	be on time for class
5. impossible	some people	understand adults' behavior
6. enjoyable	students	obey their parents
7. interesting		observe animals in their wild habitat
8. possible		visit new places
		learn how to swim
		live on the planet Mars

◇ PRACTICE 19—GUIDED STUDY: *It + take*. (Charts 6-11 and 10-9 → 10-10)

Directions: Use your own words to complete the following sentences.

Example: It takes . . . hours to . . . .

→ **It takes five hours to fly from Los Angeles to Honolulu.**

Example: It takes a lot of work for . . . to . . . .

→ **It takes a lot of work for most small businesses to succeed.**

- |                                       |   |
|---------------------------------------|---|
| 1. It takes time for . . . to . . . . | 5. It will take . . . years for . . . to . . . .  |
| 2. It takes a lot of money to . . . . | 6. It takes patience / courage / skill to . . . . |
| 3. It takes . . . minutes to . . . .  | 7. It takes hard work for . . . to . . . .        |
| 4. How long does it take to . . . ?   | 8. It takes stamina and determination to . . . .  |

◇ PRACTICE 20—GUIDED STUDY: *It + for (someone) + infinitive*. (Chart 10-10)

Directions: Complete the sentences with your own words.

- |  |   |
|--|---|
| 1. It is easy for . . . to . . . .                           | 5. It's sensible for . . . to . . . .   |
| 2. It's traditional for . . . to . . . .                     | 6. Is it necessary for . . . to . . . ? |
| 3. It's impossible for . . . to . . . .                      | 7. It's important for . . . to . . . .  |
| 4. It takes ( <i>a length of time</i> ) for . . . to . . . . | 8. It's difficult for . . . to . . . .  |

◇ PRACTICE 21—SELFSTUDY: *(In order) to*. (Chart 10-11)

Directions: Complete the sentences in Column A by using the ideas in Column B. Connect the ideas with **(IN ORDER) TO**.

Example: *I called the hotel desk (in order) to ask for an extra pillow.*

COLUMN A

1. I called the hotel desk
2. I turned on the radio
3. I looked in the encyclopedia
4. People wear boots
5. Andy went to Egypt
6. Ms. Lane stood on tiptoe
7. The dentist moved the light closer to my face
8. I clapped my hands and yelled
9. Maria took a walk in the park
10. I offered my cousin some money

COLUMN B

- A. keep their feet warm and dry
- B. reach the top shelf
- C. listen to a ball game
- D. find the population of Malaysia
- ✓ E. ask for an extra pillow
- F. chase a stray dog away
- G. help him pay the rent
- H. get some fresh air and exercise
- I. see the ancient pyramids
- J. look into my mouth

◇ PRACTICE 22—SELFSTUDY: Purpose: *to vs. for*. (Chart 10-11)

Directions: Complete the sentences with **TO** or **FOR**.

1. Sam went to the hospital for an operation.
2. I hired a cab to take me to the boat dock.
3. Frank stayed after school \_\_\_\_\_ get some extra help from the teacher.

4. I play tennis twice a week \_\_\_\_\_ exercise and relaxation.
5. I sent a card to Carol \_\_\_\_\_ wish her a happy birthday.
6. Two police officers came to my apartment \_\_\_\_\_ ask me about my cousin.
7. Mr. Wong works in his garden \_\_\_\_\_ the pure pleasure of it.
8. I looked in the encyclopedia \_\_\_\_\_ information about Ecuador.
9. Jennifer used some medicine \_\_\_\_\_ cure an infection on her arm.
10. I lent Yvette money \_\_\_\_\_ her school expenses.
11. My three brothers, two sisters, and parents all came to town \_\_\_\_\_ attend my graduation.
12. I went to my boss \_\_\_\_\_ permission to take the rest of the day off.

◇ PRACTICE 23—SELFSTUDY: *Too* and *enough* + infinitive. (Chart 10-12)

Directions: Complete the sentences by choosing from the given words. Use **TOO** or **ENOUGH** and an **INFINITIVE**.

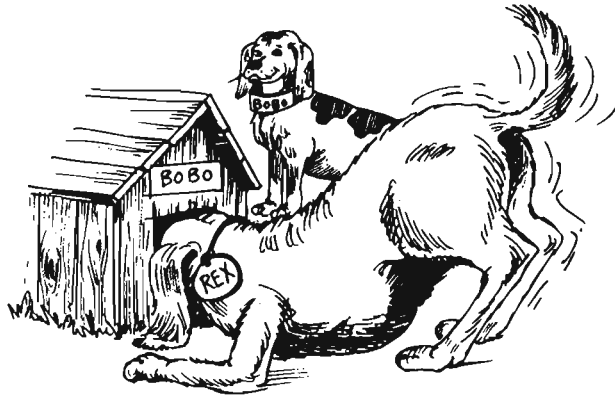
1. *strong/lift* I'm not \_\_\_\_\_ **strong enough to lift** \_\_\_\_\_ a refrigerator.
2. *weak/lift* Most people are \_\_\_\_\_ **too weak to lift** \_\_\_\_\_ a refrigerator without help.
3. *full/hold* My suitcase is \_\_\_\_\_ any more clothes.



4. *large/hold* My suitcase isn't \_\_\_\_\_ all the clothes I want to take on my trip.
5. *busy/answer* I was \_\_\_\_\_ the phone. I let it keep ringing until the caller gave up.

6. *early/get* We got to the concert \_\_\_\_\_ good seats.

7. *big/get* Rex is \_\_\_\_\_ into Bobo's doghouse.



8. *big/hold* Julie's purse is \_\_\_\_\_  
\_\_\_\_\_ her dog Pepper.



◇ PRACTICE 24—SELFSTUDY: *Too* and *enough* + infinitive. (Chart 10-12)

Directions: Complete the sentences with **TOO** or **ENOUGH**. Write a slash (/) if nothing is needed in a blank.

1. Alan is too smart / to make that kind of mistake.
2. Alan is \_\_\_\_\_ smart \_\_\_\_\_ to understand how to solve that problem.
3. My pocket is / big enough to hold my wallet. I always carry my wallet there.
4. A horse is \_\_\_\_\_ big \_\_\_\_\_ for a person to lift.
5. I'm uncomfortable. This room is \_\_\_\_\_ hot \_\_\_\_\_. Why don't you open the window?
6. That watch is \_\_\_\_\_ expensive \_\_\_\_\_. I can't afford it.
7. Are you \_\_\_\_\_ tall \_\_\_\_\_ to reach that book for me? The green one on the top shelf. Thanks.



8. Ask John to help you move that box. He's \_\_\_\_\_ strong \_\_\_\_\_ to lift it.
9. I am \_\_\_\_\_ busy \_\_\_\_\_ to help you right now.
10. I think this problem is \_\_\_\_\_ important \_\_\_\_\_ to require our immediate attention.
11. Nora is not \_\_\_\_\_ tired \_\_\_\_\_ to finish the project before she goes home.
12. Our company is \_\_\_\_\_ successful \_\_\_\_\_ to start several new branches overseas.

◇ PRACTICE 25—SELFSTUDY: Gerunds vs. infinitives. (Charts 10-1 → 10-10)

Directions: Complete the sentences with the words in parentheses: GERUND or INFINITIVE.

1. It's difficult for me (*remember*) \_\_\_\_\_ **to remember** \_\_\_\_\_ phone numbers.
2. My cat is good at (*catch*) \_\_\_\_\_ **catching** \_\_\_\_\_ mice.
3. I bought a newspaper (*look*) \_\_\_\_\_ at the ads for apartments for rent.
4. Tourists like (*go*) \_\_\_\_\_ (*swim*) \_\_\_\_\_ in the warm ocean in Hawaii.
5. I called my friend (*invite*) \_\_\_\_\_ her for dinner.
6. Hillary talked about (*go*) \_\_\_\_\_ to graduate school.
7. Sarosh found out what was happening by (*listen*) \_\_\_\_\_ carefully to everything that was said.
8. Children, stop (*draw*) \_\_\_\_\_ pictures on the tablecloth!
9. Professor Amani has a strong accent. It is difficult for his students (*understand*) \_\_\_\_\_ him. He needs (*improve*) \_\_\_\_\_ his pronunciation if he wants (*be*) \_\_\_\_\_ a good lecturer. (*lecture*) \_\_\_\_\_ requires good communication skills.
10. A: Hi! I'm home!  
B: Welcome back. Did you have a good trip?  
A: Yes, thanks. How's everything? How are my goldfish? I hope you didn't forget (*feed*) \_\_\_\_\_ them.  
B: Oh, my gosh!
11. Dan's goldfish died when he was away on a trip because his roommate forgot (*feed*) \_\_\_\_\_ them. Dan is considering (*get*) \_\_\_\_\_ a new roommate.

12. My friend Akihiko has goldfish in a pond in his garden. He enjoys (*feed*) \_\_\_\_\_ them one by one with chopsticks.
13. Michelle Yin Yin Ko works sixteen hours a day (*earn*) \_\_\_\_\_ enough money (*take*) \_\_\_\_\_ care of her elderly parents as well as her three children.
14. It takes care, patience, and a little luck (*take*) \_\_\_\_\_ a really good photograph of wildlife.
15. No matter how wonderful a trip is, it's always good (*get*) \_\_\_\_\_ back home and (*sleep*) \_\_\_\_\_ in one's own bed.
16. A: Quit (*stare*) \_\_\_\_\_ at the phone. Greg isn't going to call.  
 B: I keep (*think*) \_\_\_\_\_ the phone will ring any second.  
 A: I don't mean (*be*) \_\_\_\_\_ unsympathetic, but I think you'd better forget about Greg. It's over.
17. It's important to your health for you (*work*) \_\_\_\_\_ at a job you like. If you hate (*go*) \_\_\_\_\_ to your job, you should seriously think about (*look*) \_\_\_\_\_ for a different kind of job. The stress of (*do*) \_\_\_\_\_ work you hate day in and day out can damage your health.

◇ PRACTICE 26—SELFSTUDY: Gerunds vs. infinitives. (Chart 10-1 → 10-10)

Directions: Find and underline the GERUNDS and INFINITIVES in the following.

1. Jim offered to help me with my work.
2. My son isn't old enough to stay home alone.
3. Do you enjoy being alone sometimes, or do you prefer to be with other people all the time?
4. I called my friend to thank her for the lovely gift.
5. Mary talked about going downtown tomorrow, but I'd like to stay home.
6. It is interesting to learn about earthquakes.
7. Approximately one million earthquakes occur around the world in a year's time. Six thousand can be felt by humans. Of those, one hundred and twenty are strong enough to cause serious damage to buildings, and twenty are violent enough to destroy a city.
8. It's important to respect the power of nature. A recent earthquake destroyed a bridge in California. It took five years for humans to build the bridge. It took nature fifteen seconds to knock it down.

9. Predicting earthquakes is difficult. I read about one scientist who tries to predict earthquakes by reading the daily newspaper's lost-and-found ads for lost pets. He believes that animals can sense an earthquake before it comes. He thinks they then begin to act strangely. Dogs and cats respond to the threat by running away to a safer place. By counting the number of ads for lost pets, he expects to be able to predict when an earthquake will occur.

◇ PRACTICE 27—GUIDED STUDY: Gerunds vs. infinitives. (Charts 10-1 → 10-10)

Directions: Complete the sentences with the words in parentheses: GERUND OR INFINITIVE.

1. (*study*) Studying English is fun.
2. My boss makes a habit of (*jot*)\* \_\_\_\_\_ quick notes to her employees when they've done a good job.
3. From the earth, the sun and the moon appear (*be*) \_\_\_\_\_ almost the same size.
4. A: I don't like airplanes.  
B: Why? Are you afraid of (*fly*) \_\_\_\_\_ ?  
A: No, I'm afraid of (*crash*) \_\_\_\_\_.
5. I keep (*forget*) \_\_\_\_\_ (*call*) \_\_\_\_\_ my friend Louise. I'd better write myself a note.
6. People in the modern world are wasteful of natural resources. For example, every three months, people in North America throw away enough aluminum (*build*) \_\_\_\_\_ an entire airplane.
7. I am so busy! I have just enough time (*do*) \_\_\_\_\_ what I need (*do*) \_\_\_\_\_, but not enough time (*do*) \_\_\_\_\_ what I'd like (*do*) \_\_\_\_\_.
8. (*ask*) \_\_\_\_\_ others about themselves and their lives is one of the secrets of (*get*) \_\_\_\_\_ along with other people. If you want (*make*) \_\_\_\_\_ and (*keep*) \_\_\_\_\_ friends, it is important (*be*) \_\_\_\_\_ sincerely interested in other people's lives.
9. A: Have you called Amanda yet?  
B: No. I keep (*put*) \_\_\_\_\_ it off.  
A: Why?

\**Jot* = write quickly and briefly.

B: She's mad at me for *(forget)* \_\_\_\_\_ *(send)* \_\_\_\_\_ a card on her birthday.

A: It's silly for her *(get)* \_\_\_\_\_ mad about something like that. Just call her and say you are sorry about *(remember, not)* \_\_\_\_\_ to wish her a happy birthday. She can't stay mad at you forever.

10. In days of old, it was customary for a servant *(taste)* \_\_\_\_\_ the king's food before the king ate *(make)* \_\_\_\_\_ sure it was not poisoned.



11. One of my good friends, Larry, has the bad habit of *(interrupt)* \_\_\_\_\_ others while they're talking.

12. I like *(travel)* \_\_\_\_\_ to out-of-the-way places. I don't like *(go)* \_\_\_\_\_ to usual tourist places when I'm on holiday.

13. Large bee colonies have 80,000 workers. These worker bees must visit fifty million flowers *(make)* \_\_\_\_\_ one kilogram (2.2 pounds) of honey. It's no wonder that "busy as a bee" is a common expression.

14. Exercise is good for you. Why don't you walk up the stairs instead of *(take)* \_\_\_\_\_ the elevator?

15. Stop *(crack)* \_\_\_\_\_ those nuts with your teeth! Here. Use a nutcracker. Do you want *(be)* \_\_\_\_\_ toothless by the time you're thirty?

◇ PRACTICE 28—GUIDED STUDY: Gerunds vs. infinitives. (Charts 10-1 → 10-10)

Directions: Complete the sentences with the words in parentheses: GERUND or INFINITIVE.

1. A: Let's quit (*argue*) arguing. We're getting nowhere. Let's just agree (*disagree*) \_\_\_\_\_ and still (*be*) \_\_\_\_\_ friends.
- B: Sounds good to me. And I apologize for (*raise*) \_\_\_\_\_ my voice. I didn't mean (*yell*) \_\_\_\_\_ at you.
- A: That's okay. I didn't intend (*get*) \_\_\_\_\_ angry at you either.
2. A: David, why did you want (*sneak*) \_\_\_\_\_ into the movie theater without (*pay*) \_\_\_\_\_?
- B: I don't know, Mom. My friends talked me into (*do*) \_\_\_\_\_ it, I guess.
- A: That's not a very good reason. You are responsible for your actions, not your friends.
- B: I know. I'm sorry.
- A: How does this make you feel? Do you like yourself for (*try*) \_\_\_\_\_ (*sneak*) \_\_\_\_\_ into the theater?
- B: No. It doesn't make me feel good about myself.
- A: You're young. We all have lessons like this to learn as we grow up. Just remember: It's essential for you (*have*) \_\_\_\_\_ a good opinion of yourself. It's very important for all of us (*like*) \_\_\_\_\_ ourselves. When we do something wrong, we stop (*like*) \_\_\_\_\_ ourselves, and that doesn't feel good. Do you promise never (*do*) \_\_\_\_\_ anything like that again?
- B: Yes. I promise! I'm really sorry, Mom.
3. Different cultures have different gestures. When North Americans meet someone, they usually offer a strong handshake and look the other person straight in the eye. In some countries, however, it is impolite (*shake*) \_\_\_\_\_ hands firmly, and (*look*) \_\_\_\_\_ the person in the eye is equally rude.
4. How close do you stand to another person when you are speaking? North Americans prefer (*stand*) \_\_\_\_\_ just a little less than an arm's length from someone. Many people in the Middle East and Latin America prefer (*move*) \_\_\_\_\_ in closer than that during a conversation.
5. (*Smile*) \_\_\_\_\_ at another person is a universal, cross-cultural gesture. Everyone throughout the world understands the meaning of a smile.

6. A: What do you feel like *(do)* \_\_\_\_\_ this afternoon?  
 B: I feel like *(go)* \_\_\_\_\_ *(shop)* \_\_\_\_\_ at the mall.  
 A: I feel like *(go)* \_\_\_\_\_ to a used car lot and *(pretend)*  
 \_\_\_\_\_ *(be)* \_\_\_\_\_ interested in *(buy)*  
 \_\_\_\_\_ a car.  
 B: You're kidding. Why would you want *(do)* \_\_\_\_\_ that?  
 A: I like cars. Maybe we could even take one out for a test drive. You know I'm planning *(get)*  
 \_\_\_\_\_ a car as soon as I can afford *(buy)* \_\_\_\_\_  
 one. I can't wait *(have)* \_\_\_\_\_ my own car. Maybe we'll find the car  
 of my dreams at a used car lot. Come on. It sounds like fun.  
 B: Nah. Not me. You go ahead. *(pretend)* \_\_\_\_\_ *(be)*  
 \_\_\_\_\_ interested in *(buy)* \_\_\_\_\_ a used car  
 doesn't sound like my idea of fun.

◇ PRACTICE 29—SELFSTUDY: Phrasal verbs (separable). (Chart 10-13)

Directions: Complete the sentences with the correct PARTICLE from the list below.

*away back down off on out up*

1. When are you going to *pay* me ***back*** the money you owe me?
2. *Turn* \_\_\_\_\_ the radio! It's too loud! I can't hear myself think.
3. Debra *put* \_\_\_\_\_ the fire in the wastebasket with a fire extinguisher.
4. After I wash and dry the dishes, I *put* them \_\_\_\_\_. In other words, I put them in the cupboard where they belong.
5. Before you buy shoes, you should *try* them \_\_\_\_\_ to see if they fit.
6. I can't hear the TV. Could you please *turn* it \_\_\_\_\_? Thanks. No, don't *shut* it \_\_\_\_\_! I want to hear the news. I wanted you to make it louder, not turn it off.
7. A: That's mine! *Give* it \_\_\_\_\_!  
 B: No, it's not. It's mine!  
 C: Now children. Don't fight.
8. A: I don't hear anyone on the other end of the phone.  
 B: Just *hang* \_\_\_\_\_. It's probably a wrong number.

9. A: I hear that Tom *asked* you \_\_\_\_\_ for next Saturday night.  
 B: Yes, he did. He called a couple of hours ago. We're going to the symphony concert.  
 A: The concert's been *called* \_\_\_\_\_. Didn't you hear about it? The musicians are on strike.  
 B: No, I didn't. I'd better *call* Tom \_\_\_\_\_ and ask him what he wants to do.

◇ PRACTICE 30—SELFSTUDY: Phrasal verbs (separable). (Chart 10-13)

Directions: Complete the sentences with appropriate PRONOUNS and these PARTICLES:

*away back down off on out up*

1. When the children finished playing with *their toys*, they put **them away** \_\_\_\_\_.
2. If you don't want *your shirt* to get wrinkled, you'd better hang \_\_\_\_\_.
3. I wanted to see if *the shoes* were the right size, so I tried \_\_\_\_\_.
4. *The radio* was too loud, so I turned \_\_\_\_\_ a little.
5. I feel like talking to *Jim*. I think I'll call \_\_\_\_\_.
6. Rick poured some water on *the campfire* to put \_\_\_\_\_.
7. Whenever I borrow *money*, I make sure to pay \_\_\_\_\_ as soon as I can.
8. I can't hear *the TV*. Could you please turn \_\_\_\_\_? Thanks.
9. There's a phone message here from *Mary*. She sounds worried. You'd better call \_\_\_\_\_ as soon as possible.
10. If you leave *your computer* for a short while, you don't need to shut \_\_\_\_\_.
11. Because of crowd violence, *the championship match* was canceled. The authorities called \_\_\_\_\_.
12. No, Tommy, we're not going to buy *that candy bar*. Put \_\_\_\_\_ where you got it.
13. Tom invited *Linda* to go to a concert with him. In other words, he asked \_\_\_\_\_.
14. I'll lend you *my grammar book*, but be sure to give \_\_\_\_\_ to me before class tomorrow.



# CHAPTER 11

## The Passive

### ◇ PRACTICE 1—SELFSTUDY: Active vs. passive. (Chart 11-1)

Directions: Circle ACTIVE if the given sentence is active; circle PASSIVE if it is passive. Underline the VERB.

- |     |        |         |  |
|-----|--------|---------|--|
| 1.  | ACTIVE | PASSIVE | Farmers <u>grow</u> corn.                |
| 2.  | ACTIVE | PASSIVE | Corn <u>is grown</u> by farmers.         |
| 3.  | ACTIVE | PASSIVE | Sara wrote the letter.                   |
| 4.  | ACTIVE | PASSIVE | The letter was written by Sara.          |
| 5.  | ACTIVE | PASSIVE | The teacher explained the lesson.        |
| 6.  | ACTIVE | PASSIVE | The lesson was explained by the teacher. |
| 7.  | ACTIVE | PASSIVE | Bridges are designed by engineers.       |
| 8.  | ACTIVE | PASSIVE | Engineers design bridges.                |
| 9.  | ACTIVE | PASSIVE | The mouse ate the cheese.                |
| 10. | ACTIVE | PASSIVE | The cheese was eaten by the mouse.       |





◇ PRACTICE 2—SELFSTUDY: Review of past participles. (Chart 2-3)

Directions: Write the PAST PARTICIPLES of the verbs. The list contains both regular and irregular verbs.

	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE		SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1.	bring	brought	<b><i>brought</i></b>	14.	play	played	_____
2.	build	built	_____	15.	read	read*	_____
3.	buy	bought	_____	16.	save	saved	_____
4.	eat	ate	_____	17.	send	sent	_____
5.	plan	planned	_____	18.	speak	spoke	_____
6.	give	gave	_____	19.	spend	spent	_____
7.	grow	grew	_____	20.	take	took	_____
8.	hit	hit	_____	21.	teach	taught	_____
9.	hurt	hurt	_____	22.	go	went	_____
10.	leave	left	_____	23.	visit	visited	_____
11.	lose	lost	_____	24.	wear	wore	_____
12.	make	made	_____	25.	write	wrote	_____
13.	find	found	_____	26.	do	did	_____

◇ PRACTICE 3—SELFSTUDY: Passive form. (Charts 11-1, 11-2, and 11-6)

Directions: Use the given form of BE (WAS, IS, GOING TO BE, etc.) and complete the sentences with the PAST PARTICIPLES of any verbs in the list in Practice 2.

1. *was*                      There's no more candy. All the candy ***was eaten*** by the children.
2. *is*                         Arabic \_\_\_\_\_ by the people of Syria and Iraq.
3. *are*                        Books \_\_\_\_\_ by authors.
4. *was*                        My friend \_\_\_\_\_ in an accident. He broke his nose.
5. *is going to be*         Bombay, India, \_\_\_\_\_ by thousands of tourists this year.
6. *has been*                 *War and Peace* is a famous book. It \_\_\_\_\_ by millions of people.

\*The simple past and past participle of *read* are pronounced "red," as the color red.

7. *will be*                      The championship game \_\_\_\_\_ in Milan next week.
8. *can be*                        Everyone \_\_\_\_\_ to read. I'll teach you if you'd like.
9. *are going to be*              Our pictures \_\_\_\_\_ by a professional photographer at the wedding.
10. *have been*                    Oranges \_\_\_\_\_ by farmers in Jordan since ancient times.
11. *is*                                Special fire-resistant clothing \_\_\_\_\_ by firefighters.
12. *will be*                        A new bridge across the White River \_\_\_\_\_ by the city government next year.

◇ PRACTICE 4—SELFSTUDY: Tense forms of the passive. (Chart 11-1 and 11-2)

Directions: Complete the sentences with the passive form of the given verbs.

**PART I:** Use the **SIMPLE PRESENT** with:

✓ collect	grow	understand
eat	pay	write

1. Taxes \_\_\_\_\_ **are collected** \_\_\_\_\_ by the government.
2. Small fish \_\_\_\_\_ by big fish.
3. Rice \_\_\_\_\_ by farmers in Korea.
4. I \_\_\_\_\_ for my work by my boss.
5. Books \_\_\_\_\_ by authors.
6. The meaning of a smile \_\_\_\_\_ by everyone.

**PART II:** Use the **SIMPLE PAST** with:

build	collect	destroy	write
-------	---------	---------	-------

7. Yesterday the students' papers \_\_\_\_\_ **were** \_\_\_\_\_ by the teacher at the end of the test.
8. The Great Wall of China \_\_\_\_\_ by Chinese emperors over 2500 years ago.
9. The book *War and Peace* \_\_\_\_\_ by Leo Tolstoy, a famous Russian novelist.
10. Several small buildings \_\_\_\_\_ by the recent earthquake in Los Angeles.

**PART III:** Use the **PRESENT PERFECT** with:

*read*            *speak*            *visit*            *wear*

11. The pyramids in Egypt have by millions of tourists through the years.
12. Spanish \_\_\_\_\_ by people in Latin America for nearly 600 years.
13. Mark Twain's books \_\_\_\_\_ by millions of people through the years.
14. Perfume \_\_\_\_\_ by both men and women since ancient times.

**PART IV:** Use **WILL** with:

*discover*            *visit*

15. New information about the universe will by scientists in the twenty-first century.
16. Hawaii \_\_\_\_\_ by thousands of tourists this year.

**PART V:** Use **BE GOING TO** with:

*elect*            *hurt*            *offer*            *save*

17. Your friend is going by your unkind remark when she hears about it.
18. New computer courses \_\_\_\_\_ by the university next year.
19. Tigers \_\_\_\_\_ from extinction by people who care.
20. A new leader \_\_\_\_\_ by the people in my country next month.

◇ PRACTICE 5—SELFSTUDY: Passive to active. (Charts 6-2, 11-1 and 11-2)

Directions: Change the passive sentences to ACTIVE. Keep the same verb tense.

1. Taxes are collected by the government. → *The government collects taxes.*
2. Small fish are eaten by big fish.
3. The meaning of a smile is understood by everyone.
4. *War and Peace* was written by Leo Tolstoy.
5. The pyramids in Egypt have been visited by millions of tourists.
6. New information about the universe will be discovered by scientists in the twenty-first century.

◇ PRACTICE 6—SELFSTUDY: Passive to active. (Charts 6-2, 11-1 and 11-2)

Directions: Change the passive sentences to ACTIVE. Keep the same tense. Some of the sentences are questions.

1. The letter was signed by Mr. Rice. → *Mr. Rice signed the letter.*
2. Was the letter signed by Mr. Foster? → *Did Mr. Foster sign the letter?*
3. The fax was sent by Ms. Owens.
4. Was the other fax sent by Mr. Chu?
5. Will Adam be met at the airport by Mr. Berg?
6. Adam will be met at the airport by Mrs. Berg.
7. Have you been invited to the reception by Mrs. Jordan?
8. I have been invited to the reception by Mr. Lee.
9. Is the homework going to be collected by the teacher?
10. The homework is going to be collected by the teacher.

◇ PRACTICE 7—GUIDED STUDY: Passive to active. (Charts 6-2, 11-1 and 11-2)

Directions: Change the passive sentences to active. Keep the same tense. Some of the sentences are questions.

1. Were you taught to read by your parents?  
→ *Did your parents teach you to read?*
2. I was taught to read by my parents.  
→ *My parents taught me to read.*
3. Was the riot stopped by the police?
4. Love and understanding are needed by all children.
5. The ball was kicked by the captain of the soccer team.
6. Was the chalkboard washed by a student?
7. My suitcase was inspected by a customs officer.
8. Are we going to be met at the train station by your cousin?
9. The plans for the new hospital have already been drawn by the architect.
10. The bear was chased up a tree by a dog.



◇ PRACTICE 8—SELFSTUDY: Transitive vs. intransitive. (Chart 11-3)

Directions: Circle TRANSITIVE if the verb takes an object; circle INTRANSITIVE if it does not. Underline the OBJECT OF THE VERB.

1. TRANSITIVE INTRANSITIVE Alex wrote a letter.
2. TRANSITIVE INTRANSITIVE Alex waited for Amy. (*There is no object of the verb.*)
3. TRANSITIVE INTRANSITIVE Rita lives in Mexico.

- |                |              |   |
|----------------|--------------|---|
| 4. TRANSITIVE  | INTRANSITIVE | Sam walked to his office.                           |
| 5. TRANSITIVE  | INTRANSITIVE | Kate caught the ball.                               |
| 6. TRANSITIVE  | INTRANSITIVE | My plane arrived at six-thirty.                     |
| 7. TRANSITIVE  | INTRANSITIVE | Emily is crying.                                    |
| 8. TRANSITIVE  | INTRANSITIVE | A falling tree hit my car.                          |
| 9. TRANSITIVE  | INTRANSITIVE | I returned the book to the library yesterday.       |
| 10. TRANSITIVE | INTRANSITIVE | A bolt of lightning appeared in the sky last night. |

◇ PRACTICE 9—SELFSTUDY: Active and passive. (Charts 11-1 → 11-3)

Directions: Underline the OBJECT OF THE VERB if the given sentence has one. Then change the sentence to the passive. Some sentences cannot be changed to the passive.

ACTIVE	PASSIVE
1. A noise awakened <u>me</u> .	<b><i>I was awakened by a noise.</i></b> _____
2. It rained hard yesterday.	<i>(no change)</i> _____
3. Alice discovered the mistake.	_____
4. We stayed at a hotel last night.	_____
5. Dinosaurs existed millions of years ago.	_____
6. I usually agree with my sister.	_____
7. Many people die during a war.	_____
8. In the fairy tale, a princess kissed a frog.	_____
9. I slept only four hours last night.	_____
10. Anita fixed the chair.	_____
11. Did Susan agree with Prof. Hill?	_____
12. Did the Koreans invent gunpowder?	_____
13. The /th/ sound doesn't occur in my native language.	_____
14. Research scientists will discover a cure for AIDS* someday.	_____
15. A cloud of migrating butterflies appeared out of nowhere.	_____

\*AIDS = a disease (Auto Immune Deficiency Syndrome).

◇ PRACTICE 10—SELFSTUDY: The *by*-phrase. (Chart 11-4)

Directions: If the sentence contains a **BY**-phrase, underline it. Then answer the question. If you don't know the exact person or people who performed the action, write UNKNOWN.  
(NOTE: Most of the sentences are passive, but some are active.)

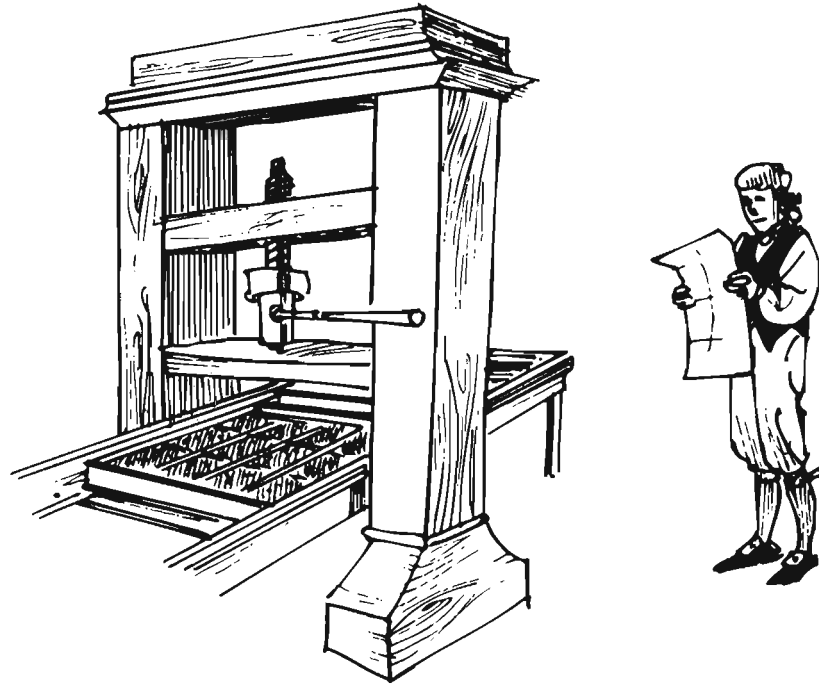
1. The mail is usually delivered to Bob's apartment around eleven o'clock.  
*Who delivers the mail?* **unknown**
2. The wastebasket was emptied by Fred.  
*Who emptied the wastebasket?* **Fred**
3. Paul carried the suitcases into the airport for his elderly father.  
*Who carried the suitcases?*
4. The Eiffel Tower was designed by Alexandre Eiffel.  
*Who designed the Eiffel Tower?*
5. The Eiffel Tower was erected in 1889.  
*Who erected the Eiffel Tower?*
6. Nicole visited the Eiffel Tower when she was in France last year.  
*Who visited the Eiffel Tower?*
7. Our classroom building was built in the 1950s.  
*Who built the classroom building?*
8. Our exam papers will be corrected by Ms. Brown.  
*Who will correct the exam papers?*
9. Coffee is grown in Brazil.  
*Who grows coffee in Brazil?*
10. Sara accepted Mike's invitation to the international street fair next Saturday.  
*Who accepted the invitation?*
11. Eric Wong's new book will be translated into many languages.  
*Who will translate Eric Wong's new book?*
12. Rebecca's bicycle was stolen yesterday from in front of the library.  
*Who stole Rebecca's bicycle?*

◇ PRACTICE 11—GUIDED STUDY: The *by*-phrase. (Chart 11-4)

Directions: Underline the passive verbs. Answer the questions. If you don't know the exact person or people who performed the action, write UNKNOWN.

1. Soft duck feathers are used to make pillows.  
*Who uses duck feathers to make pillows?* **unknown**
2. The mail was opened by Shelley.  
*Who opened the mail?* **Shelley**
3. All the tickets for the school play tonight have been sold.  
*Who sold the tickets to the school play?*
4. My flight was canceled because of the heavy fog.  
*Who canceled the flight?*
5. Aunt Mary's favorite glass bowl was accidentally broken by her nephew David.  
*Who broke the glass bowl?*
6. Malawi is a country in southeastern Africa. A new highway is going to be built in Malawi next year.  
*Who is going to build the new highway?*

7. The invention of the printing press changed the world because it allowed many people instead of few to have copies of books. It was invented by Johannes Gutenberg around 1440. Before that, people wrote books by hand. Writing books by hand was a slow process.  
*Who invented the printing press?*



8. One of the most significant inventions in the history of civilization is the wheel. It was invented around five thousand years ago. It allowed people to pull things in carts instead of carrying everything on their backs or in their arms.  
*Who invented the wheel?*
9. Yesterday there was almost a tragedy at the swimming pool. A young boy who didn't know how to swim jumped in the deep end. He panicked\* when he couldn't swim to the side of the pool. He was saved from drowning by a lifeguard at the pool. It's lucky that she was alert.  
*Who saved the boy?*
10. The name *Thailand* means "land of the free." The Thai people have never been ruled by a foreign power. Thailand is a constitutional monarchy. The prime minister is nominated by the National Assembly and then is appointed by the monarch. Senators are chosen by the prime minister and representatives are elected by the people.  
*Who nominates the prime minister?*  
*Who appoints the prime minister?*  
*Who chooses the senators?*  
*Who elects the representatives?*  
*What countries have ruled Thailand?*

\**To panic* is a verb that means "to become suddenly and greatly frightened." Notice that a "k" is added before the *-ed* ending.

◇ PRACTICE 12—SELFSTUDY: Active vs. passive. (Charts 11-1 → 11-4)

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

1. Almost everyone (*enjoy*) enjoys visiting a zoo. Today zoos are common.
2. The first zoo (*establish*) \_\_\_\_\_ around 3500 years ago by an Egyptian queen for her personal enjoyment. Five hundred years later, a Chinese emperor (*establish*) \_\_\_\_\_ a huge zoo to show his power and wealth. Later zoos (*establish*) \_\_\_\_\_ for the purpose of studying animals.
3. Some of the early European zoos were dark holes or dirty cages. People (*disgust*) \_\_\_\_\_ by the bad conditions and the mistreatment of the animals. In the nineteenth century, these early zoos (*replace*) \_\_\_\_\_ by scientific institutions where animals (*study*) \_\_\_\_\_ and (*keep*) \_\_\_\_\_ in good condition. These research centers (*become*) \_\_\_\_\_ the first modern zoos.
4. As early as the 1940s, scientists (*understand*) \_\_\_\_\_ that many kinds of wild animals faced extinction. Since that time, zoos (*become*) \_\_\_\_\_ a place to save many endangered species such as the rhinoceros. In the 1980s, the number of rhinos in the world (*reduce*) \_\_\_\_\_ from 10,000 to 400. Some wildlife biologists fear that the species (*become*) \_\_\_\_\_ extinct in the wild in the near future. Some scientists (*believe*) \_\_\_\_\_ that half of the animal species in zoos will be in danger of extinction by the middle of the twenty-first century.
5. Because zoos want to treat animals humanely and encourage breeding, animals (*put, now*) \_\_\_\_\_ in large, natural settings instead of small cages. They (*watch*) \_\_\_\_\_ carefully for any signs of disease and (*feed*) \_\_\_\_\_ a balanced diet. Most zoos (*have*) \_\_\_\_\_ a hospital for animals and specially trained veterinarians.
6. Today food (*prepare*) \_\_\_\_\_ in the zoo kitchen. The food program (*design*) \_\_\_\_\_ to satisfy the animals' particular needs. For example, some snakes (*feed*) \_\_\_\_\_ only once a week, and some birds (*feed*) \_\_\_\_\_ several times a day.
7. Today zoo animals (*treat*) \_\_\_\_\_ well, and zoo breeding programs are important in the attempt to save many species of wildlife.



◇ PRACTICE 13—SELFSTUDY: Progressive tenses in passive. (Chart 11-5)

Directions: Underline the PROGRESSIVE VERB. Then complete the sentence with the correct PASSIVE form.

1. Some people are considering a new plan.  
→ A new plan is being considered.
2. The grandparents are watching the children.  
→ The children \_\_\_\_\_ by their grandparents.
3. Some painters are painting Mr. Rivera's apartment this week.  
→ Mr. Rivera's apartment \_\_\_\_\_ this week.
4. Many of the older people in the neighborhood were growing vegetables.  
→ Vegetables \_\_\_\_\_ by many of the older people in the neighborhood.
5. Eric's cousins are meeting him at the airport this afternoon.  
→ Eric \_\_\_\_\_ by his cousins at the airport this afternoon.
6. I watched while the movers were moving the furniture from my apartment to a truck.  
→ I watched while the furniture \_\_\_\_\_ from my apartment to a truck.

◇ PRACTICE 14—GUIDED STUDY: Progressive tenses in passive. (Chart 11-5)

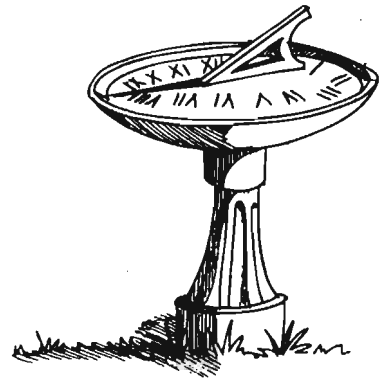
Directions: Complete the sentences with the correct PASSIVE form.

1. Mr. Rice is teaching our class today.  
→ Our class is being taught by Mr. Rice today.
2. Scientists are still discovering new species of plants and animals.  
→ New species of plants and animals \_\_\_\_\_.
3. Everyone looked at the flag while they were singing the national anthem.  
→ Everyone looked at the flag while the national anthem \_\_\_\_\_.
4. Dogs usually wag their tails while people are petting them.  
→ Dogs usually wag their tails while they \_\_\_\_\_.
5. According to one scientific estimate, we are losing 20,000 species of plants and animals each year due to the destruction of rain forests.  
→ According to one scientific estimate, 20,000 species of plants and animals \_\_\_\_\_ each year due to the destruction of rain forests.

◇ PRACTICE 15—GUIDED STUDY: Active vs. passive. (Charts 11-1 → 11-7)

Directions: Circle ACTIVE if the sentence is active; circle PASSIVE if it is passive. Underline the verb.

1.  ACTIVE     PASSIVE    People have used sundials since ancient times.
2.  ACTIVE     PASSIVE    Sundials have been used for almost three thousand years.
3.  ACTIVE     PASSIVE    Sundials, clocks, and watches are used to tell time.
4.  ACTIVE     PASSIVE    Some watches show the date as well as the time.
5.  ACTIVE     PASSIVE    On digital watches, the time is shown by lighted numbers.
6.  ACTIVE     PASSIVE    The first watches were made in Europe six hundred years ago.
7.  ACTIVE     PASSIVE    The earliest watches were worn around a person's neck.
8.  ACTIVE     PASSIVE    Pocket watches became popular in the 1600s.
9.  ACTIVE     PASSIVE    Today most people wear wristwatches.
10.  ACTIVE     PASSIVE    Close to seventy million watches are sold in the United States each year.
11.  ACTIVE     PASSIVE    How many watches are made and sold throughout the world in one year?
12.  ACTIVE     PASSIVE    Somewhere in the world, a watch is being sold at this very moment.
13.  ACTIVE     PASSIVE    Many different styles of watches can be bought today.
14.  ACTIVE     PASSIVE    Do you own a watch?
15.  ACTIVE     PASSIVE    Where was it made?
16.  ACTIVE     PASSIVE    Some watches can be worn underwater.





4. Mrs. Papadopolous didn't want her son to go to war because he \_\_\_\_\_  
\_\_\_\_\_. (*could*)
5. My son's class is too big. It \_\_\_\_\_ into two classes. (*ought to*)
6. A: Hey, Tony. These bananas are getting too ripe. They \_\_\_\_\_  
today. Reduce the price. (*must*)  
B: Right away, Mr. Rice.
7. It takes time to correct an examination that is taken by ten thousand students nationwide. The  
test results \_\_\_\_\_ for at least four weeks. (*will not*)
8. The big bank building on Main Street was severely damaged in the earthquake. The structure  
is no longer strong or safe. The building \_\_\_\_\_. Then  
a new bank \_\_\_\_\_ in the same place. (*has to, can*)

◇ PRACTICE 18—SELFSTUDY: Active vs. passive. (Charts 11-1 → 11-7)

Directions: Complete the sentences with the verbs in parentheses; use ACTIVE or PASSIVE.

1. Flowers (*love*) \_\_\_\_\_ **are loved** \_\_\_\_\_ throughout the world. Their beauty  
(*bring*) \_\_\_\_\_ **brings** \_\_\_\_\_ joy to people's lives. Flowers (*use, often*)  
\_\_\_\_\_ to decorate homes or tables in restaurants. Public  
gardens (*can find*) \_\_\_\_\_ in almost every country in the world.
2. Around 250,000 different kinds of flowers (*exist*) \_\_\_\_\_ in the  
world. The majority of these species (*can find*) \_\_\_\_\_ only in  
the tropics. Nontropical areas (*have*) \_\_\_\_\_ many fewer kinds  
of flowering plants than tropical regions.
3. Flowers may spread from their native region to other similar regions. Sometimes seeds (*carry*)  
\_\_\_\_\_ by birds or animals. The wind also (*carry*)  
\_\_\_\_\_ some seeds. In many cases throughout history,  
flowering plants (*introduce*) \_\_\_\_\_ into new areas by humans.
4. Flowers (*appreciate*) \_\_\_\_\_ mostly for their beauty, but they  
can also be a source of food. For example, honey (*make*) \_\_\_\_\_  
from the nectar which (*gather*) \_\_\_\_\_ from flowers by bees.  
And some flower buds (*eat*) \_\_\_\_\_ as food; for example,  
broccoli and cauliflower are actually flower buds.

5. Some very expensive perfumes (*make*) \_\_\_\_\_ from the petals of flowers. Most perfumes today, however, (*come, not*) \_\_\_\_\_ from natural fragrances. Instead, they are synthetic; they (*make*) \_\_\_\_\_ from chemicals in a laboratory.
6. Some kinds of flowers (*may plant*) \_\_\_\_\_ in pots and (*grow*) \_\_\_\_\_ indoors. Most flowers, however, (*survive*) \_\_\_\_\_ best outdoors in their usual environment.

◇ PRACTICE 19—GUIDED STUDY: Active vs. passive. (Charts 11-1 → 11-7)

Directions: All of the sentences in the following passage are active. Some of the sentences should be passive because it is unknown or unimportant to know exactly who performs certain actions. Change sentences to the PASSIVE AS APPROPRIATE. Discuss your reasons for making changes and for not making changes.

- (1) Cheese has been a principal food throughout much of the world for thousands of years.  
**The first cheese was probably made**  
 (2) ~~Someone probably made the first cheese~~ in Asia around four thousand years ago.
- (3) Today people eat it in almost all the countries of the world. (4) People can eat it alone, or they may eat it with bread. (5) People can melt it and add it to noodles or vegetables.
- (6) People can use it as part of a main course or as a snack. (7) Throughout most of the world, cheese adds enjoyment and nutrition to many people's daily diets.
- (8) Cheese is a milk product. (9) Cheesemakers make most cheese from cow's milk, but they can make it from the milk of goats, camels, yaks and other animals, including zebras.
- (10) Some kinds of cheese, such as cheddar, are common in many parts in the world, but you can find other kinds only in small geographical areas.
- (11) Cheesemakers produce cheese in factories. (12) They have to treat the milk in special ways. (13) They must heat it several times during the process. (14) At the end, they add salt and they pack it into molds. (15) They age most cheese for weeks or months before they package and sell it. (16) They usually sell cheese to stores in large round pieces that they seal in wax.

(17) You can see these big rounds of cheese in food stores like delicatessens. (18) I like cheese and buy it often. (19) I don't know all the names of different kinds of cheese. (20) Often I can't pronounce the foreign name of the cheese I want. (21) When I go to the delicatessen near my apartment, I simply point to a kind of cheese that looks good to me. (22) I hold my thumb and forefinger wide apart if I want a lot of cheese or close together if I want just a little. (23) Frank and Anita, who work behind the cheese counter at the deli, always seem to give me just the right amount. (24) I'm glad cheese is nutritious because it's one of my favorite kinds of food.



◇ PRACTICE 20—SELFSTUDY: Stative passive. (Chart 11-8)

Directions: Complete the sentences with the appropriate form, ACTIVE or PASSIVE, of the verbs in parentheses. Include PREPOSITIONS as necessary. Use the SIMPLE PRESENT.

1. Loud noises scare small children. (*scare*)
2. Most children are scared of loud noises. (*scare*)
3. New ideas \_\_\_\_\_ me. (*interest*)
4. Jane \_\_\_\_\_ ecology. (*interest*)
5. My bad grades \_\_\_\_\_ my parents. (*disappoint*)
6. My parents \_\_\_\_\_ me because of my low grades. (*disappoint*)

7. My boss \_\_\_\_\_ my work. (*please*)
8. My work \_\_\_\_\_ my boss. (*please*)
9. My progress in English \_\_\_\_\_ me. (*satisfy*)
10. I \_\_\_\_\_ my progress in English. (*satisfy*)

◇ PRACTICE 21—SELFSTUDY: Participial adjectives. (Chart 11-9)

Directions: Complete the sentences with the appropriate **-ED** or **-ING** form of the words in parentheses.

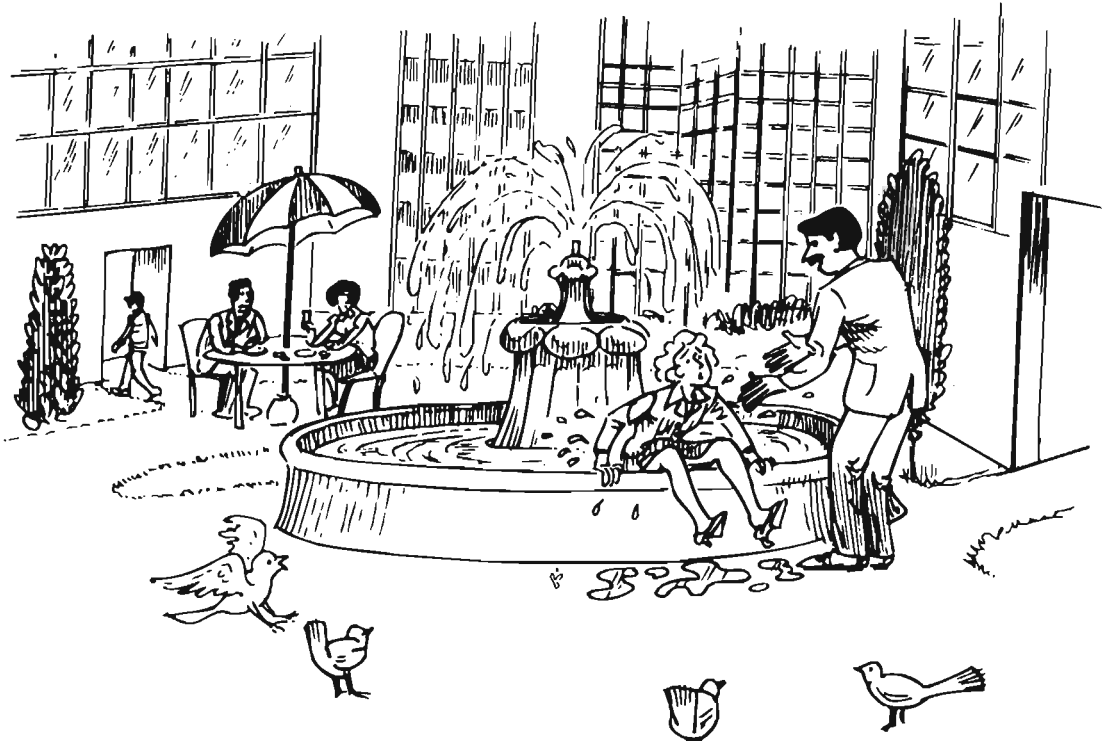


*Ben is reading a book. He really likes it. He can't put it down. He has to keep reading.*

1. The book is really **interesting** \_\_\_\_\_. (*interest*)
2. Ben is really \_\_\_\_\_. (*interest*)
3. The story is \_\_\_\_\_. (*excite*)
4. Ben is \_\_\_\_\_ about the story. (*excite*)
5. Ben is \_\_\_\_\_ by the characters in the book. (*fascinate*)
6. The people in the story are \_\_\_\_\_. (*fascinate*)
7. Ben doesn't like to read books when he is \_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ (*bore, confuse*)
8. Ben didn't finish that last book he started because it was \_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ (*bore, confuse*)
9. What is the most \_\_\_\_\_ book you've read lately? (*interest*)
10. I just finished a \_\_\_\_\_ mystery story that had a very \_\_\_\_\_ ending. (*fascinate, surprise*)

◇ PRACTICE 22—GUIDED STUDY: Participial adjectives. (Chart 11-9)

Directions: Complete the sentences with the appropriate -ED or -ING form of the words in parentheses.



*Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell in.*

1. Julie was really \_\_\_\_\_ . (*embarrass*)
2. Falling into the fountain was really \_\_\_\_\_ . (*embarrass*)
3. Her friend Paul was \_\_\_\_\_ . (*shock*)
4. It was a \_\_\_\_\_ sight. (*shock*)
5. The people around the office building were very \_\_\_\_\_ when they saw Julie in the fountain. (*surprise*)
6. It was a \_\_\_\_\_ sight. (*surprise*)
7. The next day Julie was \_\_\_\_\_ because she thought she had made a fool of herself. (*depress*)
8. When she fell into the fountain, some people laughed at her. It was a \_\_\_\_\_ experience. (*depress*)
9. Her friend Paul told her not to lose her sense of humor. He told her it was just another \_\_\_\_\_ experience in life. (*interest*)
10. He said that people would be \_\_\_\_\_ in hearing about how she fell into a fountain. (*interest*)



◇ PRACTICE 23—GUIDED STUDY: Participial adjectives. (Chart 11-9)

Directions: Complete the sentences with your own words.

*Example:* I'm bored . . . .

→ *I am bored by people who talk about themselves all the time.*

*Example:* . . . is/are boring.

→ *Self-centered people are boring.*

1. I am interested in . . . .
2. . . . is/are interesting to me.
3. I am fascinated by . . . .
4. . . . is/are fascinating to me.
5. . . . is/are exciting.
6. . . . is/are confusing.
7. I was excited when . . . .
8. I was confused when . . . .
9. I was surprised when . . . .
10. I'll be surprised if . . . .

◇ PRACTICE 24—SELFSTUDY: *Get* + adjective and past participle. (Chart 11-10)

Directions: Complete the sentences with appropriate forms of *GET* and the words in the given list.

<i>busy</i>	<i>dress</i>	<i>invite</i>	<i>tired</i>
<i>dark</i>	<i>dry</i>	<i>marry</i>	<i>well</i>
<i>dizzy</i>	<i>hungry</i>	✓ <i>sunburn</i>	<i>wet</i>

1. When I stayed out in the sun too long yesterday, I got sunburned.
2. If you're sick, stay home and take care of yourself. You won't \_\_\_\_\_ if you don't take care of yourself.
3. Jane and Greg are engaged. They are going to \_\_\_\_\_ a year from now.
4. Sarah doesn't eat breakfast, so she always \_\_\_\_\_ by ten or ten-thirty.
5. In the winter, the sun sets early. It \_\_\_\_\_ outside by six or even earlier.
6. Yes, I have an invitation to Joan and Paul's wedding. Don't worry. You'll \_\_\_\_\_ to the wedding, too.
7. Put these socks back in the dryer. They didn't \_\_\_\_\_ the first time.
8. Let's stop working for a while. I'm \_\_\_\_\_. I need to rest.
9. Sam is wearing one brown sock and one blue sock today. He \_\_\_\_\_ in a hurry this morning and didn't pay attention to the color of his socks.
10. This work has to be done before we leave. We'd better \_\_\_\_\_ and stop wasting time.

11. Some people are afraid of heights. They \_\_\_\_\_ and have trouble keeping their balance.
12. Sally \_\_\_\_\_ when she stood near the pool of dolphins. They splashed her more than once.

◇ PRACTICE 25—GUIDED STUDY: *Get* + adjective and past participle. (Chart 11-10)

Directions: Complete the sentences with appropriate forms of **GET** and the words in the given list.

<i>cold</i>	<i>excite</i>	<i>lose</i>	<i>steal</i>
<i>crowd</i>	<i>involve</i>	<i>rich</i>	<i>thirsty</i>
<i>dirty</i>	<i>kill</i>	<i>sleepy</i>	✓ <i>worry</i>

1. Sue has to vacate her apartment next week, and she hasn't found a new place to live. She's \_\_\_\_\_ **getting worried** \_\_\_\_\_.
2. Sitara always \_\_\_\_\_ after she eats salty food.
3. Toshiro was in a terrible car wreck and almost \_\_\_\_\_. He's lucky to be alive.
4. The temperature is dropping. Brrr! I'm \_\_\_\_\_. Can I borrow your sweater?
5. We were in a strange city without a map. It was easy for us to \_\_\_\_\_. We had to ask a shopkeeper how to get back to our hotel.
6. Did you \_\_\_\_\_ when your team won the game? Did you clap and yell when they won?
7. Good restaurants \_\_\_\_\_ around dinner time. It's hard to find a seat because there are so many people.
8. When little Annie \_\_\_\_\_, her father gave her a bottle and put her to bed.
9. It's hard to work in a garage and stay clean. Paul's clothes always \_\_\_\_\_ from all the grease and oil.
10. Don't waste your money gambling. You won't ever \_\_\_\_\_ that way.
11. Tarik was afraid his important papers or his jewelry might \_\_\_\_\_, so he had a wall safe installed in his home.
12. I left when Ellen and Joe began to argue. I never \_\_\_\_\_ in other people's quarrels.

◇ PRACTICE 26—SELFSTUDY: *Used to vs. be accustomed to.* (Charts 2-9 and 11-11)

Directions: Choose the correct completions. **More than one** completion may be correct.

1. Frank has lived alone for twenty years. He **B, C** alone.  
A. used to live      B. is used to living      C. is accustomed to living
2. I **A** with my family, but now I live alone.  
A. used to live      B. am used to living      C. am accustomed to living
3. Rita rides her bike to work every day. She \_\_\_\_\_ her bike to work.  
A. used to ride      B. is used to riding      C. is accustomed to riding
4. Tom rode his bike to work for many years, but now he takes the bus. Tom \_\_\_\_\_ his bike to work.  
A. used to ride      B. is used to riding      C. is accustomed to riding
5. Carl showers every day. He \_\_\_\_\_ a shower every day.  
A. used to take      B. is used to taking      C. is accustomed to taking
6. Carl \_\_\_\_\_ a bath only once a week, but now he showers every day.  
A. used to take      B. is used to taking      C. is accustomed to taking

◇ PRACTICE 27—SELFSTUDY: *Used to vs. be used to.* (Charts 2-9 and 11-11)

Directions: Complete the sentences with **USED TO** or **BE USED TO/BE ACCUSTOMED TO** and the correct form of the verb in parentheses.

1. Nick stays up later now than he did when he was in high school. He (*go*)  
**used to go** to bed at ten, but now he rarely gets to bed before midnight.
2. I got used to going to bed late when I was in college, but now I have a job and I need my sleep.  
These days I (*go*) **am used to going/am accustomed to going** to bed  
around ten-thirty.
3. I am a vegetarian. I (*eat*) \_\_\_\_\_ meat, but now I eat only meatless  
meals.
4. Mrs. Wu has had a vegetable garden all her life. She (*grow*) \_\_\_\_\_  
her own vegetables.
5. Oscar has lived in Brazil for ten years. He (*eat*) \_\_\_\_\_ Brazilian food.  
He doesn't like any other kind.
6. Georgio moved to Germany to open his own restaurant. He (*have*) \_\_\_\_\_  
a small bakery in Italy.
7. I have taken the bus to work every day for the past five years. I (*take*) \_\_\_\_\_  
the bus.
8. Juanita travels by plane on company business. She (*go*) \_\_\_\_\_ by train,  
but now the distances she needs to travel are too great.

◇ PRACTICE 28—GUIDED STUDY: *Be used/accustomed to* and *get used/accustomed to*. (Chart 11-11)

Directions: Discuss or write about the following topics.

1. James graduated from high school last month. Three days after graduation, he got married. The next week he got a job at a paint store. Within two weeks, his life changed a lot. What did he have to get used to?
2. Jane is going to leave her parents' house next week. She is going to move in with two of her cousins who work in the city. Jane will be away from her home for the first time in her life. What is she going to have to get used to?
3. Think of a time you traveled in or lived in a foreign country. What weren't you used to? What did you get used to? What didn't you ever get used to?
4. Think of the first day of a job you have had. What weren't you used to? What did you get used to?

◇ PRACTICE 29—SELFSTUDY: *Be supposed to*. (Chart 11-12)

Directions: Find the mistakes and correct them.

1. INCORRECT: I'm supposed <sup>to</sup> call my parents tonight.
2. INCORRECT: We're not suppose to tell anyone about the surprise.
3. INCORRECT: You don't supposed to talk to Alan about the surprise.
4. INCORRECT: My friend was supposing to call me last night, but he didn't.
5. INCORRECT: Children supposed to respect their parents.
6. INCORRECT: Didn't you supposed be at the meeting last night?

◇ PRACTICE 30—SELFSTUDY: *Be supposed to*. (Chart 11-12)

Directions: Make sentences with **BE SUPPOSED TO** by combining the subjects in Column A with the ideas in Column B. Use the **SIMPLE PRESENT**.

*Example: Doctors are supposed to care about their patients.*

- | COLUMN A                          | COLUMN B                                 |
|-----------------------------------|--|
| 1. Doctors                        | A. listen to their parents               |
| 2. Visitors at a zoo              | B. buckle their seatbelts before takeoff |
| 3. Employees                      | C. not . . . feed the animals            |
| 4. Air passengers                 | D. not . . . talk during a performance   |
| 5. Theatergoers                   | E. be on time for work                   |
| 6. Soldiers on sentry duty        | F. obey its trainer                      |
| 7. Children                       | G. pay their rent on time                |
| 8. Heads of state                 | ✓H. care about their patients            |
| 9. A dog                          | I. not . . . fall asleep                 |
| 10. People who live in apartments | J. be diplomatic                         |

◇ PRACTICE 31—GUIDED STUDY: *Be supposed to*. (Chart 11-12)

Directions: Think of things the following people are or were supposed to do. Use **BE SUPPOSED TO**.

*Example:* a good friend of yours

→ *My friend Ji Ming is supposed to help me paint my apartment this weekend.  
Benito was supposed to go to dinner with me last Wednesday, but he forgot.  
Nadia is supposed to call me tonight.*

1. a good friend of yours
2. your roommate or spouse\*
3. children
4. a student in your English class
5. your English teacher
6. the leader of your country
7. one or both of your parents
8. one of your siblings or cousins
9. yourself
10. (. . .)

◇ PRACTICE 32—GUIDED STUDY: Verb form review. (Chapters 1 → 11)

Directions: Complete the sentences by writing the correct form of the verb in parentheses.

What is your most (1. *embarrass*) \_\_\_\_\_ experience? Let me tell you what happened to my uncle when he (2. *go*) \_\_\_\_\_ to Norway for a business meeting last year.

First, I must tell you about my Uncle Ernesto. He (3. *be*) \_\_\_\_\_ a businessman from Buenos Aires, Argentina. He (4. *manufacture*) \_\_\_\_\_ a new kind of computer compass for ships. Computer compasses (5. *manufacture*) \_\_\_\_\_ by many companies in the world, so my uncle (6. *have*) \_\_\_\_\_ a lot of competition for his product. In order to sell his product, he (7. *need*) \_\_\_\_\_ (8. *meet*) \_\_\_\_\_ with companies that might want to buy it. He (9. *travel*) \_\_\_\_\_ frequently to other countries.

Last year, he (10. *go*) \_\_\_\_\_ to Norway (11. *meet*) \_\_\_\_\_ with a shipping company. It was his first trip to Europe. My Uncle Ernesto (12. *speak*) \_\_\_\_\_ Spanish, of course, and also (13. *know*) \_\_\_\_\_

\*If you have neither a roommate nor a spouse, invent one or simply skip to the next item.

a little English, but he (14. *know, not*) \_\_\_\_\_ any Norwegian. While he (15. *stay*) \_\_\_\_\_ in Norway, he (16. *have*) \_\_\_\_\_ a problem.

Uncle Ernesto (17. *stay*) \_\_\_\_\_ at a large, modern hotel in Oslo. One morning, while he (18. *get*) \_\_\_\_\_ ready to take a shower, he (19. *hear*) \_\_\_\_\_ a knock at the door. He (20. *walk*) \_\_\_\_\_ to the door, (21. *open*) \_\_\_\_\_ it, and (22. *find*) \_\_\_\_\_ no one. He (23. *take*) \_\_\_\_\_ a step out of his room and (24. *look*) \_\_\_\_\_ down the hall. He (25. *see*) \_\_\_\_\_ no one. So he (26. *turn*) \_\_\_\_\_ (27. *go*) \_\_\_\_\_ back into his room, but the door (28. *close*) \_\_\_\_\_! It (29. *lock*) \_\_\_\_\_, and he (30. *have, not*) \_\_\_\_\_ his key. This was a very big problem for my uncle because he (31. *dress, not*) \_\_\_\_\_ properly. In fact, he (32. *wear*) \_\_\_\_\_ nothing but a towel. Poor Uncle Ernesto! “What (33. *do, I*) \_\_\_\_\_?” he asked himself.

Instead of (34. *stand*) \_\_\_\_\_ in the hallway with only a towel, he (35. *decide*) \_\_\_\_\_ (36. *get*) \_\_\_\_\_ help. So he (37. *start*) \_\_\_\_\_ (38. *walk*) \_\_\_\_\_ down the hall toward the elevator. He was too (39. *embarrass*) \_\_\_\_\_ (40. *knock*) \_\_\_\_\_ on someone else’s door (41. *ask*) \_\_\_\_\_ for help.

When he (42. *reach*) \_\_\_\_\_ the elevator, he (43. *push*) \_\_\_\_\_ the down button and (44. *wait*) \_\_\_\_\_. When it (45. *come*) \_\_\_\_\_, Uncle Ernesto (46. *take*) \_\_\_\_\_ a deep breath and (47. *get*) \_\_\_\_\_ into the elevator. The other people in the elevator (48. *surprise*) \_\_\_\_\_ when they (49. *see*) \_\_\_\_\_ a man who (50. *wrap*) \_\_\_\_\_ in a towel.

Uncle Ernesto (51. *think*) \_\_\_\_\_ about (52. *try*) \_\_\_\_\_ (53. *explain*) \_\_\_\_\_ his problem, but he (54. *know, not*) \_\_\_\_\_ any Norwegian. He said, in English, “Door. Locked. No key.” A businessman in the elevator (55. *nod*) \_\_\_\_\_, but he (56. *smile, not*) \_\_\_\_\_. Another man (57. *look*) \_\_\_\_\_ at Uncle Ernesto and (58. *smile*) \_\_\_\_\_ broadly.



After an eternity, the elevator (59. reach) \_\_\_\_\_ the ground floor. Uncle Ernesto (60. walk) \_\_\_\_\_ straight to the front desk and (61. look) \_\_\_\_\_ at the hotel manager helplessly. The hotel manager (62. have to understand, not) \_\_\_\_\_ any language (63. figure) \_\_\_\_\_ out the problem. My uncle (64. have to say, not) \_\_\_\_\_ a word. The manager (65. grab) \_\_\_\_\_ a key, (66. take) \_\_\_\_\_ my uncle by the elbow, and (67. lead) \_\_\_\_\_ him to the nearest elevator.

My uncle (68. embarrass, still) \_\_\_\_\_ about this incident. But he always (69. laugh) \_\_\_\_\_ a lot when he (70. tell) \_\_\_\_\_ the story.



# CHAPTER 12

## Adjective Clauses

◇ PRACTICE 1—SELFSTUDY: Using *who* in adjective clauses. (Charts 12-1 → 12-2)

Directions: Find and underline the ADJECTIVE CLAUSE in the long sentence. Then complete the change of the long sentence into two short sentences.\*

1. *Long sentence:* I thanked the man who helped me move the refrigerator.  
*Short sentence 1:* I thanked the man.  
*Short sentence 2:* He helped me move the refrigerator.
2. *Long sentence:* A woman who was wearing a gray suit asked me for directions.  
*Short sentence 1:* \_\_\_\_\_ me for directions.  
*Short sentence 2:* \_\_\_\_\_ a gray suit.
3. *Long sentence:* I saw a man who was wearing a blue coat.  
*Short sentence 1:* \_\_\_\_\_ a man.  
*Short sentence 2:* \_\_\_\_\_ a blue coat.
4. *Long sentence:* The woman who aided the rebels put her life in danger.  
*Short sentence 1:* \_\_\_\_\_ her life in danger.  
*Short sentence 2:* \_\_\_\_\_ the rebels.

\*In grammar terminology, the “long sentence” is called a **complex sentence** and the “short sentence” is called a **simple sentence**:

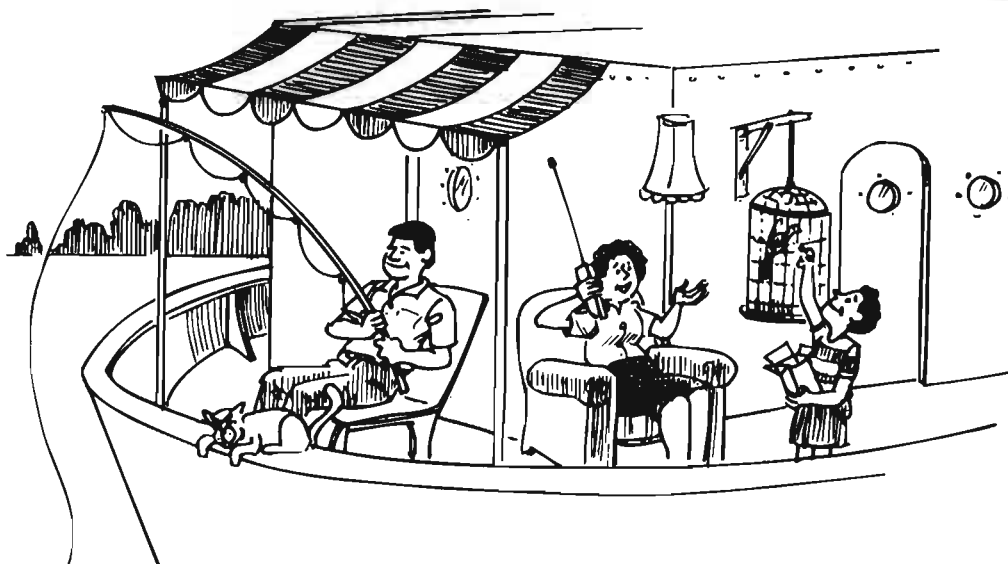
- A complex sentence has an independent clause and a dependent clause. For example:  
*I thanked the man who helped me.* = a complex sentence consisting of one independent clause (*I thanked the man*) and one dependent clause (*who helped me*).
- A simple sentence has only an independent clause. For example:  
*I thanked the man.* = a simple sentence consisting of one independent clause.  
*He helped me.* = a simple sentence consisting of one independent clause.



5. *Long sentence:* I know some people who live on a boat.

*Short sentence 1:* \_\_\_\_\_ some people.

*Short sentence 2:* \_\_\_\_\_ on a boat.



◇ PRACTICE 2—SELFSTUDY: Using *who* in adjective clauses. (Chart 12-2)

Directions: Combine the two short sentences into one long sentence using “sentence 2” as an ADJECTIVE CLAUSE. Use **WHO**. Underline the adjective clause.

1. *Short sentence 1:* The woman was polite.  
*Short sentence 2:* She answered the phone.

*Long sentence:* **The woman who answered the phone was polite.**

2. *Short sentence 1:* The man has a good voice.  
*Short sentence 2:* He sang at the concert.

*Long sentence:*

3. *Short sentence 1:* We enjoyed the actors.  
*Short sentence 2:* They played the leading roles.

*Long sentence:*

4. *Short sentence 1:* The girl is hurt.  
*Short sentence 2:* She fell down the stairs.

*Long sentence:*



◇ PRACTICE 5—SELFSTUDY: Using *who* and *whom* in adjective clauses. (Chart 12-2)

Directions: Change the two short sentences into one long sentence with an ADJECTIVE CLAUSE. Use **WHO** or **WHOM**. Underline the adjective clause.

1. *Short sentence 1:* The woman was polite.

*Short sentence 2:* Jack met her.

*Long sentence:* **The woman whom Jack met was polite.**

2. *Short sentence 1:* I like the woman.

*Short sentence 2:* She manages my uncle's store.

*Long sentence:* **I like the woman who manages my uncle's store.**

3. *Short sentence 1:* The singer was wonderful.

*Short sentence 2:* We heard him at the concert.

*Long sentence:*

4. *Short sentence 1:* The people brought a small gift.

*Short sentence 2:* They came to dinner.

*Long sentence:*

5. *Short sentence 1:* What is the name of the woman?

*Short sentence 2:* Tom invited her to the dance.

*Long sentence:*

◇ PRACTICE 6—SELFSTUDY: Using *who* and *who(m)* in adjective clauses. (Chart 12-2)

Directions: Complete the sentences with **WHO** or **WHO(M)**.\*

1. I know a man who works at the post office.

2. One of the people who(m) I watched at the race track lost a huge amount of money.

3. My neighbor is a kind person \_\_\_\_\_ is always willing to help people in trouble.

4. The people \_\_\_\_\_ we visited gave us tea and a light snack.

5. The doctor \_\_\_\_\_ lives on my street is a surgeon.

6. My mother is a woman \_\_\_\_\_ I admire tremendously.

7. I thanked the man \_\_\_\_\_ helped me.

8. The woman \_\_\_\_\_ I helped thanked me.

\*There are parentheses around the "m" in *who(m)* to show that, in everyday informal English, *who* may be used as an object pronoun instead of *whom*.

◇ PRACTICE 7—GUIDED STUDY: Using *who* and *who(m)* in adjective clauses. (Chart 12-2)

Directions: Complete the sentences with **WHO** or **WHO(M)**.

1. The children who live down the street in the yellow house are always polite.
2. The children who(m) I watched at the park were feeding ducks in a pond.
3. People \_\_\_\_\_ listen to very loud music may suffer gradual hearing loss.
4. There are many good people in the world \_\_\_\_\_ you can trust to be honest and honorable at all times.
5. Marie and Luis Escobar still keep in touch with many of the students \_\_\_\_\_ they met in their English class five years ago.
6. My husband is a person \_\_\_\_\_ enjoys good food and good friends.
7. At the supermarket yesterday, one of the store employees caught a man \_\_\_\_\_ had put a beefsteak in his coat pocket and attempted to walk out without paying.
8. The couple \_\_\_\_\_ I invited to dinner at my home were an hour late. I thought that was very rude. They didn't call. They didn't have an excuse. I'll never invite them again.

◇ PRACTICE 8—SELFSTUDY: Using *that* or  $\emptyset$  in adjective clauses. (Chart 12-3)

Directions: Cross out the word **THAT** if possible.

1. That man ~~that~~ I saw was wearing a black hat.
2. The people that visited us stayed too long. (*no change*)
3. The fruit that I bought today at the market is fresh.
4. My high school English teacher is a person that I will never forget.
5. The puppy that barked the loudest got the most attention in the pet store.
6. The girl that is sitting in front of Richard has long black hair that she wears in a ponytail.



◇ PRACTICE 9—SELFSTUDY: Using *who*, *who(m)*, *that* and  $\emptyset$  in adjective clauses. (Chart 12-3)

Directions: In the box write every possible PRONOUN that can be used to connect the adjective clause to the main clause: **WHO**, **WHO(M)**, or **THAT**. Also, write  $\emptyset$  if the pronoun can be omitted.

1. The woman 

<i>who</i> <i>that</i>
---------------------------

 sat next to me on the plane talked a lot.

2. The woman 

<i>who(m)</i> <i>that</i> $\emptyset$
---

 I met on the plane talked a lot.

3. Three men 

--

 I didn't know walked into my office.

4. The three men 

--

 walked into my office were strangers.

5. My cousin's wife is the woman 

--

 is talking to Mr. Horn.

6. I like the woman 

--

 my brother and I visited.

◇ PRACTICE 10—SELFSTUDY: *Who* and *who(m)* vs. *which*. (Charts 12-2 → 12-4)

Directions: Choose the correct answer.

1. The magazine   **C**   I read on the plane was interesting.  
A. who    B. who(m)    C. which

2. The artist            drew my picture is very good.  
A. who    B. who(m)    C. which

3. I really enjoyed the experiences            I had on my trip to Nigeria.  
A. who    B. who(m)    C. which

4. Most of the games            we played as children no longer amuse us.  
A. who    B. who(m)    C. which

5. All of the people \_\_\_\_\_ I called yesterday can come to the meeting on Monday.  
A. who    B. who(m)    C. which
6. The teacher \_\_\_\_\_ was ill canceled her math class.  
A. who    B. who(m)    C. which

◇ PRACTICE 11—SELFSTUDY: Using *which*, *that*, and  $\emptyset$  in adjective clauses. (Chart 12-4)

Directions: Write the PRONOUNS that can be used to connect the adjective clause to the main clause: **WHICH** or **THAT**. Also write  $\emptyset$  if the pronoun can be omitted.

1. I really enjoyed the show 

<i>which</i>
<i>that</i>
$\emptyset$

 we saw last night.
2. Tim liked the show 

--

 was playing at the Fox Theater.
3. The plane 

--

 I took to Korea arrived on time.
4. The plane 

--

 flew to the Gold Coast left on time.
5. The books 

--

 Jane ordered came in the mail today.
6. Jane was glad to get the books 

--

 came in the mail today.

◇ PRACTICE 12—SELFSTUDY: Object pronouns in adjective clauses: error analysis. (Charts 12-3 → 12-4)

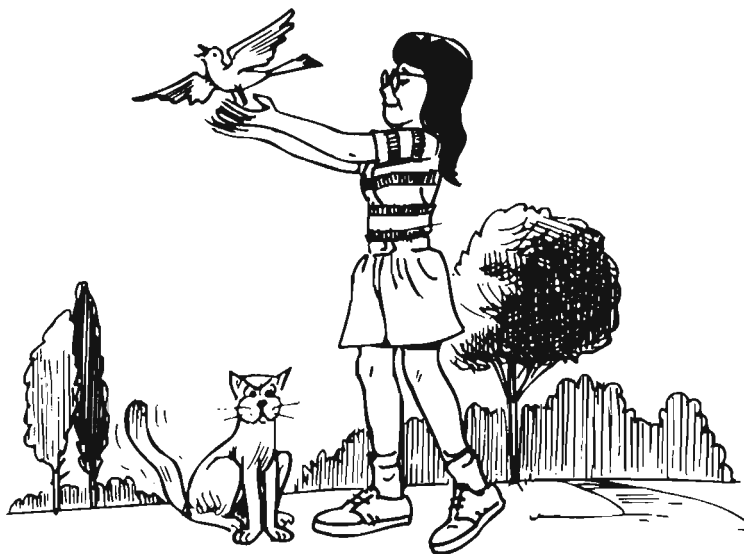
Directions: Find and cross out the incorrect PRONOUNS in the ADJECTIVE CLAUSES.

1. The books I bought ~~them~~ at the bookstore were expensive.
2. I like the shirt you wore it to class yesterday.
3. Amanda Jones is a person I would like you to meet her.
4. The apartment we wanted to rent it had two bedrooms.
5. My wife and I are really enjoying the TV set that we bought it for ourselves last week.
6. The woman you met her at Aunt Martha's house is a pharmacist.

◇ PRACTICE 13—GUIDED STUDY: Object pronouns in adjective clauses: error analysis. (Charts 12-3 and 12-4)

Directions: Find and cross out the incorrect PRONOUNS in the ADJECTIVE CLAUSES.

1. I enjoy the relatives I visited ~~them~~ in Mexico City last year.
2. The coffee that I drank it was cold and tasteless.
3. The tennis shoes I was wearing them in the garden got wet and muddy.
4. My cousin Ahmed is a person I've known and loved him since he was born.
5. I have a great deal of respect for the wonderful woman I married her eleven years ago.
6. Anna has a cat that it likes to catch birds.
7. The birds that Anna's cat catches them are very frightened.
8. Yesterday, Anna rescued a bird that the cat had brought it into the house. She set it free. It flew away quickly.



◇ PRACTICE 14—GUIDED STUDY: Using *who*, *who(m)*, *which*, *that*, and  $\emptyset$  in adjective clauses. (Charts 12-3 and 12-4)

Directions: Write the PRONOUNS that can be used to connect the adjective clause to the main clause: **WHICH**, **WHO**, **WHO(M)** or **THAT**. Also write  $\emptyset$  if the pronoun can be omitted.

*Example:* The manager . . . fired Tom is a difficult person to work for.

→ The manager  $\left\{ \begin{array}{l} who \\ that \end{array} \right\}$  fired Tom is a difficult person to work for.

1. The box . . . I mailed to my sister was heavy.
2. The people . . . sat in the stadium cheered for the home team.
3. The calendar . . . hangs in Paul's office has pictures of wildlife.
4. The teenagers counted the money . . . they earned at the car wash.
5. The people . . . my brother called didn't answer their phone.
6. The tree branch . . . was lying in the street was a hazard to motorists.

◇ PRACTICE 15—SELFSTUDY: Pronoun usage in adjective clauses. (Charts 12-2 → 12-4)

Directions: Choose the correct answers. NOTE: There is **more than one correct answer** for each sentence.

1. I liked the teacher A, C, D I had for chemistry in high school.  
A. whom B. which C. that D. Ø
2. The university scientist \_\_\_\_\_ did research in the Amazon River basin found many previously unknown species of plants.  
A. who B. whom C. which D. that E. Ø
3. The children enjoyed the sandwiches \_\_\_\_\_ Mr. Rice made for them.  
A. who B. whom C. which D. that E. Ø
4. Have you ever read any books by the author \_\_\_\_\_ the teacher mentioned in class this morning?  
A. whom B. which C. that D. Ø
5. The fans \_\_\_\_\_ crowded the ballpark roared their approval.  
A. who B. whom C. which D. that E. Ø
6. Have you been to the York Art Gallery? It has a new exhibit \_\_\_\_\_ includes the work of several local artists.  
A. who B. whom C. which D. that E. Ø
7. The operation \_\_\_\_\_ the surgeon performed on my uncle was very dangerous.  
A. who B. whom C. which D. that E. Ø
8. Bricks are made of soil \_\_\_\_\_ has been placed in molds, pounded down, and dried.  
A. who B. whom C. which D. that E. Ø

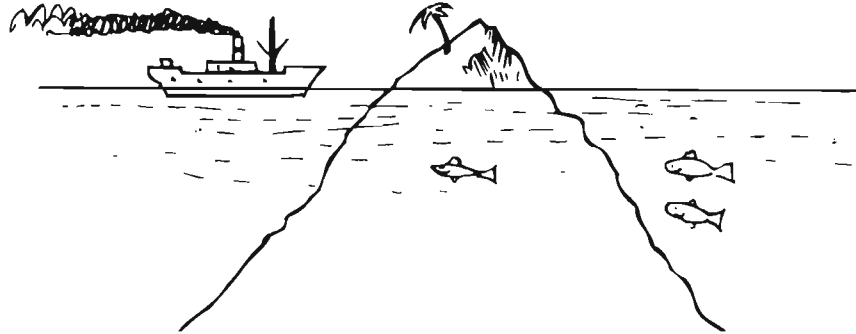
◇ PRACTICE 16—GUIDED STUDY: Pronoun usage in adjective clauses. (Charts 12-2 → 12-4)

Directions: Choose the correct answers. NOTE: There is **more than one correct answer** for each sentence.

1. The actors A, C, D we saw at Stratford performed out-of-doors.  
A. whom B. which C. that D. Ø
2. Many of the games \_\_\_\_\_ children play teach them about the adult world.  
A. who B. whom C. which D. that E. Ø
3. When Jason arrived at the reunion, the first person \_\_\_\_\_ he encountered was Sally Sellers, one of his best friends when he was in high school.  
A. whom B. which C. that D. Ø
4. The earth receives less than one-billionth of the enormous amount of heat \_\_\_\_\_ the sun produces. The rest of the sun's energy disappears into outer space.  
A. who B. whom C. which D. that E. Ø
5. Two hundred years ago, people on ships and in coastal towns greatly feared the pirates \_\_\_\_\_ sailed the South China Sea and the Gulf of Thailand.  
A. who B. whom C. which D. that E. Ø
6. Piranhas are dangerous fish \_\_\_\_\_ can tear the flesh off an animal as large as a horse in a few minutes.  
A. who B. whom C. which D. that E. Ø



7. Fire swept through an old apartment building in the center of town. I know some of the people \_\_\_\_\_ the firefighters rescued. They lost all their possessions. They were grateful simply to be alive.  
 A. whom    B. which    C. that    D. Ø
8. Most of the islands in the Pacific are the tops of volcanic mountains \_\_\_\_\_ rise from the floor of the ocean.  
 A. who    B. whom    C. which    D. that    E. Ø



◇ PRACTICE 17—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-4)

Directions: Answer the questions in complete sentences. Use any appropriate pattern of ADJECTIVE CLAUSE. Use **THE** with the noun that is modified by the adjective clause.

- We ate some food from our garden.  
 We ate some food at a restaurant.  
 Which food was very expensive?  
 → **The food we ate at a restaurant was very expensive. The food we ate from our garden was not expensive at all.**
- One phone wasn't ringing.  
 The other phone was ringing.  
 Which phone did Sam answer?  
 → **Sam answered the phone that was ringing. He didn't answer the phone that wasn't ringing.**
- One girl won the foot race.  
 The other girl lost the foot race.  
 Which girl is happy?



4. One man was sleeping.  
Another man was listening to the radio.  
One of them heard the news bulletin about the earthquake in China. Which one?
5. One person raised her hand in class.  
Another person sat quietly in his seat.  
One of them asked the teacher a question. Which one?
6. One person bought a (*brand name of a car*).  
Another person bought a (*brand name of a car*).  
Which person spent more money than the other?
7. Pretend I'm at the market. Some of the bananas are completely brown.  
Some of the bananas are green.  
Which bananas should I buy?
8. Amanda bought some canned vegetables at a small food store.  
Tom picked some vegetables from his grandfather's garden.  
Which vegetables tasted fresh?
9. One young musician practiced hours and hours every day.  
The other young musician had a regular job and practiced only in the evenings and on the weekends.  
Which musician showed a great deal of improvement during the course of a year?
10. One city provides clean water and a modern sewer system for its citizens.  
Another city uses its rivers and streams as both a source of water and a sewer.  
Which city has a high death rate from infectious diseases such as typhoid and cholera?

◇ PRACTICE 18—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-4)

Directions: Complete the definitions that begin in COLUMN A with the information given in COLUMN B. Use ADJECTIVE CLAUSES in the definitions.

Example: *An architect is someone who designs buildings.*

- | COLUMN A                                     | COLUMN B  |
|--|---|
| 1. An architect is someone . . . .           | A. It is built for fast driving.  |
| 2. A vegetarian is a person . . . .          | B. It is worn on a finger for decoration.                               |
| 3. Steam is gas . . . .                      | C. It cannot be understood or explained.                                |
| 4. A turtle is an animal . . . .             | D. S/he leaves society and lives completely alone.                      |
| 5. A ring is a circle of metal . . . .       | E. It can be shaped and hardened to form many useful things.            |
| 6. An expressway is a road . . . .           | F. It grows in hot climates and produces large bunches of yellow fruit. |
| 7. A hermit is a person . . . .              | G. S/he designs buildings.  |
| 8. A banana tree is a plant . . . .          | H. It has a hard shell and can live in water or on land.                |
| 9. Plastic is a synthetic material . . . . ✓ | I. It forms when water boils.   |
| 10. A mystery is something . . . .           | J. S/he doesn't eat meat.   |

◇ PRACTICE 19—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-4)

Directions: In groups or pairs, provide definitions for the words listed below. Consult your dictionaries if necessary.

Example: A telephone directory is a book . . . .

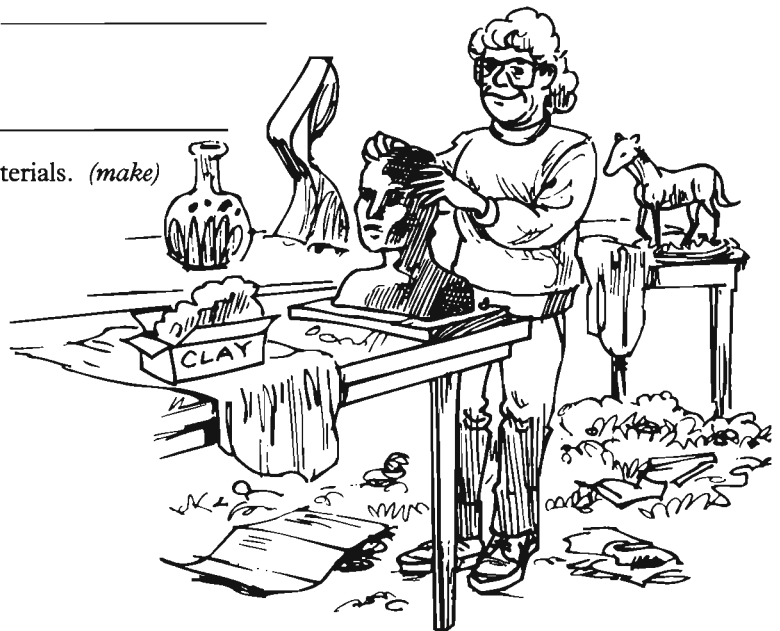
→ *A telephone directory is a book that lists telephone numbers.*

1. A dictionary is a book . . . .
2. An author is someone . . . .
3. A giraffe is an animal . . . .
4. Parents are people . . . .
5. A key is a piece of metal . . . .
6. A prisoner is a person . . . .
7. Water is a substance . . . .
8. Photographers are people . . . .
9. A hero is a person . . . .
10. An adjective is a word . . . .
11. A triangle is a geometric form . . . .
12. Friends are people . . . .

◇ PRACTICE 20—SELFSTUDY: Subject-verb agreement in adjective clauses. (Chart 12-5)

Directions: Complete the sentence with the correct form of the verb in parentheses. Use the SIMPLE PRESENT. Underline the noun that determines whether the verb in the ADJECTIVE CLAUSE is singular or plural.

1. A saw is a tool that is used to cut wood. (*be*)
2. Hammers are tools that are used to pound nails. (*be*)
3. I recently met a woman who \_\_\_\_\_ in Montreal. (*live*)
4. Most of the people who \_\_\_\_\_ in Montreal speak French as their first language. (*live*)
5. I have a cousin who \_\_\_\_\_ as a coal miner. (*work*)
6. Some coal miners who \_\_\_\_\_ underground suffer from lung disease. (*work*)
7. A professional athlete who \_\_\_\_\_ tennis for a living is called a tennis pro. (*play*)
8. Professional athletes who \_\_\_\_\_ tennis for a living can make a lot of money. (*play*)
9. A carpenter is a person who \_\_\_\_\_ things out of wood. (*make*)
10. Sculptors are artists who \_\_\_\_\_ things from clay or other materials. (*make*)



◇ PRACTICE 21—SELFSTUDY: Prepositions in adjective clauses. (Chart 12-6)

Directions: The adjective clauses in the following sentences need PREPOSITIONS. Add the prepositions and give all the possible patterns for the ADJECTIVE CLAUSE. Write “Ø” if nothing is needed.

1. The bus that we were waiting for was an hour late.  
 The bus which we were waiting for was an hour late.  
 The bus Ø we were waiting for was an hour late.  
 The bus for which we were waiting Ø was an hour late.
  
2. The music \_\_\_\_\_ I listened \_\_\_\_\_ was pleasant.  
 The music \_\_\_\_\_ I listened \_\_\_\_\_ was pleasant.  
 The music \_\_\_\_\_ I listened \_\_\_\_\_ was pleasant.  
 The music \_\_\_\_\_ I listened \_\_\_\_\_ was pleasant.
  
3. Ecology is one of the subjects \_\_\_\_\_ I am very interested \_\_\_\_\_.  
 Ecology is one of the subjects \_\_\_\_\_ I am very interested \_\_\_\_\_.  
 Ecology is one of the subjects \_\_\_\_\_ I am very interested \_\_\_\_\_.  
 Ecology is one of the subjects \_\_\_\_\_ I am very interested \_\_\_\_\_.
  
4. Tom argued with a man about politics.  
 The man \_\_\_\_\_ Tom was arguing \_\_\_\_\_ was very angry.  
 The man \_\_\_\_\_ Tom was arguing \_\_\_\_\_ was very angry.  
 The man \_\_\_\_\_ Tom was arguing \_\_\_\_\_ was very angry.  
 The man \_\_\_\_\_ Tom was arguing \_\_\_\_\_ was very angry.

◇ PRACTICE 22—GUIDED STUDY: Prepositions in adjective clauses. (Chart 12-6)

Directions: Complete the given sentences with PRONOUNS and PREPOSITIONS, as necessary. Give all the possible patterns for the ADJECTIVE CLAUSES.

*Example:* The movie . . . we went . . . was good.

- *The movie that we went to was good.*  
*The movie which we went to was good.*  
*The movie Ø we went to was good.*  
*The movie to which we went was good.*

1. I enjoyed meeting the people . . . you introduced me . . . yesterday.
2. English grammar is a subject . . . I am quite familiar . . . .
3. The woman . . . Mr. Low told us . . . works for the government.

◇ PRACTICE 23—SELFSTUDY: Prepositions in adjective clauses. (Chart 12-6)

Directions: Supply appropriate PREPOSITIONS in the blanks. Write “Ø” if no preposition is necessary. In sentence b., put brackets around the ADJECTIVE CLAUSE.

1. a. I enjoyed the CD. We listened to it at Sara’s apartment.  
b. I enjoyed the CD [we listened to at Sara’s apartment.]
2. a. I paid the shopkeeper for the glass cup. I accidentally broke Ø it.  
b. I paid the shopkeeper for the glass cup [I accidentally broke Ø.]
3. a. The bus was only three minutes late. We were waiting \_\_\_\_\_ it.  
b. The bus we were waiting \_\_\_\_\_ was only three minutes late.
4. a. Mrs. Chan is someone. I always enjoy talking \_\_\_\_\_ her about politics.  
b. Mrs. Chan is someone I always enjoy talking \_\_\_\_\_ about politics.
5. a. I showed my roommate the letter. I had just written \_\_\_\_\_ it.  
b. I showed my roommate the letter I had just written \_\_\_\_\_.
6. a. One of the subjects is global economics. I’ve been interested \_\_\_\_\_ it for a long time.  
b. One of the subjects I’ve been interested \_\_\_\_\_ for a long time is global economics.

◇ PRACTICE 24—SELFSTUDY: Prepositions in adjective clauses. (Chart 12-6)

Directions: Put brackets around the ADJECTIVE CLAUSE in each sentence. Add an appropriate PREPOSITION, if necessary. If no preposition is needed, write “Ø.”

1. The book catalogue [I was looking at ] had hundreds of interesting titles.
2. The book [I wanted Ø ] wasn’t available at the library.
3. I really enjoyed the music we were listening \_\_\_\_\_ at Jim’s yesterday.
4. The man I was staring \_\_\_\_\_ started to stare back at me.
5. My father is someone I’ve always been able to depend \_\_\_\_\_ when I need advice or help.
6. The suitcases I was carrying \_\_\_\_\_ got so heavy that my arms started to ache.
7. Organic chemistry is a subject that I’m not familiar \_\_\_\_\_.
8. The news article we talked \_\_\_\_\_ in class concerned a peace conference.
9. Chris looks angry. The man she is arguing \_\_\_\_\_ is her cousin.
10. Jennifer and David stopped at a sidewalk cafe. The food they ate \_\_\_\_\_ at the cafe was delicious.
11. The sailor you waved \_\_\_\_\_ is walking toward us. What are you going to say?
12. The bank I borrowed money \_\_\_\_\_ charges high interest on its loans.

◇ PRACTICE 25—GUIDED STUDY: Prepositions in adjective clauses. (Chart 12-6)

Directions: Put brackets around the ADJECTIVE CLAUSE in each sentence. Add an appropriate PREPOSITION, if necessary. If no preposition is needed, write “Ø.”

1. The people [I talked to/with at the reception] were interesting.
2. One of the places [I want to visit Ø next year] is Mexico City.
3. My sister and I have the same ideas about almost everything. She is the one person [ with whom I almost always agree.]
4. The man \_\_\_\_\_ whom I spoke at the airline counter asked to see my passport and ticket.
5. The furniture I bought \_\_\_\_\_ was expensive.
6. What’s the name of the person you introduced me \_\_\_\_\_ at the restaurant last night? I’ve already forgotten.
7. Botany is a subject I’m not familiar \_\_\_\_\_.
8. The bags I was carrying \_\_\_\_\_ were really heavy.
9. The guy I borrowed these tools \_\_\_\_\_ wants them back today.
10. English grammar is one of the subjects \_\_\_\_\_ which I enjoy studying the most.
11. The friend I waved \_\_\_\_\_ didn’t wave back. Maybe he just didn’t see me.
12. The people \_\_\_\_\_ whom Alex was waiting were over an hour late.
13. What was that tape you were just listening \_\_\_\_\_ ? I really liked it.
14. The newspaper I was reading \_\_\_\_\_ had the latest news about the election.
15. Your building supervisor is the person \_\_\_\_\_ whom you should complain if you have any problems with your apartment.
16. My parents are people I can always rely \_\_\_\_\_ for support and help.
17. Taking out the garbage is one of the chores our fourteen-year-old is responsible \_\_\_\_\_.
18. The interviewer wanted to know the name of the college I had graduated \_\_\_\_\_.

◇ PRACTICE 26—SELFSTUDY: Adjective clauses with *whose*. (Chart 12-7)

Directions: Find and underline the ADJECTIVE CLAUSE in the long sentence. Then change the long sentence into two short sentences.

1. *Long sentence:* I know a man whose daughter is a pilot.

*Short sentence 1:* I know a man.

*Short sentence 2:* His daughter is a pilot.

2. *Long sentence:* The woman whose husband is out of work found a job at Mel's Diner.

*Short sentence 1:* The woman **found a job at Mel's Diner.**

*Short sentence 2:* **Her**

3. *Long sentence:* The man whose wallet I found gave me a reward.

*Short sentence 1:* The man

*Short sentence 2:* \_\_\_\_\_

4. *Long sentence:* I know a girl whose family never eats dinner together.

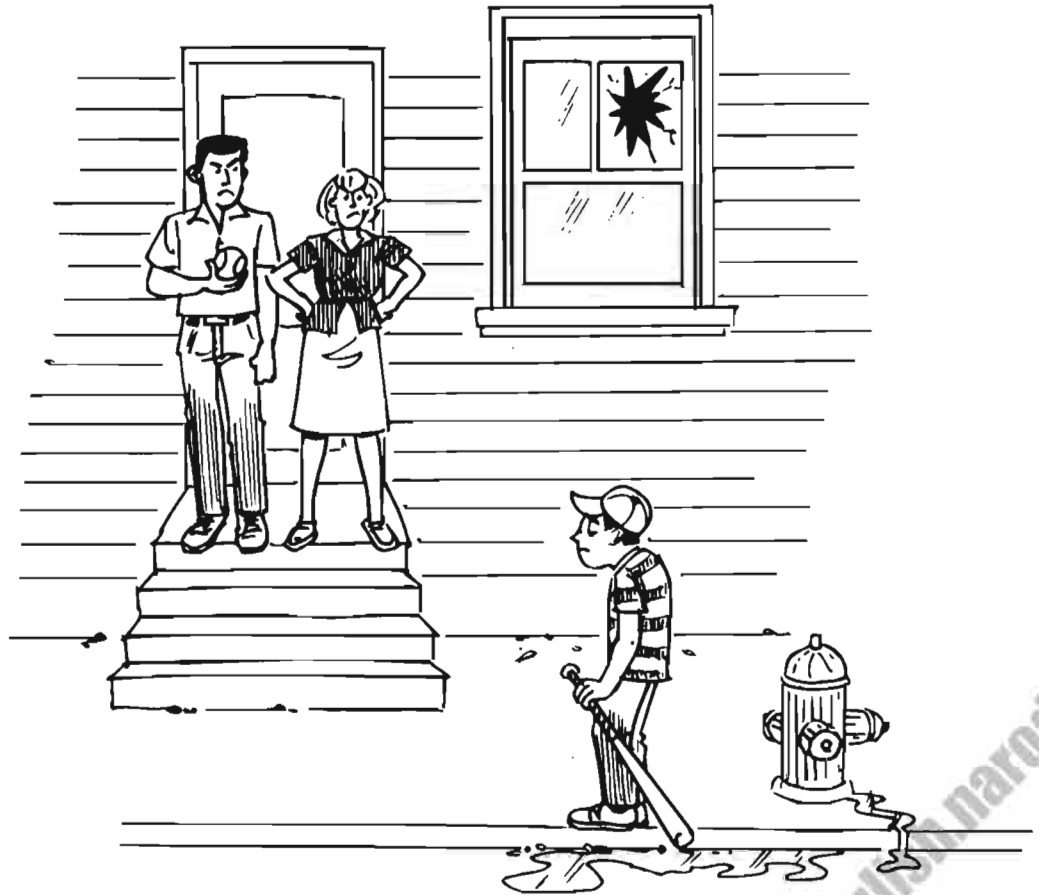
*Short sentence 1:* \_\_\_\_\_

*Short sentence 2:* \_\_\_\_\_

5. *Long sentence:* The people whose window I broke got really angry.

*Short sentence 1:* \_\_\_\_\_

*Short sentence 2:* \_\_\_\_\_



◇ PRACTICE 27—SELFSTUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Use the given information to complete the sentences with ADJECTIVE CLAUSES. Omit the PRONOUN from the adjective clause if possible.

*I share their views.*

*Their children were doing poorly in her class.*

*They disrupted the global climate and caused mass extinctions of animal life.*

✓ *The man's son was in an accident.*

*Ted bought them for his wife on their anniversary.*

*I slept on it at the hotel last night.*

*They had backbones.*

✓ *James chose the color of paint for his bedroom walls.*

*It is used to carry boats with goods and/or passengers.*

1. The man \_\_\_\_\_ **whose son was in an accident** \_\_\_\_\_ called an ambulance.
2. The color of paint \_\_\_\_\_ **James chose for his bedroom walls** \_\_\_\_\_ was an unusual blue.
3. My back hurts today. The mattress \_\_\_\_\_  
was too soft.
4. A waterway is a river or stream \_\_\_\_\_.
5. The second grade teacher talked to all the parents \_\_\_\_\_  
\_\_\_\_\_.
6. The flowers \_\_\_\_\_  
wilted in the heat before he got home.
7. The candidates \_\_\_\_\_ will get my votes.
8. According to scientists, the first animals \_\_\_\_\_  
were fish. They appeared on the earth about 500 million years ago.
9. Approximately 370 million years ago, seventy percent of the earth's marine species  
mysteriously vanished. Approximately 65 million years ago, the dinosaurs and two-thirds of all  
marine animal species became extinct. According to some scientific researchers, the earth was  
struck by speeding objects from space \_\_\_\_\_.



◇ PRACTICE 28—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Use the given information in the list to complete the sentences with ADJECTIVE CLAUSES. Omit the OBJECT PRONOUN from the adjective clause if possible.

*Their specialty is heart surgery.*

*Its mouth was big enough to swallow a whole cow in one gulp.*

*You drink it.*

*It erupted in Indonesia recently.*

*They lived in the jungles of Southeast Asia.*

*These molecules have been used countless times before in countless ways.*

*They continued week after week.*

1. A volcano \_\_\_\_\_ killed six people and damaged large areas of rice, coconut, and clove crops.
2. Doctors and nurses \_\_\_\_\_ are some of the best-trained medical personnel in the world.
3. Early human beings hunted animals for food, including chickens. Originally, chickens were wild birds \_\_\_\_\_.  
At some point in time, humans learned how to domesticate them and raise them for food.
4. In prehistoric times, there was a dinosaur \_\_\_\_\_.
5. Several years ago, tons of fish in the Seine River died from lack of oxygen when the river became polluted. Heavy rains \_\_\_\_\_ caused the sewer system to overflow into the river, bypassing the sewage treatment plant.
6. Every glass of water \_\_\_\_\_ has molecules \_\_\_\_\_.

◇ PRACTICE 29—SELFSTUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Which of the following can be used in the blanks: **WHO**, **WHO(M)**, **WHICH**, **THAT**, **WHOSE**, or **Ø**?

1. The people who/that moved into town are Italian.
2. The lamp \_\_\_\_\_ I bought downtown is beautiful and quite expensive.
3. Everyone \_\_\_\_\_ came to the audition got a part in the play.
4. Ms. Laura Rice is the teacher \_\_\_\_\_ class I enjoy most.
5. Flowers \_\_\_\_\_ grow in tropical climates usually have vibrant colors.
6. The man \_\_\_\_\_ I found in the doorway had collapsed from exhaustion.

7. Flying squirrels \_\_\_\_\_ live in tropical rain forests stay in the trees their entire lives without ever touching the ground.
8. The girl \_\_\_\_\_ skirt was caught in the classroom door seemed very embarrassed.

◇ PRACTICE 30—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Which of the following can be used in the blanks: **WHO, WHO(M), WHICH, THAT, WHOSE, or Ø**?

1. What do you say to people who/that ask you personal questions that you don't want to answer?
2. In my country, any person \_\_\_\_\_ is twenty-one years old or older can vote. I turned twenty-one last year. The person \_\_\_\_\_ I voted for in the national election lost. I hope the next candidate for \_\_\_\_\_ I vote has better luck. I'd like to vote for a winning candidate.
3. Vegetarians are people \_\_\_\_\_ do not eat meat. True vegetarians do not eat flesh \_\_\_\_\_ comes from any living creature, including fish. Some vegetarians even exclude any food \_\_\_\_\_ is made from animal products such as milk and eggs.
4. A: A magazine \_\_\_\_\_ I read at the doctor's office had an article \_\_\_\_\_ you ought to read. It's about the importance of exercise in dealing with stress.  
 B: Why do you think I should read an article \_\_\_\_\_ deals with exercise and stress?  
 A: If you stop and think for a minute, you can answer that question yourself. You're under a lot of stress, and you don't get any exercise.  
 B: The stress \_\_\_\_\_ I have at work doesn't bother me. It's just a normal part of my job. And I don't have time to exercise.  
 A: Well, you should make time. Anyone \_\_\_\_\_ job is as stressful as yours should make physical exercise part of a daily routine.

◇ PRACTICE 31—SELFSTUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Find and underline the ADJECTIVE CLAUSES in the following passages. Circle the NOUN that each adjective clause modifies.

1. Flowers that bloom year after year are called perennials. Flowers that bloom only one season are called annuals.
2. A: Who's that boy?  
B: Which boy? Are you talking about the boy who's wearing the striped shirt or the boy who has on the T-shirt?  
A: I'm not talking about either one of them. I'm talking about the boy who just waved at us.  
Look. Over there. Do you see the kid that has the red baseball cap?  
B: Sure. I know him. That's Al Jordan's kid. His name is Josh or Jake or Jason. Nice kid.  
Did you wave back?
3. Hiroki is from Japan. When he was sixteen, he spent four months in South America. He stayed with a family who lived near Quito, Ecuador. Their way of life was very different from his. At first, all of the things they did and said seemed strange to Hiroki: their eating customs, political views, ways of expressing emotion, work habits, sense of humor, and more. He felt homesick for people who were like him in their customs and habits. But as time went on, he began to appreciate the way of life that his host family followed. Many of the things Hiroki did with his host family began to feel natural to him. He developed a strong bond of friendship with them. At the beginning of his stay in Ecuador, he had noticed only the things that were different between his host family and himself. At the end, he understood how many things they had in common as human beings despite their differences in cultural backgrounds.
4. Many of the problems that exist today have existed since the beginning of recorded history. One of these problems is violent conflict between people who come from different geographical areas or cultural backgrounds. One group may distrust and fear another group of people who are different from themselves in language, customs, politics, religion, and/or appearance. These irrational fears are the source of much of the violence that has occurred throughout the history of the world.

◇ PRACTICE 32—GUIDED STUDY: Adjective clauses. (Charts 12-1 → 12-7)

Directions: Find and underline the ADJECTIVE CLAUSES in the following passage. Circle the NOUN that each adjective clause modifies.

Parents are people who provide love, care, and education for children. Parents may be defined as the principal people who raise a child. These people may or may not have physically produced the child. Many children are brought up by relatives or other caring adults when their biological parents, through death, disability or uncontrollable circumstances, are not present to care for them. The role of any parents, biological or not, is to take care of their children's emotional, physical, and social needs.

Children need love and affection to grow strong emotionally. It is important for all children to have at least one adult with whom they can form a loving, trusting relationship. A strong bond with adults is essential from birth through adolescence. For example, babies who are not picked up frequently and held lovingly may have slow physical and mental growth even though they receive adequate food and exercise. Youngsters who are raised in an institution without bonding with an older person who functions as a parent may often have difficulty forming trusting relationships when they are adults.

In addition to love, children need physical care. Babies are completely dependent upon adults for food, shelter, and safety. Children who are denied such basics in their early lives may suffer chronic health problems and feelings of insecurity throughout their lifetimes. One of the greatest responsibilities that parents have is to provide for the physical well-being of their children.

Children's education is also the responsibility of the parents. Girls and boys must learn to speak, dress themselves, eat properly, and get along with others. They must learn not to touch fire, to look carefully before they cross the street, and not to use violence to solve problems. The lessons that parents teach their children are numerous. As children get older and enter school, teachers join parents in providing the education that young people need in order to become independent, productive members of society.

◇ PRACTICE 33—GUIDED STUDY: Adjective clauses. (Chapter 12)

Directions: Discuss or write about the following topics. Incorporate ADJECTIVE CLAUSES into sentences whenever possible.

1. What are the qualities of a friend?
2. What kind of neighbors do you like to have?
3. What kind of people make good leaders?
4. What kind of people make good parents?
5. What is your idea of the ideal roommate?
6. What qualities do you expect in a boss?
7. What is one of the things you enjoy most about living here?
8. What is one of the things you dislike about living here?
9. Describe your dream house.
10. Describe your ideal vacation.

◇ PRACTICE 34—SELFSTUDY: Phrasal verbs. (Chart 12-8)

Directions: Complete the sentences with the given PARTICLES.

*down*      *in*      *off*      *out*      *over*      *up*

1. If I quit a bad habit like smoking, that means I give it up.
2. If I don't want to include something when I write a letter, I leave it \_\_\_\_\_.
3. When I write words in this practice, I am filling \_\_\_\_\_ the blanks.
4. When I discover new information, that means I find something \_\_\_\_\_.
5. Sometimes when I recite a poem, I forget a line. So I go back to the beginning and start \_\_\_\_\_.
6. When buildings are old and dangerous, we tear them \_\_\_\_\_.
7. If I write a letter and I don't like what I've written, I will write it again. That means I'll do it \_\_\_\_\_.
8. When I remove a piece of paper from a spiral notebook, I tear the paper \_\_\_\_\_ of my notebook.
9. When I write something that I don't want anybody else to see, I tear the paper into tiny pieces. I tear \_\_\_\_\_ the note.
10. When I write information on an application form, I fill the form \_\_\_\_\_.
11. When I make a mistake in something I write, I erase the mistake if I'm using a pencil. If I'm using a pen, I cross the mistake \_\_\_\_\_ by drawing a line through it.
12. When my tea cup is empty, I fill it \_\_\_\_\_ again if I'm still thirsty.

◇ PRACTICE 35—SELFSTUDY: Phrasal verbs. (Chart 12-9)

Directions: Complete each sentence with **two** PARTICLES.

1. When I cross a busy street, I'm careful. I look out for cars and trucks.
2. Some friends visited me last night. I hadn't expected them. They just dropped \_\_\_\_\_ me.
3. Maria was born and raised in Brazil. in other words, she grew \_\_\_\_\_ Brazil.
4. If I like people and enjoy their company, that means I get \_\_\_\_\_ them.
5. My cousin never does anything useful. He just fools \_\_\_\_\_ his friends all day wasting time.
6. When somebody uses the last spoonful of sugar in the kitchen, we don't have any more sugar. That means we have run \_\_\_\_\_ sugar and need to go to the market.
7. I'm glad when I finish my homework. When I get \_\_\_\_\_ my homework, I can go out and play tennis or do whatever else I feel like doing.
8. In some places, it's important to be careful about pickpockets. There are places where tourists have to watch \_\_\_\_\_ pickpockets.
9. If you return from a trip, that means you get \_\_\_\_\_ a trip.
10. Sometimes students have to quit school because they need to get a job, fail their courses, or lose interest in their education. There are various reasons why students drop \_\_\_\_\_ school.



# CHAPTER 13

## Comparisons

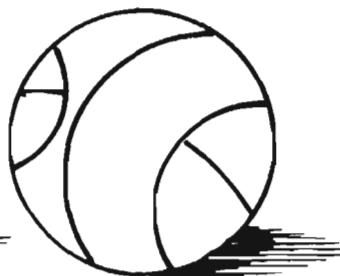
### ◇ PRACTICE 1—SELFSTUDY: As . . . as. (Chart 13-1)

Directions: Using the given information and the words in parentheses, complete the comparisons using **AS . . . AS**. Use **NOT** with the verb as necessary.

1. Dogs make more noise than cats do. (*be noisy*)  
→ Cats aren't as noisy as dogs.
2. Both Anne and her sister Amanda are lazy. (*be lazy*)  
→ Anne is as lazy as her sister Amanda.
3. Adults have more strength than children. (*be strong*)  
→ Children \_\_\_\_\_ adults.
4. Tom and Jerry are the same height. (*be tall*)  
→ Tom \_\_\_\_\_ Jerry.
5. It's more comfortable to live at home than in a dormitory. (*be comfortable*)  
→ Living in a dormitory \_\_\_\_\_ living at home.
6. Both the bride and the groom were nervous before the wedding. (*be nervous*)  
→ The bride \_\_\_\_\_ the groom.
7. A basketball is bigger than a soccer ball. (*be big*)  
→ A soccer ball \_\_\_\_\_ a basketball.



SOC CER  
BALL



BASKETBALL

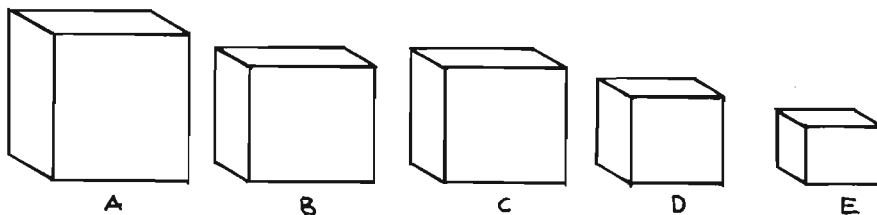
8. The air in a big city is more polluted than the air in the countryside. (*be fresh and clean*)  
 → The air in a big city \_\_\_\_\_ the air in the countryside.
9. My sister wants to be a famous and successful businesswoman. I don't have any plans for my future. (*be ambitious*)  
 → I \_\_\_\_\_ my sister.
10. Some school subjects interest me, and others don't. (*be interesting*)  
 → Some school subjects \_\_\_\_\_ others.

◇ PRACTICE 2—SELFSTUDY: As . . . as. (Chart 13-1)

Directions: Complete the sentences with one of the following:

*just as*  
*almost as/not quite as*  
*not nearly as*

**PART I:** Compare the boxes.



1. Box B is                     *almost as / not quite as*                     big as Box A.
2. Box E is \_\_\_\_\_ big as Box A.
3. Box C is \_\_\_\_\_ big as Box B.
4. Box E is \_\_\_\_\_ big as Box D.

**PART II:** Meeting time: 9:00 A.M. Compare the arrival times.

Arrival times:  
 David      9:01 A.M.  
 Julia      9:14 A.M.  
 Laura      9:15 A.M.  
 Paul      9:15 A.M.  
 James      9:25 A.M.

5. Paul was \_\_\_\_\_ late as Laura.
6. David was \_\_\_\_\_ late as James.
7. Julia was \_\_\_\_\_ late as Laura.
8. Julia was \_\_\_\_\_ late as Paul.



**PART III:** Compare world temperatures today.

Bangkok	92°F/33°C
Cairo	85°F/30°C
Madrid	90°F/32°C
Moscow	68°F/20°C
Tokyo	85°F/30°C

9. Tokyo is \_\_\_\_\_ hot as Cairo.  
10. Moscow is \_\_\_\_\_ hot as Bangkok.  
11. Madrid is \_\_\_\_\_ hot as Bangkok.

**PART IV:** Compare world temperatures yesterday and today.

	<i>Yesterday</i>	<i>Today</i>
Bangkok	95°F/35°C	92°F/33°C
Cairo	95°F/35°C	85°F/30°C
Madrid	90°F/32°C	90°F/32°C
Moscow	70°F/21°C	68°F/20°C
Tokyo	81°F/27°C	85°F/30°C

12. Cairo was \_\_\_\_\_ hot as Bangkok yesterday.  
13. It's \_\_\_\_\_ warm in Moscow today as yesterday.  
14. Madrid is \_\_\_\_\_ hot today as yesterday.  
15. It was \_\_\_\_\_ hot in Tokyo yesterday as in Bangkok.  
16. It's \_\_\_\_\_ hot in Bangkok today as yesterday.

◇ PRACTICE 3—GUIDED STUDY: *As . . . as.* (Chart 13-1)

Directions: Complete the sentences with your own words.

*Example:* . . . not as sharp as . . .

- *A pencil point isn't as sharp as a needle.*
- *A kitchen knife isn't as sharp as a razor blade.*
- *My mind isn't as sharp in the afternoon as it is in the morning.*

1. . . . just as important as . . . .
2. . . . not as comfortable as . . . .
3. . . . not nearly as interesting as . . . .
4. . . . just as good as . . . .
5. . . . not quite as difficult as . . . .
6. . . . not as quiet as . . . .
7. . . . almost as good as . . . .
8. . . . not as friendly as . . . .
9. . . . not as heavy as . . . .
10. . . . just as soft as . . . .

◇ PRACTICE 4—SELFSTUDY: *As . . . as*. (Chart 13-1)

Directions: Choose the best sentence completion from the given list.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| A. <i>as bad as she said it was</i> | ✓E. <i>as much as possible</i>  |
| B. <i>as easy as it looks</i>       | F. <i>as often as I can</i>     |
| C. <i>as fast as I could</i>        | G. <i>as often as I used to</i> |
| D. <i>as good as they looked</i>    | H. <i>as soon as possible</i>   |

- I have a lot of homework. I will finish **E** before I go to bed.
- I'm sorry I'm late. I drove \_\_\_\_\_.
- I saw some chocolates at the candy store. They looked delicious, so I bought some. They tasted just \_\_\_\_\_.
- When I was in college, I went to at least two movies every week. Now I'm very busy with my job and family, so I don't go to movies \_\_\_\_\_.
- It took Julie years of lessons to be able to play the piano well. She makes it look easy, but we all know that playing a musical instrument isn't \_\_\_\_\_.
- I need to finish working on this report, so go ahead and start the meeting without me. I'll be there \_\_\_\_\_.
- Even though I'm very busy, I'm usually just sitting at my desk all day. I need more exercise, so I try to walk to and from work \_\_\_\_\_.
- My friend told me the movie was terrible, but I went anyway. My friend was right. The movie was just \_\_\_\_\_.

◇ PRACTICE 5—SELFSTUDY: Comparative and superlative forms. (Chart 13-3)

Directions: Give the COMPARATIVE and SUPERLATIVE forms of the words below.

	COMPARATIVE		SUPERLATIVE	
1. strong	<u>stronger</u>	than	the	<u>strongest</u> of all
2. important	<u>more important</u>	than	the	<u>most important</u> of all
3. soft	_____	than	the	_____ of all
4. lazy	_____	than	the	_____ of all
5. wonderful	_____	than	the	_____ of all
6. calm	_____	than	the	_____ of all
7. tame	_____	than	the	_____ of all
8. dim	_____	than	the	_____ of all
9. convenient	_____	than	the	_____ of all
10. clever	_____	than	the	_____ of all
11. good	_____	than	the	_____ of all

12. bad \_\_\_\_\_ than the \_\_\_\_\_ of all  
 13. far \_\_\_\_\_ than the \_\_\_\_\_ of all  
 14. slow \_\_\_\_\_ than the \_\_\_\_\_ of all  
 15. slowly \_\_\_\_\_ than the \_\_\_\_\_ of all

◇ PRACTICE 6—GUIDED STUDY: Comparative and superlative forms. (Charts 13-2 and 13-3)

Directions: As a class or in smaller groups, divide into two teams. Each team will try to score points by (1) giving the meaning of an adjective and (2) giving its comparative and superlative forms. (3) Bonus points will be awarded for every correct sentence the team creates using the comparative or superlative of the given adjective.

Each team has thirty seconds or a minute (or any other agreed upon length of time) for each word. (Someone in the class needs to be the timekeeper.) The teams should prepare for the contest by discussing the words in the list, looking them up in the dictionary if necessary, and making up possible sentences.

SCORING:

- (1) one point for the correct *meaning* of the given adjective
- (2) one point for the correct *comparative and superlative forms* of that adjective
- (3) one point for each clear *sentence* with the correct comparative or superlative form

*Example:* dependable

LEADER: What does “dependable” mean?

TEAM: “Dependable” means “responsible, reliable, trustworthy.” For example, it describes people who do their jobs well every day.

LEADER: Yes. That’s one point. Now, comparative and superlative forms?

TEAM: More dependable than, the most dependable of all.

LEADER: Correct. That’s one point. Sentences?

TEAM: Adults are more dependable than children.

LEADER: Good. One point.

TEAM: Vegetables are more dependable than fruit.

LEADER: What? That doesn’t make any sense. No point.

TEAM: My parents always support me. They are the most dependable people I know.

LEADER: Great sentence! One point.—Time is up. Your total points as a team: Four.

*List of adjectives:*

- |                |               |              |
|----------------|---------------|--------------|
| 1. wonderful   | 8. heavy      | 15. bright   |
| 2. high        | 9. dangerous  | 16. pleasant |
| 3. easy        | 10. humid     | 17. polite   |
| 4. intelligent | 11. confusing | 18. soft     |
| 5. calm        | 12. clever    | 19. sour     |
| 6. dim         | 13. fresh     | 20. common   |
| 7. wild        | 14. friendly  |              |

◇ PRACTICE 7—SELFSTUDY: Comparatives. (Charts 13-2 and 13-3)

Directions: Complete the sentences with the correct COMPARATIVE form (**MORE/-ER**) of the given adjectives.

<i>bad</i>	<i>cold</i>	<i>funny</i>	<i>pretty</i>
<i>careful</i>	<i>confusing</i>	<i>generous</i>	✓ <i>soft</i>
<i>clean</i>	<i>expensive</i>	<i>lazy</i>	<i>thin</i>

1. I like to sit on pillows. They are a lot softer than a hardwood seat.
2. The average temperature in Moscow is \_\_\_\_\_ than the average temperature in Hong Kong.
3. This gold ring costs much more than that silver one. Can you tell me why gold is \_\_\_\_\_ than silver?
4. Bobby! How did you get all covered with mud? Hurry and take a bath. Even the floor is \_\_\_\_\_ than you are.
5. Fresh flowers not only smell good, but they're a lot \_\_\_\_\_ than artificial flowers.
6. Sandy, when you drive to the airport today, you have to be \_\_\_\_\_ than you were the last time you went. You almost had an accident because you weren't paying attention to your driving.
7. I heard a little polite laughter when I told my jokes, but everyone laughed loudly when Janet was telling hers. Her jokes are always much \_\_\_\_\_ than mine.
8. I have trouble understanding Professor Larson. Her lectures are much \_\_\_\_\_ than Professor Sato's.
9. Your father seems to give you plenty of money for living expenses. He is \_\_\_\_\_ than mine.
10. My handwriting isn't very good, but my wife's handwriting is practically illegible. Her handwriting is much \_\_\_\_\_ than mine.
11. Cardboard has thickness, but paper doesn't. Paper is \_\_\_\_\_ than cardboard.
12. I don't like to work hard, but my sister does. I'm a lot \_\_\_\_\_ than my sister.

◇ PRACTICE 8—GUIDED STUDY: Comparatives. (Charts 13-2 and 13-3)

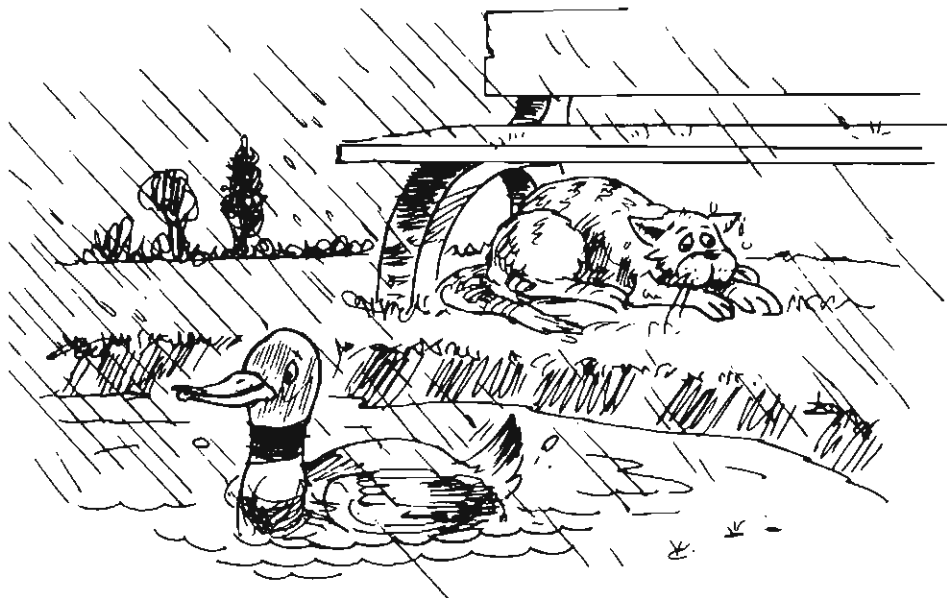
Directions: Complete the sentences with the correct COMPARATIVE form (**MORE/-ER**) of the given adjectives and adverbs.

*comfortable*  
*dangerous*  
*dark*

*expensive*  
*friendly*  
*slowly*

*softly*  
✓ *sweet*  
*wet*

1. Lemons aren't sweeter than oranges. Lemons are sour.
2. Refrigerators cost a lot. They are much \_\_\_\_\_ than microwave ovens.
3. Children seem to be able to appear out of nowhere. When I'm near a school, I always drive \_\_\_\_\_ than I have to.
4. In my experience, old shoes are usually a lot \_\_\_\_\_ than new shoes.
5. People in villages seem to be \_\_\_\_\_ than people in large cities. They seem to enjoy talking to strangers.
6. Babies don't like loud noises. Most people speak \_\_\_\_\_ than usual when they're talking to a baby.
7. Many more people die in car accidents than in plane accidents. Statistics show that driving your own car is \_\_\_\_\_ than flying in an airplane.
8. A: Why does wet sand look \_\_\_\_\_ than dry sand?  
B: Because wet sand reflects less light.
9. If a cat and a duck are out in the rain, the cat will get much \_\_\_\_\_ than the duck. The water will simply roll off of the duck's feathers but will soak into the cat's fur.



◇ PRACTICE 9—SELFSTUDY: *Farther and further*. (Chart 13-3)

Directions: Choose the correct answer or answers. **Both** answers may be correct.

1. Ron and his friend went jogging. Ron ran two miles, but his friend got tired after one mile. Ron ran **A, B** than his friend did.  
A. farther      B. further
2. If you have any **B** questions, don't hesitate to ask.  
A. farther      B. further
3. The planet Earth is \_\_\_\_\_ from the sun than the planet Mercury is.  
A. farther      B. further
4. I like my new apartment, but it is \_\_\_\_\_ away from school than my old apartment is.  
A. farther      B. further
5. Thank you for your help, but I'll be fine now. I don't want to cause you any \_\_\_\_\_ trouble.  
A. farther      B. further
6. I have no \_\_\_\_\_ need of this equipment. I'm going to sell it.  
A. farther      B. further
7. Paris is \_\_\_\_\_ north than Tokyo.  
A. farther      B. further
8. A: Mr. President, will you describe your new plans for the economy?  
B: I have no \_\_\_\_\_ comment. This press conference is over.  
A. farther      B. further
9. I'm tired. I walked \_\_\_\_\_ than I should have.  
A. farther      B. further
10. I gave my old typewriter to my younger sister because I had no \_\_\_\_\_ use for it.  
A. farther      B. further

◇ PRACTICE 10—GUIDED STUDY: Comparatives. (Charts 13-2 and 13-3)

Directions: Choose any appropriate adjective from the list (or any adjective of your own choosing) to make comparisons of the given items. Use the COMPARATIVE form (**MORE/-ER**).

<i>bright</i>	<i>fast</i>	<i>relaxing</i>	<i>thick</i>
<i>easy</i>	<i>flexible</i>	<i>shallow</i>	<i>thin</i>
<i>enjoyable</i>	<i>heavy</i>	<i>short</i>	<i>wide and deep</i>

1. traveling by air/traveling by bus  
→ *Traveling by air is faster than traveling by bus.*  
*Traveling by air is easier than traveling by bus.* (Etc.)
2. a pool/a lake
3. an elephant's neck/a giraffe's neck
4. sunlight/moonlight
5. iron/wood
6. walking/running
7. river/stream
8. rubber/wood
9. nothing/sitting in a garden on a quiet summer day
10. a butterfly's wing/a blade of grass

◇ PRACTICE 11—SELFSTUDY: Completing comparisons with pronouns. (Chart 13-4)

Directions: Complete the comparisons with a PRONOUN and an appropriate AUXILIARY VERB.

1. Bob arrived at ten. I arrived at eleven.  
→ Bob arrived earlier than           **I did**          .
2. Linda is a good painter. Steven is better.  
→ He is a better painter than           **she is**          .
3. Alex knows a lot of people. I don't know many people at all.  
→ He knows a lot more people than \_\_\_\_\_.
4. I won the race. Patty came in second.  
→ I ran faster than \_\_\_\_\_.
5. My parents were nervous about my motorcycle ride. I was just a little nervous.  
→ They were a lot more nervous than \_\_\_\_\_.
6. My aunt will stay with us for two weeks. My uncle has to return home to his job after a couple of days.  
→ She will be here with us a lot longer than \_\_\_\_\_.
7. Ms. Ross speaks clearly. Mr. Mudd mumbles.  
→ She speaks a lot more clearly than \_\_\_\_\_.
8. I've been here for two years. Sam has been here for two months.  
→ I've been here a lot longer than \_\_\_\_\_.
9. I had a good time at the picnic yesterday. Mary didn't enjoy it.  
→ I had a lot more fun at the picnic than \_\_\_\_\_.
10. I can reach the top shelf of the bookcase. Tim can only reach the shelf next to the top.  
→ I can reach higher than \_\_\_\_\_.

◇ PRACTICE 12—GUIDED STUDY: Unclear comparisons. (Chart 13-3)

Directions: The following are unclear comparisons. Discuss the possible meanings.

1. UNCLEAR: Ann likes her dog better than her husband.  
POSSIBLE MEANINGS:  
→ *Ann likes her dog better than her husband does.*  
(Meaning: *Ann likes her dog better than her husband likes her dog.*)  
→ *Ann likes her dog better than she does her husband.*  
(Meaning: *Ann likes her dog better than she likes her husband.*)
2. UNCLEAR: I know John better than Mary.
3. UNCLEAR: Sam likes football better than his wife.
4. UNCLEAR: Frank helps me more than Debra.
5. UNCLEAR: I pay my plumber more than my dentist.

◇ PRACTICE 13—SELFSTUDY: *Very vs. a lot/much/far.* (Chart 13-4)

Directions: Circle the correct answer or answers. **More than one** answer may be correct.

1. This watch is not \_\_\_\_\_ expensive.  
A. very      B. a lot      C. much      D. far
2. That watch is \_\_\_\_\_ more expensive than this one.  
A. very      B. a lot      C. much      D. far
3. My nephew is \_\_\_\_\_ polite.  
A. very      B. a lot      C. much      D. far
4. My nephew is \_\_\_\_\_ more polite than my niece.  
A. very      B. a lot      C. much      D. far
5. Simon is \_\_\_\_\_ taller than George.  
A. very      B. a lot      C. much      D. far
6. Simon is \_\_\_\_\_ tall.  
A. very      B. a lot      C. much      D. far
7. I think astronomy is \_\_\_\_\_ more interesting than geology.  
A. very      B. a lot      C. much      D. far
8. I think astronomy is \_\_\_\_\_ interesting.  
A. very      B. a lot      C. much      D. far

◇ PRACTICE 14—SELFSTUDY: *Less . . . than and not as . . . as.* (Chart 13-4)

Directions: Circle the correct answer or answers.

1. My nephew is \_\_\_\_\_ ambitious \_\_\_\_\_ my niece.  
A. less . . . than      B. not as . . . as
2. My nephew is \_\_\_\_\_ old \_\_\_\_\_ my niece.  
A. less . . . than      B. not as . . . as
3. A bee is \_\_\_\_\_ big \_\_\_\_\_ a bird.  
A. less . . . than      B. not as . . . as
4. Money is \_\_\_\_\_ important \_\_\_\_\_ good health.  
A. less . . . than      B. not as . . . as
5. The last exercise was \_\_\_\_\_ difficult \_\_\_\_\_ this one.  
A. less . . . than      B. not as . . . as
6. My brother is \_\_\_\_\_ interested in planning for the future \_\_\_\_\_ I am.  
A. less . . . than      B. not as . . . as
7. I am \_\_\_\_\_ good at repairing things \_\_\_\_\_ Diane is.  
A. less . . . than      B. not as . . . as
8. Some students are \_\_\_\_\_ serious about their schoolwork \_\_\_\_\_ others.  
A. less . . . than      B. not as . . . as



◇ PRACTICE 15—GUIDED STUDY: Completing a comparative. (Chart 13-4)

Directions: Answer the questions. Begin your answer with “Yes, I’ve never . . . .” Use COMPARATIVES (**MORE/ER**) in your answer.

Example: Your friend told a story at the party last night. Was it funny?

→ Yes, I’ve never heard a funnier story.\*

1. You took a test yesterday. Was it difficult?
2. You read a book that you liked very much. Was it a good book?
3. Someone said something bad to you. Were you angry?
4. I hope you liked staying in our guest room. Were you comfortable?
5. You’ve been carrying things and moving furniture all day. Are you tired?
6. Congratulations on the birth of your daughter. Are you happy?
7. You have known many people in your lifetime, but one person is special. Is this person kind? Is this person considerate? Is this person generous? wise? compassionate?
8. You have had many good experiences in your lifetime, but you remember one in particular. Was it an interesting experience? Was it a good experience? exciting? memorable?

◇ PRACTICE 16—SELFSTUDY: Adjectives vs. adverbs in the comparative. (Chart 13-4)

Directions: Complete each sentence using the COMPARATIVE + the correct ADJECTIVE or ADVERB. If it is an adjective, circle ADJ. If it is an adverb, circle ADV.

1. *slow* I like to drive fast, but my brother William doesn’t. As a rule, he drives  
*slowly* \_\_\_\_\_ **more slowly** \_\_\_\_\_ than I do. ADJ (ADV)
2. *slow* Alex is a \_\_\_\_\_ **slower** \_\_\_\_\_ driver than I am. (ADJ) ADV  
*slowly*
3. *serious* Some workers are \_\_\_\_\_ about their jobs than  
*seriously* others. ADJ ADV
4. *serious* Some workers approach their jobs \_\_\_\_\_ than  
*seriously* others. ADJ ADV
5. *polite* Why is it that my children behave \_\_\_\_\_  
*politely* at other people’s houses than at home? ADJ ADV
6. *polite* Why are they \_\_\_\_\_ at Mrs. Miranda’s  
*politely* house than at home? ADJ ADV
7. *careful* I’m a cautious person when I express my opinions, but my sister will say anything to  
*carefully* anyone. I’m much \_\_\_\_\_ when I speak to others than  
my sister is. ADJ ADV

\*The understood completion of the comparison is: *I’ve never heard a funnier story in my lifetime than the story my friend told at the party last night.*

8. *careful* I always speak \_\_\_\_\_ in public than my sister  
*carefully* does. ADJ ADV
9. *clear* I can't understand Mark's father very well when he talks, but I  
*clearly* can understand Mark. He speaks much \_\_\_\_\_ than  
his father. ADJ ADV
10. *clear* Mark is a much \_\_\_\_\_ speaker than his  
*clearly* father. ADJ ADV

◇ PRACTICE 17—SELFSTUDY: Nouns in the comparative. (Chart 13-5)

Directions: Choose from the given words to complete the sentences with the COMPARATIVE (MORE/-ER). If the word you use in the comparative is an adjective, circle ADJ. If it is an adverb, circle ADV. If it is a noun, circle NOUN.

<i>books</i>	<i>friends</i>	✓ <i>newspapers</i>
<i>carefully</i>	<i>homework</i>	<i>pleasant</i>
<i>easily</i>	<i>loud</i>	<i>snow</i>

1. My husband always wants to know everything that is going on in the world. He reads many  
\_\_\_\_\_ **more newspapers** \_\_\_\_\_ than I do. ADJ ADV **NOUN**
2. University students study hard. They have a lot \_\_\_\_\_ than high  
school students. ADJ ADV NOUN
3. There is far \_\_\_\_\_ in winter in Alaska than there is in Texas.  
ADJ ADV NOUN
4. I'm lonely. I wish I had \_\_\_\_\_ to go places with and spend time  
with. ADJ ADV NOUN
5. A warm, sunny day is \_\_\_\_\_ than a cold, windy day.  
ADJ ADV NOUN
6. Don picks up languages with little difficulty. For me, learning a second language is slow and  
difficult. I guess some people just learn languages a lot \_\_\_\_\_ than  
others. ADJ ADV NOUN
7. The New York City Public Library has many \_\_\_\_\_ than the  
public library in Portland, Oregon. ADJ ADV NOUN
8. I have been driving \_\_\_\_\_ since my accident. ADJ ADV NOUN
9. Karen doesn't need a microphone when she speaks to the audience. She's the only person I  
know whose voice is \_\_\_\_\_ than mine. ADJ ADV NOUN

◇ PRACTICE 18—GUIDED STUDY: Making comparisons: *as . . . as* and *more/-er*.  
(Charts 13-1 → 13-4)

Directions: Compare the following. Use **AS . . . AS**, **LESS**, and **MORE/-ER**. How many points of comparison can you think of?

*Example: the sun and the moon*

- *The sun is larger than the moon.*  
*The sun is hotter than the moon.*  
*The sun is more important to life on earth than the moon is.*  
*The sun is much brighter than the moon.*  
*The moon is closer to the earth than the sun is.*  
*The moon is less important than the sun.*  
*The moon isn't as far away as the sun.*

1. two stores in this city
2. two seasons
3. two kinds of music
4. fingers and toes
5. two classes
6. two restaurants in this city
7. iron and aluminum (American English)/aluminium (British English)
8. a cloudy day and a sunny day

◇ PRACTICE 19—SELFSTUDY: Repeating a comparative. (Chart 13-6)

Directions: Complete the sentences by **REPEATING A COMPARATIVE**. Use the words in the list.

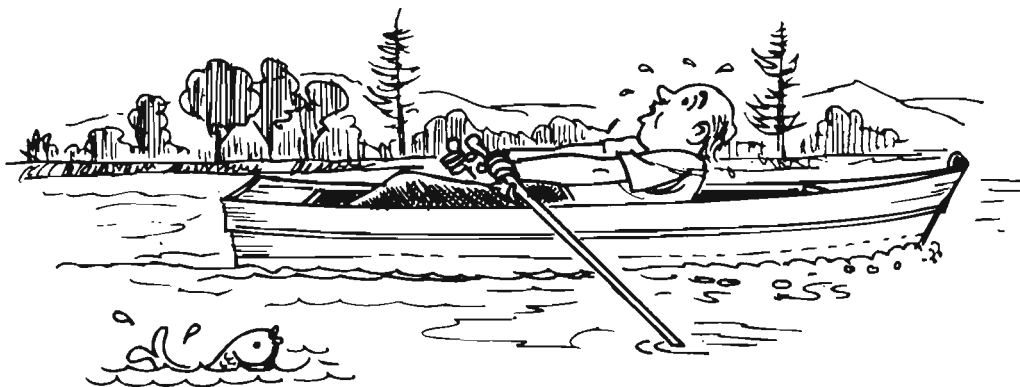
<i>angry</i>	✓ <i>fast</i>	<i>hard</i>
<i>big</i>	<i>good</i>	<i>weak</i>
<i>cold</i>		<i>wet</i>

1. When I get excited, my heart beats faster and faster.
2. I was really mad! I got \_\_\_\_\_ and \_\_\_\_\_ until my sister touched my arm and told me to calm down.
3. When you blow up a balloon, it gets \_\_\_\_\_ and \_\_\_\_\_.



4. As we continued traveling north, the weather got \_\_\_\_\_ and \_\_\_\_\_. Eventually, everything we saw was frozen.
5. My English is improving. It is getting \_\_\_\_\_ and \_\_\_\_\_ every day.

6. As I continued walking in miserable weather, it rained \_\_\_\_\_ and \_\_\_\_\_ . I got \_\_\_\_\_ and \_\_\_\_\_. By the time I got home, I was completely soaked.
7. As I continued to row the boat, my arms got \_\_\_\_\_ and \_\_\_\_\_ until I had almost no strength left in them at all.



◇ PRACTICE 20—SELFSTUDY: Double comparatives. (Chart 13-7)

Directions: Complete the sentences with DOUBLE COMPARATIVES (THE MORE/-ER . . . THE MORE/-ER).

1. If the fruit is *fresh*, it tastes *good*.  
→ The fresher the fruit is, the better it tastes.
2. We got *close* to the fire. We felt *warm*.  
→ \_\_\_\_\_ we got to the fire, \_\_\_\_\_ we felt.
3. If a knife is *sharp*, it is *easy* to cut something with.  
→ \_\_\_\_\_ a knife (is), \_\_\_\_\_ it is to cut something.
4. The party got *noisy* next door. I got *angry*.  
→ I had a terrible time getting to sleep last night. My neighbors were having a loud party. \_\_\_\_\_ it got, \_\_\_\_\_ I got. Finally, I banged on the wall and told them to be quiet.
5. Bill talked very *fast*. I became *confused*.  
→ Bill was trying to explain some complicated physics problems to me to help me prepare for an exam. He kept talking faster and faster. \_\_\_\_\_ he talked, \_\_\_\_\_ I became.

◇ PRACTICE 21—SELFSTUDY: Superlatives (Chart 13-8)

Directions: Complete the sentences in COLUMN A with the ideas in COLUMN B. Use the SUPERLATIVE of the adjective in parentheses. If you don't know the right answer, guess.

Example: *Kangaroos are the most familiar Australian grassland animals.*

COLUMN A	COLUMN B
1. Kangaroos . . .	A. (large) eyes of all four-legged land animals
2. Giraffes . . .	B. (large) ears of all animals
3. Apes and monkeys . . .	C. (long) necks of all animals
4. Bottle-nosed dolphins . . .	✓ D. (familiar) Australian grassland animals
5. African elephants . . .	E. (intelligent) animals that live in water
6. Horses . . .	F. (intelligent) animals that live on land (besides human beings)

◇ PRACTICE 22—SELFSTUDY: Superlatives. (Chart 13-8)

Directions: Use the given phrases to complete the sentences with SUPERLATIVES.

<i>big bird</i>	<i>long river in South America</i>
<i>clean air</i>	<i>popular forms of entertainment</i>
✓ <i>deep ocean</i>	<i>three common street names</i>
<i>high mountains on earth</i>	<i>two great natural dangers</i>
<i>large living animal</i>	

1. The Pacific is the deepest ocean in the world.
2. There is almost no air pollution at the South Pole. The South Pole has \_\_\_\_\_  
\_\_\_\_\_ in the world.
3. \_\_\_\_\_ are in the Himalayan Range in Asia.
4. Most birds are small, but not the flightless North African ostrich. It is \_\_\_\_\_  
\_\_\_\_\_ in the world.
5. \_\_\_\_\_ to ships are fog and icebergs.
6. One of \_\_\_\_\_ throughout the  
world is the motion picture.
7. \_\_\_\_\_ in the United States are  
Park, Washington, and Maple.
8. \_\_\_\_\_ in South America is the  
Amazon.
9. The blue whale is huge. It is \_\_\_\_\_ in the world.

◇ PRACTICE 23—SELFSTUDY: Superlatives. (Chart 13-8)

Directions: Complete the sentences with SUPERLATIVES and the appropriate PREPOSITION, IN or OF.

1. Jack is *lazy*. He is the laziest student in the class.
2. Mike and Julie were *nervous*, but Amanda was the most nervous of all.
3. Costa Rico is *beautiful*. It is one of \_\_\_\_\_ countries \_\_\_\_\_ the world.
4. Scott got a *bad* score on the test. It was one of \_\_\_\_\_ scores \_\_\_\_\_ the whole school.
5. Pluto is *far* from the sun. In fact, it is \_\_\_\_\_ planet from the sun \_\_\_\_\_ our solar system.
6. There are a lot of *good* cooks in my family, but my mom is \_\_\_\_\_ cook \_\_\_\_\_ all.
7. Alaska is *big*. It is \_\_\_\_\_ state \_\_\_\_\_ the United States.
8. My grandfather is very *old*. He is \_\_\_\_\_ person \_\_\_\_\_ the town where he lives.
9. That chair in the corner is *comfortable*. It is \_\_\_\_\_ chair \_\_\_\_\_ the room.
10. Everyone who ran in the race was *exhausted*, but I was \_\_\_\_\_ all.

◇ PRACTICE 24—SELFSTUDY: Completing superlatives with adjective clauses. (Chart 13-8)

Directions: Complete the sentences with an appropriate SUPERLATIVE and the PRESENT PERFECT OF the words in parentheses.

1. I have had many *good* experiences. Of those, my trip to Honduras was one of the best experiences I (*have, ever*) have ever had.
2. I know many *responsible* people. Maria is one of the most responsible people I (*know, ever*) have ever known.
3. I've had many *nice* times, but my birthday party was one of \_\_\_\_\_ times I (*have, ever*) \_\_\_\_\_.
4. I've taken many *difficult* courses, but statistics is \_\_\_\_\_ course I (*take, ever*) \_\_\_\_\_.
5. I've tasted a lot of *good* coffee, but this is \_\_\_\_\_ coffee I (*have, ever*) \_\_\_\_\_.

6. I've made a lot of *bad* mistakes in my life, but I'm afraid lending my cousin a lot of money was \_\_\_\_\_ mistake I (*make, ever*) \_\_\_\_\_.
7. There are many *beautiful* buildings in the world, but the Taj Mahal is one of \_\_\_\_\_ buildings I (*see, ever*) \_\_\_\_\_.
8. A: How do you think you did on the exam this morning?  
 B: I think I did pretty well. It was an *easy* test. In fact, it was one of \_\_\_\_\_ exams I (*take, ever*) \_\_\_\_\_.

◇ PRACTICE 25—GUIDED STUDY: Completing superlatives with adjective clauses. (Chart 13-8)

Directions: Create sentences with **ONE OF** plus a **SUPERLATIVE** and your own words. Use the following patterns:

PATTERN A: **ONE OF + SUPERLATIVE + PLURAL NOUN + IS**

PATTERN B: **IS + ONE OF + SUPERLATIVE + PLURAL NOUN**

*Example:* There are many good students in this class. Who is one of the best?

→ PATTERN A: **One of the best students** in this class **is** (Nazir). OR

→ PATTERN B: (Nazir) **is one of the best students** in this class.

*Example:* You have known many interesting people. Who is one of the most interesting you've known?

→ PATTERN A: **One of the most interesting people** I've ever known **is** (Ms. Lee). OR

→ PATTERN B: (Ms. Lee) **is one of the most interesting people** I've ever known.

1. There are many beautiful countries in the world. What is one of them?
2. There are many famous people in the world. Who is one of them?
3. There are many long rivers in the world. What is one of them?
4. You've seen some good movies. What is one of the best movies you've seen recently?
5. Have you seen any bad movies? What is one of them?
6. You've visited some interesting cities. What is one of them?
7. You know some wonderful people. Who is one of them?
8. Have you ever taken any difficult classes? What is one of them?
9. You have had many good experiences. What is one of the best experiences you've ever had?
10. There are a lot of interesting animals in the world. What is one of them?
11. What is one of the strangest things you've ever seen?
12. There are many important people in your life among your family, friends, teachers, co-workers, and others. Who is one of these people?
13. Who is one of the most important people in world politics or the history of your country?
14. Think of some happy days in your life. What was one of them?
15. Talk about one of the best trips you've taken, the funniest things you've seen, the most exciting things you've done, the easiest jobs you've had, the coldest places you've been, the best times you've had, the most decent people you've known.

◇ PRACTICE 26—SELFSTUDY: Comparatives and superlatives. (Charts 13-2 → 13-4 and 13-8)

Directions: Complete with **BETTER**, **THE BEST**, **WORSE**, or **THE WORST**.

1. I just finished a terrible book. It's the worst book I've ever read.
2. The weather was bad yesterday, but it's terrible today. The weather is worse today than it was yesterday.
3. This cake is really good. It's \_\_\_\_\_ cake I've ever eaten.
4. My grades this term are great. They're much \_\_\_\_\_ than last term.
5. Being separated from my family in time of war is one of \_\_\_\_\_ experiences I can imagine.
6. I broke my nose in a football game yesterday. Today it's very painful. For some reason, the pain is \_\_\_\_\_ today than it was yesterday.
7. The fire spread and burned down an entire city block. It was \_\_\_\_\_ fire we've ever had in our town.
8. I think my cold is almost over. I feel a lot \_\_\_\_\_ than I did yesterday. I can finally breathe again.

◇ PRACTICE 27—GUIDED STUDY: Comparatives and superlatives. (Charts 13-1 → 13-8)

Directions: Ask and answer questions with **COMPARATIVES** and **SUPERLATIVES**.

STUDENT A: Ask a question that uses either a comparative or a superlative.

STUDENT B: Answer the question. Use complete sentences.

*Example:* what . . . sweet

STUDENT A: *What is sweeter than sugar?*

STUDENT B: *Nothing is sweeter than sugar.*

*Example:* what . . . dangerous

STUDENT A: *What is more dangerous than riding a motorcycle without a helmet?*

STUDENT B: *Climbing a mountain without a safety rope is more dangerous than riding a motorcycle without a helmet.*

*Example:* who is . . . wonderful

STUDENT A: *Who is the most wonderful person you've ever known?*

STUDENT B: *That's a hard question. Probably my mother is the most wonderful person I've ever known.*

1. what is . . . important
2. who is . . . famous
3. what is . . . good
4. what is . . . bad
5. whose hair is . . . long
6. what is . . . interesting
7. which car is . . . expensive
8. what country is . . . near
9. what is . . . dangerous
10. who is . . . old
11. what is . . . beautiful
12. who is . . . kind



◇ PRACTICE 28—GUIDED STUDY: *As . . . as, more/-er, most/-est.* (Charts 13-1 → 13-8)

Directions: Complete comparisons for the following three parts.

**PART I:** Compare the cost of the listed items. Use the given expressions.

ITEMS TO COMPARE:

*a telephone*  
*a pencil*  
*a pair of socks*  
*a motorcycle*

1. is less expensive than

*A telephone is less expensive than a motorcycle.*

*A pencil is less expensive than a pair of socks.*

*Etc.*

2. is much more expensive than

3. is not as expensive as

4. are more expensive than

5. are both less expensive than

6. is not nearly as expensive as

7. are all more expensive than

**PART II:** Compare the waterfalls by using the given expressions.

8. much higher

9. almost as high

10. highest

11. not nearly as high

12. not quite as high

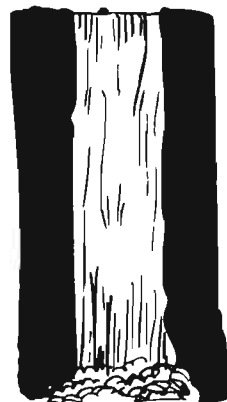
**Waterfalls of the World**



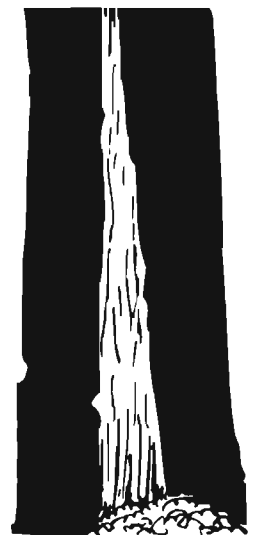
Niagara Falls  
United States and Canada  
53 meters



Giessbach Falls  
Switzerland  
604 meters



Cuquenán Falls  
Venezuela  
610 meters



Angel Falls  
Venezuela  
807 meters

**PART III:** Compare the weight of the listed items. Use the given expressions.

ITEMS TO COMPARE:

*water*  
*iron*  
*wood*  
*air*

13. heavier
14. lighter
15. heaviest
16. not as heavy
17. lightest
18. not nearly as light
19. both heavier

◇ PRACTICE 29—SELFSTUDY: Review of comparatives and superlatives. (Charts 13-2 → 13-8)

Directions: Complete the sentences. Use any appropriate form of the words in parentheses and add any other necessary words. There may be more than one possible completion.

1. Lead is a very heavy metal. It is (*heavy*) heavier than gold or silver. It is one of (*heavy*) the heaviest metals of all
2. Dogs are usually (*friendly*) \_\_\_\_\_ cats.
3. One of (*famous*) \_\_\_\_\_ volcanoes \_\_\_\_\_ the world is Mount Etna in Sicily.
4. A car has two (*wheels*) \_\_\_\_\_ a bicycle.
5. Mrs. Cook didn't ask the children to clean up the kitchen. It was (*easy*) \_\_\_\_\_ for her to do it herself \_\_\_\_\_ to nag them to do it.
6. Duck eggs and chicken eggs are different. Duck eggs are (*large*) \_\_\_\_\_ chicken eggs. Also, the yolk of a duck egg is (*dark*) \_\_\_\_\_ yellow \_\_\_\_\_ the yolk of a chicken egg.
7. One of (*safe*) \_\_\_\_\_ places to be during a lightning storm is inside a car.
8. Small birds have a much (*fast*) \_\_\_\_\_ heartbeat \_\_\_\_\_ large birds.
9. Are your feet exactly the same size? Almost everyone's left foot is (*big*) \_\_\_\_\_ their right foot.\*
10. The volcanic explosion of Krakatoa near Java in 1883 may have been (*loud*) \_\_\_\_\_ noise \_\_\_\_\_ recorded history. It was heard 2,760 miles (4,441 kilometers) away.

\* Grammar note: In formal English, a singular pronoun is used to refer to *everyone*:

Almost *everyone's* left foot is bigger than *his or her* right foot.

In everyday informal usage, a plural pronoun is frequently used:

Almost *everyone's* left foot is bigger than *their* right foot.

11. In terms of area, (*large*) \_\_\_\_\_ state \_\_\_\_\_ the United States is Alaska, but it has one of (*small*) \_\_\_\_\_ populations \_\_\_\_\_ all the states.
12. Nothing is (*important*) \_\_\_\_\_ good health. Certainly gaining wealth is much (*important*) \_\_\_\_\_ enjoying good health.
13. I need more facts. I can't make my decision until I get (*information*) \_\_\_\_\_.
14. Rebecca is a wonderful person. I don't think I've ever met a (*kind*) \_\_\_\_\_ and (*generous*) \_\_\_\_\_ person.
15. You can trust her. You will never meet a (*honest*) \_\_\_\_\_ person \_\_\_\_\_ she is.
16. I'm leaving! This is (*bad*) \_\_\_\_\_ movie I've ever seen! I won't sit through another second of it.
17. (*important*) \_\_\_\_\_ piece of equipment for birdwatching is a pair of binoculars.



18. Although both jobs are important, being a teacher requires (*education*) \_\_\_\_\_ being a bus driver.
19. The Great Wall of China is the (*long*) \_\_\_\_\_ structure that has ever been built.
20. Howard Anderson is one of (*delightful*) \_\_\_\_\_ people I've ever met.
21. (*hard*) \_\_\_\_\_ I tried, (*impossible*) \_\_\_\_\_ it seemed to solve the math problem.
22. Perhaps (*common*) \_\_\_\_\_ topic of everyday conversation \_\_\_\_\_ the world is the weather.

23. No animals can travel (*fast*) \_\_\_\_\_ birds. Birds are (*fast*) \_\_\_\_\_ animals \_\_\_\_\_ all.
24. Most birds have small eyes, but not ostriches. Indeed, the eye of an ostrich is (*large*) \_\_\_\_\_ its brain.
25. (*great*) \_\_\_\_\_ variety of birds \_\_\_\_\_ a single area can be found in the rain forests of Southeast Asia and India.
26. I feel (*safe*) \_\_\_\_\_ in a plane \_\_\_\_\_ I do in a car.
27. Jakarta is (*large*) \_\_\_\_\_ city \_\_\_\_\_ Indonesia.

◇ PRACTICE 30—GUIDED STUDY: Review of comparatives and superlatives.  
(Charts 13-1 → 13-8)

Directions: Complete the sentences. Use any appropriate form of the words in parentheses and add any other necessary words.

- Sometimes I feel like all of my friends are (*intelligent*) **more intelligent than** I am, and yet sometimes they tell me that they think I am (*smart*) **the smartest** person **in** the class.
- One of (*popular*) \_\_\_\_\_ holidays \_\_\_\_\_ Japan is New Year's.
- A mouse is (*small*) \_\_\_\_\_ a rat.
- Europe is first in agricultural production of potatoes. (*potatoes*) \_\_\_\_\_ are grown in Europe \_\_\_\_\_ on any other continent.
- Mercury is (*close*) \_\_\_\_\_ planet to the sun. It moves around the sun (*fast*) \_\_\_\_\_ any other planet in the solar system.
- Human beings must compete with other species for the food of the land. The (*great*) \_\_\_\_\_ competitors we have for food are insects.
- When the temperature stays below freezing for a long period of time, the Eiffel Tower becomes six inches (fifteen centimeters) (*short*) \_\_\_\_\_.
- Have you every been bothered by a fly buzzing around you? (*easy*) \_\_\_\_\_ way \_\_\_\_\_ all to get a fly out of a room is to darken the room and turn on a light somewhere else.
- Mountain climbing takes (*strength*) \_\_\_\_\_ walking on a level path.
- Cheese usually tastes (*good*) \_\_\_\_\_ at room temperature \_\_\_\_\_ it does just after you take it out of the refrigerator.
- World Cup Soccer is (*big*) \_\_\_\_\_ sporting event \_\_\_\_\_ the world. It is viewed on TV by (*people*) \_\_\_\_\_ any other event in sports.

12. The wall of a soap bubble is very, very thin. A human hair is approximately ten thousand times *(thick)* \_\_\_\_\_ the wall of a soap bubble.



13. English has approximately 600,000 words. Because of the explosion of scientific discoveries and new technologies, there are *(words)* \_\_\_\_\_ in English \_\_\_\_\_ in any other language.
14. You'd better buy the tickets for the show soon. *(long)* \_\_\_\_\_ you wait, *(difficult)* \_\_\_\_\_ it will be to get good seats.
15. I've seen a lot of funny movies over the years, but the one I saw last night is *(funny)* \_\_\_\_\_ all.
16. Riding a bicycle can be dangerous. *(people)* \_\_\_\_\_ were killed in bicycle accidents last year \_\_\_\_\_ have been killed in airplane accidents in the last four years.
17. Young people have *(high)* \_\_\_\_\_ rate of automobile accidents \_\_\_\_\_ all drivers.
18. Some people build their own boats from parts that they order from a manufacturer. They save money that way. It is *(expensive)* \_\_\_\_\_ to build your own boat \_\_\_\_\_ to buy a boat.
19. It's easy to drown a houseplant. *(houseplants)* \_\_\_\_\_ die from too much water \_\_\_\_\_ not enough water.

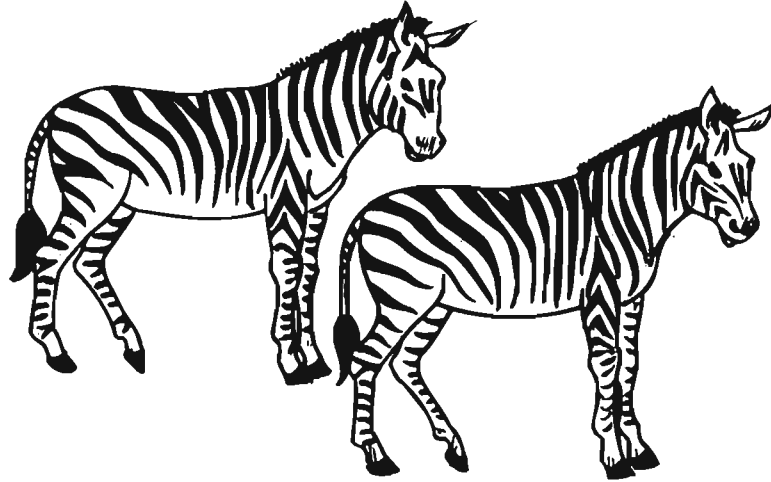
20. Mr. Hochingnauong feels (*comfortable*) \_\_\_\_\_ speaking his native language \_\_\_\_\_ he does speaking English.
21. My friend has studied many languages. He thinks Japanese is (*difficult*) \_\_\_\_\_ all the languages he has studied.
22. One of (*bad*) \_\_\_\_\_ nuclear accidents \_\_\_\_\_ the world occurred at Chernobyl in 1986.
23. I think learning a second language is (*hard*) \_\_\_\_\_ studying chemistry or mathematics.
24. (*low*) \_\_\_\_\_ temperature ever recorded in Alaska was minus 80°F (-27° C) in 1971.
25. Computers are complicated machines, but one of (*complex*) \_\_\_\_\_ things \_\_\_\_\_ the universe is the human brain.

◇ PRACTICE 31—SELFSTUDY: *The same, similar, different, like, and alike.* (Chart 13-9)

Directions: Complete the sentences with **AS**, **TO**, **FROM**, or **Ø** if no word is necessary.

1. Geese are similar **to** ducks. They are both large water birds.
2. But geese are not the same **as** ducks. Geese are usually larger and have longer necks.
3. Geese are different **from** ducks.
4. Geese are like **Ø** ducks in some ways, but geese and ducks are not exactly alike **Ø**.
5. An orange is similar \_\_\_\_\_ a grapefruit. They are both citrus fruits.
6. But an orange is not the same \_\_\_\_\_ a grapefruit. A grapefruit is usually larger and sourer.
7. An orange is different \_\_\_\_\_ a grapefruit.
8. An orange is like \_\_\_\_\_ a grapefruit in some ways, but they are not exactly alike \_\_\_\_\_.
9. Gold is similar \_\_\_\_\_ silver. They are both valuable metals that people use for jewelry. But they aren't the same \_\_\_\_\_. Gold is not the same color \_\_\_\_\_ silver. Gold is also different \_\_\_\_\_ silver in cost. Gold is more expensive than silver.

10. Look at the two zebras. Their names are Zee and Bee. Zee looks like \_\_\_\_\_ Bee. Is Zee exactly the same \_\_\_\_\_ Bee? The pattern of the stripes on each zebra in the world is unique. No two zebras are exactly alike \_\_\_\_\_. Even though Zee and Bee are similar \_\_\_\_\_ each other, they are different \_\_\_\_\_ each other in the exact pattern of their stripes.



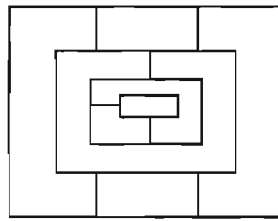
◇ PRACTICE 32—SELFSTUDY: *The same, similar, different, like, and alike.* (Chart 13-9)

Directions: Circle the correct completions.

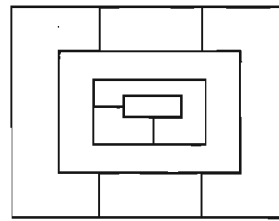
1. My coat is different, *the same* from yours.
2. Our apartment is *like, similar* to my cousin's.
3. The news report on channel four was *similar, the same* as the report we heard on channel six last night.
4. My sister and I look *like, alike* and talk *like, alike,* but our personalities are quite *different, similar to.*
5. Does James act *like, alike* his brother?
6. My dictionary is *different, similar* from yours.
7. A: I'm sorry, but I believe you have my umbrella.  
B: Oh? Yes, I see. It looks almost exactly *like, alike* mine, doesn't it?
8. A: How do you like the spaghetti I made for you? Is it *similar, the same* to yours?  
B: It's a little *similar, like* mine, but not exactly *like, alike.*
9. A: Your jacket is exactly the same *as, like* mine.  
B: Isn't that amazing? I bought mine in New York, and you bought yours in Tokyo, and yet they're exactly *the same, like.*
10. A: Some people think that we look *like, alike.* What do you think?  
B: Well, the color of your hair is *similar, the same* to mine, and your eyes are almost *a similar, the same* color as mine. I guess there's a resemblance.

◇ PRACTICE 33—GUIDED STUDY: *The same, similar, different, like, and alike.* (Chart 13-9)

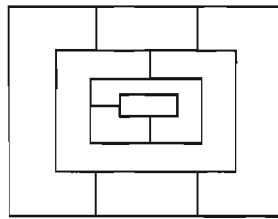
Directions: Compare the figures. Complete the sentences using **THE SAME**, **SIMILAR**, **DIFFERENT**, **LIKE**, and **ALIKE**.



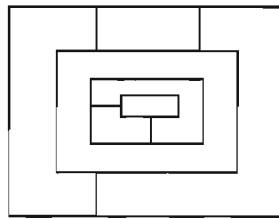
A



B



C

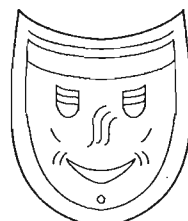


D

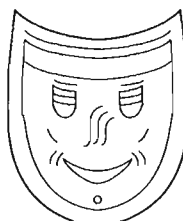
1. All of the figures are similar to each other.
2. Figure A is \_\_\_\_\_ Figure B.
3. Figure A and Figure B are \_\_\_\_\_.
4. A and C are \_\_\_\_\_.
5. A and C are \_\_\_\_\_ D.
6. C is \_\_\_\_\_ A.
7. B isn't \_\_\_\_\_ D.

◇ PRACTICE 34—GUIDED STUDY: *The same, similar, different, like, and alike.* (Chart 13-9)

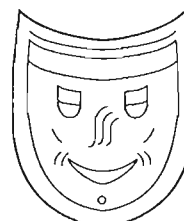
Directions: Compare the figures.



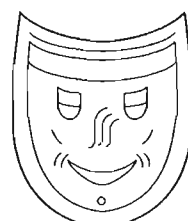
A



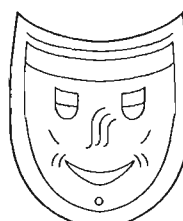
B



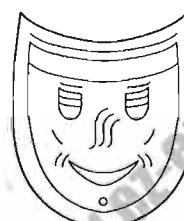
C



D



E

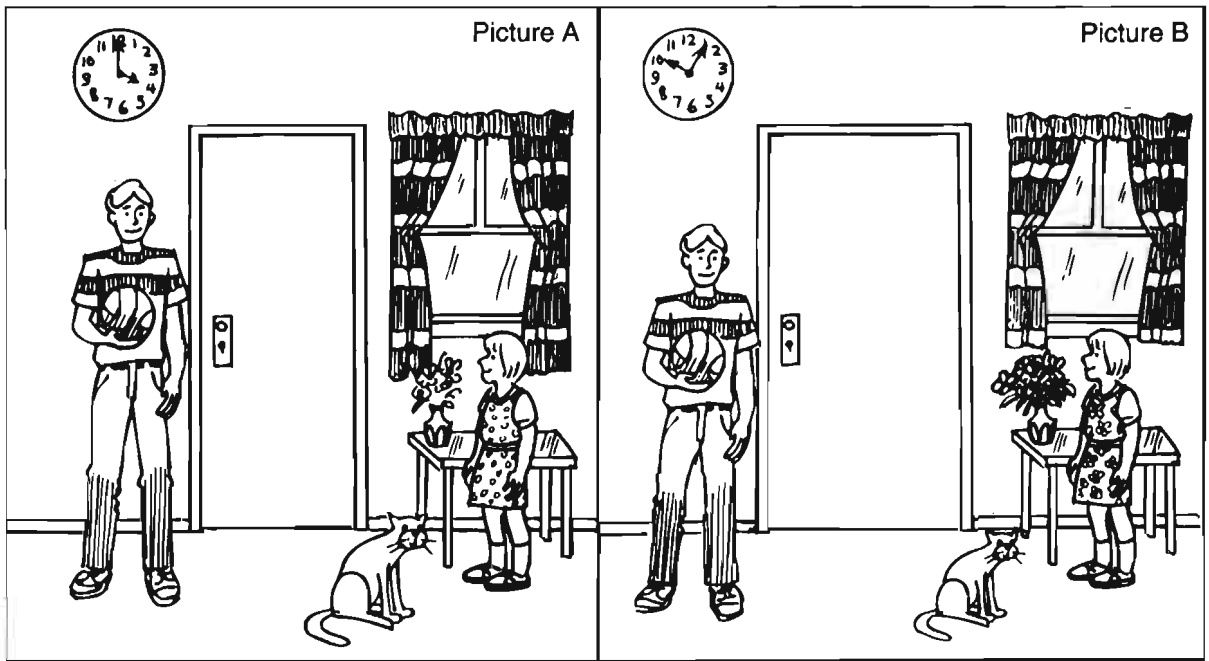


F



◇ PRACTICE 35—GUIDED STUDY: Making comparisons. (Chapter 13)

Directions: Compare the pictures. How many differences can you find?



Example: *The boy in Picture B isn't the same height as the boy in Picture A.*

◇ PRACTICE 36—GUIDED STUDY: Making comparisons. (Chapter 13)

Directions: Ask three (or more) classmates four (or more) questions.

First decide what you want to ask your classmates. Below are some suggestions.

Next fill out the chart with the topics of the questions.

Then write in the names of the classmates you talk to and ask them the questions.

After you have all of your information, compare the answers using SAME, DIFFERENT, SIMILAR, LIKE, ALIKE, AS . . . AS, MORE/-ER and MOST/-EST.

Example:

	<i>eye-color</i>	<i>favorite sport</i>	<i>length of time at this school</i>	<i>educational goals</i>	<i>size of family</i>
<i>Hamid</i>	<i>brown</i>	<i>soccer</i>	<i>3 mo.</i>	<i>engineering degree</i>	<i>5</i>
<i>Hiroki</i>	<i>brown</i>	<i>baseball</i>	<i>3 mo.</i>	<i>business degree</i>	<i>4</i>
<i>Maria</i>	<i>brown</i>	<i>baseball</i>	<i>4 mo.</i>	<i>journalism degree</i>	<i>7</i>

Possible comparisons:

I'm comparing three people: Hamid, Hiroki, and Maria.

- All three have **the same** eye color.
- Hiroki and Maria like **the same** sport, baseball. Hamid's favorite sport is **different from** theirs. He likes soccer.

- Maria has been at this school **longer than** Hamid and Hiroki.
- Their educational goals are **similar**. All of them want to get university degrees.
- Maria has **the largest** family. Hiroki's immediate family is **the smallest**.

*Suggestions for questions to ask your classmates:*

1. How long have you been at this school?
2. What color are your eyes?
3. What is your favorite kind of music?
4. What is your favorite sport?
5. What do you usually wear to class?
6. What are your educational goals?
7. How many people are there in your immediate family?\*
8. How big is your hometown?
9. What kind of books do you like to read?
10. What kind of movies do you prefer?
11. What country would you most like to visit?
12. What is your favorite food?
13. When did you last visit home?
14. What kind of vacation do you prefer?
15. How tall are you?

Use this chart to record your information. Write in the topics of your questions, the names of the people you interview, and then their answers.


\**Immediate family* = mother, father, and children (not including cousins, aunts, uncles, grandparents, etc.).



# CHAPTER 14

## Noun Clauses

◇ PRACTICE 1—SELFSTUDY: Noun clauses and information questions.  
(Charts 6-2 and 14-2)

Directions: If the sentence contains a NOUN CLAUSE, underline it and circle NOUN CLAUSE. If the question word introduces a question, circle QUESTION. Add appropriate final punctuation: a PERIOD (.)<sup>\*</sup> or a QUESTION MARK (?).

1. I don't know <u>where Jack bought his new boots.</u>	NOUN CLAUSE	QUESTION
2. Where did Jack buy his new boots?	NOUN CLAUSE	QUESTION
3. I don't understand why Ann left	NOUN CLAUSE	QUESTION
4. Why did Ann leave	NOUN CLAUSE	QUESTION
5. I don't know where your book is	NOUN CLAUSE	QUESTION
6. Where is your book	NOUN CLAUSE	QUESTION
7. When did Bob come	NOUN CLAUSE	QUESTION
8. I don't know when Bob came	NOUN CLAUSE	QUESTION
9. What does "calm" mean	NOUN CLAUSE	QUESTION
10. Tarik knows what "calm" means	NOUN CLAUSE	QUESTION
11. I don't know how long the earth has existed	NOUN CLAUSE	QUESTION
12. How long has the earth existed	NOUN CLAUSE	QUESTION

◇ PRACTICE 2—SELFSTUDY: Noun clauses and information questions.  
(Charts 6-2 and 14-2)

Directions: PART I: Underline the NOUN CLAUSE in each sentence. Find the SUBJECT (**S**) and VERB (**V**) of the noun clause.

1. I don't know where [Patty] [went] last night.

<sup>\*</sup>A *period* is called a *full stop* in British English.

- S                      V**
2. Do you know where [Joe's parents] [live]?\*
  3. I know where Joe lives.
  4. Do you know what time the movie begins?
  5. She explained where Brazil is.
  6. I don't believe what Estefan said.
  7. I don't know when the packages will arrive.
  8. Please tell me how far it is to the post office.
  9. I don't know who knocked on the door.
  10. I wonder what happened at the party last night.

**PART II: Change the underlined NOUN CLAUSE to a QUESTION.**

1. QUESTION:                      Where did Patty go last night ?  
     NOUN CLAUSE:                I don't know where Patty went last night.
2. QUESTION:                      Where do Joe's parents live ?  
     NOUN CLAUSE:                I don't know where Joe's parents live.
3. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know where Joe lives.
4. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know what time the movie begins.
5. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know where Pine Street is.
6. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know what Estefan said.
7. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know when the packages will arrive.
8. QUESTION:                      \_\_\_\_\_ ?  
     NOUN CLAUSE:                I don't know how far it is to the post office.

\*A question mark is used at the end of this noun clause because the main subject and verb of the sentence (*Do you know*) are in question word order.

Example: *Do you know where Joe lives?*

*Do you know* asks a question; *where Joe lives* is a noun clause.

9. QUESTION: \_\_\_\_\_?

NOUN CLAUSE: I don't know who knocked on the door.

10. QUESTION: \_\_\_\_\_?

NOUN CLAUSE: I don't know what happened at the party last night.

◇ PRACTICE 3—SELFSTUDY: Noun clauses that begin with a question word. (Chart 14-2)

Directions: Complete the dialogues by changing the questions to NOUN CLAUSES.

1. A: Where does Jim go to school?

B: I don't know where Jim goes to school.

2. A: Where did Alex go yesterday?

B: I don't know. Do you know where Alex went yesterday?

3. A: Why is Maria laughing?

B: I don't know. Does anybody know \_\_\_\_\_?

4. A: Why is fire hot?

B: I don't know \_\_\_\_\_ hot.

5. A: How much does a new Honda cost?

B: Peter can tell you \_\_\_\_\_.

6. A: Why is Mike always late?

B: Don't ask me. I don't understand \_\_\_\_\_ late.

7. A: How long do birds live?

B: I don't know \_\_\_\_\_.

8. A: When was the first wheel invented?

B: I don't know. Do you know \_\_\_\_\_?



9. A: How many hours does a light bulb burn?  
 B: I don't know exactly \_\_\_\_\_.
10. A: Where did Emily buy her computer?  
 B: I don't know \_\_\_\_\_ her computer.
11. A: Who lives next door to Kate?  
 B: I don't know \_\_\_\_\_ next door to Kate.
12. A: Who(m) did Julie talk to?  
 B: I don't know \_\_\_\_\_ to.

◇ PRACTICE 4—SELFSTUDY: Noun clauses and information questions.  
 (Charts 6-2 and 14-2)

Directions: Complete the sentences with the words in parentheses.

1. A: Do you know where (*Jason, work*) Jason works ?  
 B: Who?  
 A: Jason. Where (*he, work*) does he work ?  
 B: I don't know.
2. A: Where (*Susan, eat*) \_\_\_\_\_ lunch yesterday?  
 B: I don't know where (*she, eat*) \_\_\_\_\_ lunch yesterday.
3. A: Excuse me.  
 B: Yes. How can I help you?  
 A: How much (*that camera, cost*) \_\_\_\_\_ ?  
 B: You want to know how much (*this camera, cost*) \_\_\_\_\_  
 is that right?  
 A: No, not that one. The one next to it.
4. A: How far (*you, can run*) \_\_\_\_\_ without stopping?  
 B: I have no idea. I don't know how far (*I, can run*) \_\_\_\_\_  
 without stopping. I've never tried.
5. A: Where (*you, see*) \_\_\_\_\_ the ad for the computer sale last  
 week?  
 B: I don't remember where (*I, see*) \_\_\_\_\_ it. One of the local  
 papers, I think.
6. A: Could you please tell me where (*Mr. Gow's office, is*) \_\_\_\_\_ ?  
 B: I'm sorry. I didn't understand.  
 A: Where (*Mr. Gow's office, is*) \_\_\_\_\_ ?  
 B: Ah. Down the hall on the right.

7. A: Ann was out late last night, wasn't she? What time (*she, get*) \_\_\_\_\_ in?  
 B: Why do you want to know what time (*she, get*) \_\_\_\_\_ home?  
 A: Just curious.
8. A: What time (*it, is*) \_\_\_\_\_?  
 B: I don't know. I'll ask Sara. Sara, do you know what time (*it, is*) \_\_\_\_\_?  
 C: Almost four-thirty.
9. A: What was your score on the test?  
 B: I don't know yet.  
 A: How soon (*you, know*) \_\_\_\_\_?  
 B: I don't know how soon (*I, know*) \_\_\_\_\_. I won't know until the professor hands the exams back.
10. A: How often (*you, go*) \_\_\_\_\_ shopping every week?  
 B: (*you, mean*) \_\_\_\_\_ grocery shopping?  
 A: Yes.  
 B: Why? I don't understand why (*you, want*) \_\_\_\_\_ to know how often (*I, go*) \_\_\_\_\_ shopping every week.  
 A: My mother goes to the market every day. She thinks I'm lazy because I go shopping only once a week. I just wonder how often (*other people, go*) \_\_\_\_\_ shopping.  
 B: I see. Well, once a week is enough for me.
11. A: (*who, invent*) \_\_\_\_\_ the first refrigerator?  
 B: I don't know (*who, invent*) \_\_\_\_\_ it. Do you?
12. A: Whose car (*Toshi, borrow*) \_\_\_\_\_ yesterday?  
 B: I don't know whose car (*Toshi, borrow*) \_\_\_\_\_.
13. A: When (*Rachel, plan*) \_\_\_\_\_ to return to class?  
 B: No one knows when (*she, return*) \_\_\_\_\_ to class. She left the hospital two weeks ago.  
 A: Why (*she, be*) \_\_\_\_\_ in the hospital?  
 B: I haven't heard why (*she, be*) \_\_\_\_\_ in the hospital.  
 I just know that she's living at home with her parents.
14. A: Where (*Tom, go*) \_\_\_\_\_ last night?  
 B: I'm sorry. I didn't hear what (*you, say*) \_\_\_\_\_.  
 A: I wanted to know where (*Tom, go*) \_\_\_\_\_ last night.

◇ PRACTICE 5—SELFSTUDY: Noun clauses with *who, what, whose + be*. (Chart 14-3)

Directions: Find the SUBJECT (S) and VERB (V) of the NOUN CLAUSE.

1. I don't know who [that man] [is].  
  **S**           **V**
2. I don't know [who] [called].  
  **S**           **V**
3. I don't know who those people are.
4. I don't know who that person is.
5. I don't know who lives next door to me.
6. I don't know who my teacher will be next semester.
7. I don't know who will teach us next semester.
8. I don't know what a lizard is.
9. I don't know what happened in class yesterday.
10. I don't know whose hat this is.
11. I don't know whose hat is on the table.

◇ PRACTICE 6—SELFSTUDY: Noun clauses with *who, what, whose + be*. (Chart 14-3)

Directions: Add the word **IS** to each sentence in the correct place.

1. I don't know who \_\_\_\_\_ that woman **is** \_\_\_\_\_.
2. I don't know who **is** \_\_\_\_\_ on the phone \_\_\_\_\_.
3. I don't know what \_\_\_\_\_ a crow \_\_\_\_\_.
4. I don't know what \_\_\_\_\_ in that bag \_\_\_\_\_.
5. I don't know whose car \_\_\_\_\_ in the driveway \_\_\_\_\_.
6. I don't know whose car \_\_\_\_\_ that \_\_\_\_\_.
7. I don't know who \_\_\_\_\_ Bob's doctor \_\_\_\_\_.
8. I don't know who \_\_\_\_\_ in the doctor's office \_\_\_\_\_.

◇ PRACTICE 7—SELFSTUDY: Noun clauses with *who, what, whose + be*. (Chart 14-3)

Directions: Complete the dialogues by changing the QUESTIONS to NOUN CLAUSES.

1. A: Whose car is that?  
   B: I don't know **whose car that is** \_\_\_\_\_.
2. A: Whose car is in front of Sam's house?  
   B: I don't know **whose car is in front of Sam's house** \_\_\_\_\_.



3. A: Who has the scissors?  
B: Not me. I don't know \_\_\_\_\_.
4. A: Who are the best students?  
B: Ask the teacher \_\_\_\_\_.
5. A: What is a violin?  
B: I don't know \_\_\_\_\_.  
C: It's a musical instrument that has strings.
6. A: What causes earthquakes?  
B: You should ask your geology professor \_\_\_\_\_.
7. A: What kind of fruit is that?  
B: I can't tell you \_\_\_\_\_. I've never seen it before.
8. A: Whose hammer is this?  
B: I don't know. Hey, Hank, do you know \_\_\_\_\_?  
A: It's Ralph's.
9. A: The phone's for you.  
B: Who is it?  
A: I don't know \_\_\_\_\_. Want me to find out?  
B: Yeah.  
A: Okay. Could I please ask who's calling? Oh, hi, Jennifer! It's Jennifer.  
B: Where is she?  
A: Betsy wants to know \_\_\_\_\_. Okay. She's at home.  
B: What time does she want me to meet her at the theater?  
A: Here. You talk to her yourself.



◇ PRACTICE 8—GUIDED STUDY: Noun clauses and information questions.  
(Charts 6-2, 14-2 and 14-3)

Directions: Complete the sentences with the words in parentheses.

1. A: How long (*the oldest whales, live*) do the oldest whales live \_\_\_\_\_?  
B: Nobody knows for sure how long (*the oldest whales, live*) the oldest whales live \_\_\_\_\_.
2. A: Do you know how old (*Amanda, be*) \_\_\_\_\_?  
B: Why do you want to know how old (*Amanda, be*) \_\_\_\_\_?  
A: Just answer my question. How old (*Amanda, be*) \_\_\_\_\_?  
B: I won't tell you until you tell me why (*you, want*) \_\_\_\_\_ to know.

3. A: The boss wants to know why (*David, leave*) \_\_\_\_\_ the office early yesterday. Do you know?  
 B: No. I'll ask Sara. Hey, Sara, why (*David, leave*) \_\_\_\_\_ early yesterday?  
 C: He had to go to a meeting at his son's school.
4. A: How (*airplanes, stay*) \_\_\_\_\_ up in the air?  
 B: What? What are you talking about?  
 A: I'm talking about airplanes. I wonder how (*they, stay*) \_\_\_\_\_ up in the air. Do you know?  
 B: Sure. It has something to do with the movement of air.
5. A: Where (*you, go*) \_\_\_\_\_ last night?  
 B: I don't have to tell you where (*I, go*) \_\_\_\_\_ last night.  
 A: Why don't you want to tell me where (*you, go*) \_\_\_\_\_ last night?  
 B: It's none of your business.  
 A: Well!
6. A: What (*an apricot, be*) \_\_\_\_\_ ?  
 B: Why do you want to know what (*an apricot, be*) \_\_\_\_\_ ?  
 A: I'm studying my vocabulary list. I'm trying to learn twenty new words every day.  
 B: I see. An apricot is a small, sweet, orange fruit.
7. A: Do you know why (*Jane, bring*) \_\_\_\_\_ her suitcase to work with her this morning?  
 B: No. I'll ask Mike. Mike, why (*Jane, bring*) \_\_\_\_\_ her suitcase to work with her this morning? Did she tell you?  
 C: Yes. Right after work today she's leaving for Springfield to visit her fiancé.



8. A: Whose red sports car (*that, be*) \_\_\_\_\_ ?  
 B: I'll ask Don. I think he knows whose red sports car (*that, be*) \_\_\_\_\_.  
 A: Wish it were mine.
9. A: What ("*chief, mean*") \_\_\_\_\_ ?  
 B: What's the word?  
 A: "Chief." I want to know what ("*chief, mean*") \_\_\_\_\_ ?  
 B: I don't know. Pablo, do you know what ("*chief, mean*") \_\_\_\_\_ ?  
 C: No. I'll ask the teacher. Ms. Sills, what ("*chief, mean*") \_\_\_\_\_,  
 as in "the chief reason"?  
 D: It means "Principal, main, most important."
10. A: Mom, why (*some people, be*) \_\_\_\_\_ cruel to other people?  
 B: Honey, I don't really understand why (*some people, be*) \_\_\_\_\_  
 cruel to others. It's difficult to explain.
11. A: Mr. Wortman! Why (*you, tell, not*) \_\_\_\_\_ me about  
 this problem sooner?  
 B: I'm sorry, sir. I don't know why (*I, tell, not*) \_\_\_\_\_  
 you about it sooner. I guess I forgot.
12. A: What kind of camera (*Barbara, have*) \_\_\_\_\_ ?  
 B: I don't know, but you should find out what kind of camera (*she, have*)  
 \_\_\_\_\_ before you decide what to get for yourself. She knows a lot  
 about cameras.
13. A: How many French francs (*there, be*) \_\_\_\_\_ in one U.S. dollar?  
 B: I don't know. Call your friend Pierre if you want to know how many French francs (*there, be*)  
 \_\_\_\_\_ in one U.S. dollar.
14. A: Susan looks sad. Why (*she, be*) \_\_\_\_\_ so unhappy today?  
 B: I can't say why (*she, be*) \_\_\_\_\_ unhappy. She swore me to secrecy.
15. A: I don't care about the future. All I care about is today.  
 B: Oh? Well, answer this question for me. Where (*you, spend*) \_\_\_\_\_  
 \_\_\_\_\_ the rest of your life?  
 A: What do you mean?  
 B: I mean it's important to pay attention to the future. That's where (*you, spend*)  
 \_\_\_\_\_ the rest of your life.

◇ PRACTICE 9—GUIDED STUDY: Information questions and noun clauses.  
(Charts 6-2, 14-2, and 14-3)

Directions: Ask information questions and respond using NOUN CLAUSES.

STUDENT A: Using the given question word, ask a question that you are sure Student B cannot answer. (You don't have to know the answer to the question.)

STUDENT B: Respond to the question by saying "I don't know . . ." followed by a NOUN CLAUSE. Then you can guess at an answer if you wish.

Example: when

STUDENT A: *When was the first book printed?*

STUDENT B: *I don't know when the first book was printed. Probably three or four hundred years ago.*

- |              |              |
|--------------|--------------|
| 1. where     | 6. whose     |
| 2. who       | 7. when      |
| 3. how far   | 8. why       |
| 4. what kind | 9. what      |
| 5. what time | 10. how much |

◇ PRACTICE 10—SELFSTUDY: Yes/no questions and noun clauses. (Charts 6-2 and 14-4)

Directions: Change the YES/NO QUESTION to a NOUN CLAUSE.

- |                     |  |
|---------------------|--|
| 1. YES/NO QUESTION: | Is Tom coming?                               |
| NOUN CLAUSE:        | I wonder <u>if (whether) Tom is coming</u> . |
| 2. YES/NO QUESTION: | Can Jennifer play the piano?                 |
| NOUN CLAUSE:        | I don't know _____.                          |
| 3. YES/NO QUESTION: | Did Paul go to work yesterday?               |
| NOUN CLAUSE:        | I don't know _____.                          |
| 4. YES/NO QUESTION: | Is Susan coming to work today?               |
| NOUN CLAUSE:        | Can you tell me _____?                       |
| 5. YES/NO QUESTION: | Will Mr. Pips be at the meeting?             |
| NOUN CLAUSE:        | Do you know _____?                           |
| 6. YES/NO QUESTION: | Is Barcelona a coastal town?                 |
| NOUN CLAUSE:        | I can't remember _____.                      |
| 7. YES/NO QUESTION: | Would Carl like to come with us?             |
| NOUN CLAUSE:        | I wonder _____.                              |
| 8. YES/NO QUESTION: | Do you still have Yung Soo's address?        |
| NOUN CLAUSE:        | I don't know _____.                          |

◇ PRACTICE 11—GUIDED STUDY: *Yes/no* questions and noun clauses.  
(Charts 6-2 and 14-4)

Directions: Complete the dialogues by completing the NOUN CLAUSES. Use **IF** to introduce the noun clause.

1. A: Are you tired?  
B: Why do you want to know if I am tired?  
A: You look tired. I'm worried about you.
2. A: Are you going to be in your office later today?  
B: What? Sorry. I didn't hear you.  
A: I need to know \_\_\_\_\_ in your office later today.
3. A: Do all birds have feathers?  
B: Well, I don't really know for sure \_\_\_\_\_ feathers, but I suppose they do.
4. A: Did Bill take my dictionary off my desk?  
B: Who?  
A: Bill. I want to know \_\_\_\_\_ my dictionary off my desk.
5. A: Can Uncle Pete babysit tonight?  
B: Sorry. I wasn't listening. I was thinking about something else.  
A: Have you talked to Uncle Pete? We need to know \_\_\_\_\_ tonight.
6. A: Does Al have a flashlight in his car?  
B: I'll ask him. Hey, Al! Al! Fred wants to know \_\_\_\_\_ a flashlight in your car.
7. A: Are you going to need help moving the furniture to your new apartment?  
B: I don't know \_\_\_\_\_ help. Thanks for asking. I'll let you know.
8. A: Should I take my umbrella?  
B: How am I supposed to know \_\_\_\_\_ your umbrella? I'm not a weather forecaster.  
A: You're kind of grumpy today, aren't you?
9. A: Is white a color?  
B: What?  
A: I wonder \_\_\_\_\_ a color, you know, like blue or red.  
B: Of course it is.

10. A: Can fish smell?

B: Why do you want to know \_\_\_\_\_ ?

A: Just wondering. Do fish breathe?

B: You want to know \_\_\_\_\_ , is that right?

A: Yes. Do they?

B: Sort of. They get oxygen from water through their gills.

◇ PRACTICE 12—GUIDED STUDY: Noun clauses. (Charts 14-1 → 14-4)

Directions: What are some of the things you wonder about? Consider the given topics. Create sentences with “**I wonder . . . (why, when, how, if, whether, etc.)**.”

1. birds → *I wonder how many birds there are in the world.*  
*I wonder how many different kinds of birds there are in the world.*  
*I wonder how long birds have lived on earth.*  
*I wonder whether birds can communicate with each other.*  
*I wonder if birds in cages are unhappy.*
2. fish
3. the earth
4. (name of a person you know)
5. events in the future
6. electricity
7. dinosaurs
8. (topic of your own choosing)

◇ PRACTICE 13—GUIDED STUDY: Questions and noun clauses.  
(Charts 6-2 and 14-1 → 14-4)

Directions: Make up questions and report them using NOUN CLAUSES.

STUDENT A: Write five questions you want to ask Student B about his/her life or opinions. Sign your name. Hand the questions to Student B.

STUDENT B: Report to the class or a smaller group what Student A wants to know and then provide the information if you can or want to. Use “. . . wants to know . . .” each time you report a question.

*Example:*

STUDENT A’s list of questions:

1. Where were you born?
2. What is your favorite color?
3. What do you think about the recent election in your country?
4. Who do you admire most in the world?
5. Do you have a red car?

STUDENT B’s report:

1. (Student A) wants to know where I was born. I was born in (Caracas).
2. S/he wants to know what my favorite color is. Well, blue, I guess.

3. S/he wants to know what I think about the recent election in my country. I'm very pleased. The new leader will be good for my country.
4. (S/he) wants to know who I admire most in the world. I'll have to think about that for a minute.
5. Finally, (s/he) wants to know if I have a red car. I wonder why s/he wants to know that. The answer is no. I don't have a red car, or a black car, or a blue car.

◇ PRACTICE 14—GUIDED STUDY: Questions and noun clauses. (Charts 6-2, 14-1 → 14-4)

Directions: Make up questions and answer them using NOUN CLAUSES.

STUDENT A: Ask a question. Use the suggestions below.

STUDENT B: Answer the question if you can. If you can't, respond by saying "I don't know . . ." followed by a NOUN CLAUSE. Then you can guess at the answer if you wish.

*Example:* location of X\*

STUDENT A: *Where is Mr. Chin's briefcase right now?*

STUDENT B: *Under his desk. OR  
I don't know where his briefcase is right now. I suppose he left it at home today.*

1. location of X
2. cost of X
3. year that X happened
4. reason for X
5. person who did X
6. owner of X
7. the meaning of X
8. time of X
9. amount of X
10. country X is from
11. type of X
12. distance from X to Y

◇ PRACTICE 15—SELFSTUDY: *That*-clauses. (Chart 14-5)

Directions: Add the word **THAT** to the following sentences at the appropriate places to mark the beginning of a noun clause.

1. I believe <sup>**that**</sup> we need to protect endangered species of animals.
2. Last night I dreamed I was at my aunt's house.
3. I think most people have kind hearts.
4. I know Matt walks a long distance to school every day. I assume he doesn't have a bicycle.
5. I heard Sara dropped out of school.
6. Did you notice Ji Ming wasn't in class yesterday? I hope he's okay.

---

\*"X" simply indicates that the questioner should supply her/his own ideas.

7. I trust Linda. I believe what she said. I believe she told the truth.
8. A: Can Julia prove her watch was stolen?  
B: I suppose she can't, but she suspects her roommate's friend took it.
9. A: Did you know leopards sometimes keep their dead prey in trees?  
B: Really?  
A: Yes. I understand they save their food for later if they're not hungry.
10. A: Do you believe a monster really exists in Loch Ness in Scotland?  
B: I don't know. Look at this story in the newspaper. It says some scientists have proved the Loch Ness Monster exists.  
A: You shouldn't always believe what you read in the newspapers. I think the monster is purely fictional.



◇ PRACTICE 16—SELFSTUDY: *That*-clauses. (Charts 14-5 and 14-7)

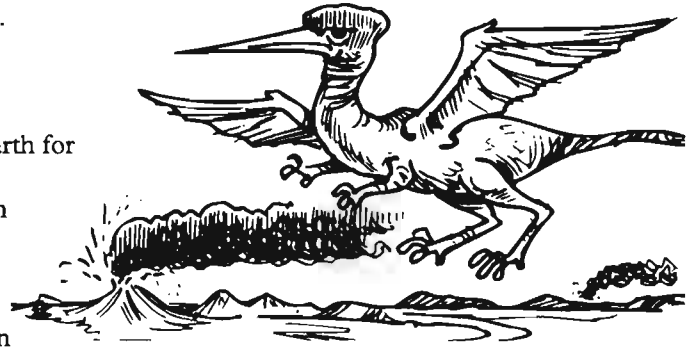
Directions: Add the word **THAT** to the following sentences at the appropriate places to mark the beginning of a noun clause.

*that*

1. I'm sorry <sup>^</sup> you won't be here for Joe's party.
2. I'm glad it's warm today.
3. I'm surprised you bought a car.
4. Are you certain Mr. McVay won't be here tomorrow?
5. John is pleased Claudio will be here for the meeting.
6. Carmella was convinced I was angry with her, but I wasn't.
7. Jason was angry his father wouldn't let him use the family car.
8. Andy was fortunate you could help him with his algebra. He was delighted he got a good grade on the exam.



9. It's a fact the Nile River flows north.
10. It's true some dinosaurs could fly.
11. Are you aware dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years?
12. Is it true human beings have lived on earth for only four million (4,000,000) years?



◇ PRACTICE 17—GUIDED STUDY: *That*-clauses. (Charts 14-5 and 14-7)

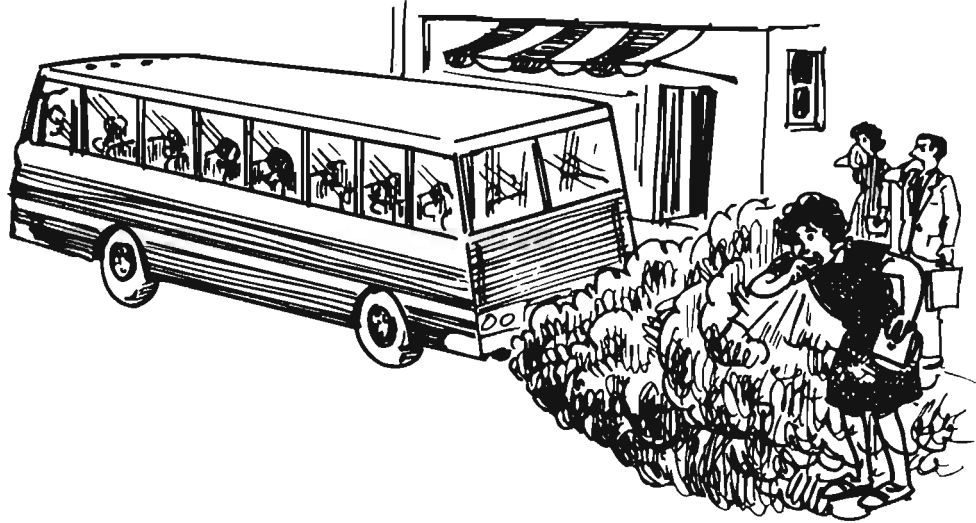
Directions: Add the word **THAT** to the following sentences at the appropriate places to mark the beginning of a noun clause.

1. A: Are you sure <sup>*that*</sup> you'll be in class tomorrow?  
 B: Yes. I'm certain <sup>*that*</sup> I'll be in class tomorrow. It's a test day.
2. A: Guido is delighted you can speak Italian.  
 B: I'm surprised he can understand my Italian. It's not very good.
3. A: How do you know it's going to be nice tomorrow?  
 B: I heard the weather report.  
 A: So? The weather report is often wrong, you know. I'm still worried it'll rain on our picnic.
4. A: Are you afraid another diasaster like the one at Chernobyl might occur?  
 B: Yes. I'm convinced it can happen again.
5. A: Are you aware you have to pass the English test to get into the university?  
 B: Yes, but I'm not worried about it. I'm positive I'll do well on it.
6. A: Mrs. Lane hopes we can come with her to the museum tomorrow.  
 B: I don't think I can go with you. I'm supposed to babysit my little brother tomorrow.  
 A: Oh, too bad. I wish you could come.
7. A: Is it a fact blue whales are the largest creatures on earth?  
 B: Yes. In fact, I believe they are the largest creatures that have ever lived on earth.

8. A: Do you think technology benefits humankind?

B: Of course. Everyone knows modern inventions make our lives better.

A: I'm not sure that's true. For example, cars and buses provide faster transportation, but they pollute our air. Air pollution can cause lung disease and other illnesses.



◇ PRACTICE 18—GUIDED STUDY: *That*-clauses. (Charts 14-5 and 14-7)

Directions: Read each dialogue. Then use the expressions in parentheses to explain what the people are talking about.

DIALOGUE 1. ALICIA: I really like my English teacher.

BONNIE: Great! That's wonderful. It's important to have a good English teacher.  
(*think that, be delighted that*)

→ *Alicia thinks that her English teacher is very good.  
Bonnie is delighted that Alicia likes her English teacher.  
Alicia is delighted that she has a good English teacher.  
Bonnie thinks that it's important to have a good English teacher.*

DIALOGUE 2. MR. GREEN: Why didn't you return my call?

MS. WHITE: I truly apologize. I just got too busy and it slipped my mind.  
(*be upset that, be sorry that,*)

→ *Mr. Green is upset that Ms. White didn't return his call.  
Ms. White is upset that she forgot to call Mr. Green.  
Ms. White is sorry that she didn't call Mr. Green.*

DIALOGUE 3. MRS. DAY: How do you feel, honey? You might have the flu.

BOBBY: I'm okay, Mom. Honest. I don't have the flu.  
(*be worried that, be sure that*)

DIALOGUE 4. KIM: Did you really fail your chemistry course? How is that possible?

TINA: I didn't study hard enough. I was too busy having fun with my friends. I feel terrible about it.  
(*be surprised that, be disappointed that*)

- DIALOGUE 5.** KAY: Oh no! My dog is lost! My poor little dog!  
 SARA: Call your neighbor. Your dog is probably visiting your neighbor's dog.  
*(be afraid that, think that)*
- DIALOGUE 6.** DAVID: Mike! Hello! It's nice to see you.  
 MIKE: It's nice to be here. Thank you for inviting me.  
*(be glad/happy/pleased that)*
- DIALOGUE 7.** FRED: Susan has left. Look. Her closet is empty. Her suitcases are gone. She won't be back. I just know it!  
 ERICA: She'll be back.  
*(be afraid that, be upset that, be sure that)*
- DIALOGUE 8.** JOHN: I heard you were in jail. I couldn't believe it!  
 ED: Neither could I! I was arrested for robbing a house on my block. Can you believe that? It was a case of mistaken identity. I didn't have to stay in jail long.  
*(be shocked that, be relieved that)*

◇ PRACTICE 19—GUIDED STUDY: *That*-clauses. (Charts 14-5 and 14-7)

Directions: What are your views on the following topics? Introduce your opinion with an expression in the given list, then state your opinion in a **THAT**-CLAUSE.

<i>am certain that</i>	<i>believe that</i>	<i>hope that</i>
<i>am convinced that</i>	<i>can prove that</i>	<i>predict that</i>
<i>am sure that</i>	<i>have concluded that</i>	<i>think that</i>

Example: guns

- *I believe that ordinary people shouldn't have guns in their homes.*  
*I think anyone should be able to have any kind of gun.*  
*I have concluded that countries in which it is easy to get a gun have a higher rate of murder than other countries do.*

1. smoking (cigarettes, cigars, pipes)
2. a controversy at your school (perhaps something that has been on the front pages of a student newspaper)
3. a recent political event in the world (something that has been on the front pages of the newspapers)
4. the exploration of outer space
5. the older generation vs. the younger generation
6. strong laws to protect the environment and endangered species
7. freedom of the press vs. government controlled news
8. solutions to world hunger

◇ PRACTICE 20—SELFSTUDY: Substituting *so* for a *that*-clause. (Chart 14-6)

Directions: Give the meaning of **SO** by writing a **THAT**-clause.

1. A: Does Alice have a car?  
 B: I don't think so. (= *I don't think* that Alice has a car .)

2. A: Did Alex pass his French course?  
B: I think so. (= *I think* \_\_\_\_\_.)
3. A: Is Mr. Kozari going to be at the meeting?  
B: I hope so. (= *I hope* \_\_\_\_\_.)
4. A: Can cats swim?  
B: I think so. (= *I think* \_\_\_\_\_.)
5. A: Do gorillas have tails?  
B: I don't think so. (= *I don't think* \_\_\_\_\_.)
6. A: Will Janet be at Omar's wedding?  
B: I suppose so. (= *I suppose* \_\_\_\_\_.)

◇ PRACTICE 21—GUIDED STUDY: Substituting *so* for a *that*-clause. (Chart 14-6)

Directions: Working with another student, complete the dialogues with your own words.

STUDENT A: Complete the question.

STUDENT B: Complete the response using **THINK**, **BELIEVE**, **HOPE**, or **SUPPOSE**.

1. A: Does Maria have any brothers or sisters \_\_\_\_\_?  
B: I don't think \_\_\_\_\_ so.
2. A: Do you know if Mr. Miranda will be in class \_\_\_\_\_ tomorrow?  
B: I hope \_\_\_\_\_ so.
3. A: Is Singapore farther north than \_\_\_\_\_?  
B: I \_\_\_\_\_ so.
4. A: Will peace be a reality soon in \_\_\_\_\_?  
B: I \_\_\_\_\_ so.
5. A: Can most adults \_\_\_\_\_?  
B: I \_\_\_\_\_ so.
6. A: Do you have \_\_\_\_\_ in your \_\_\_\_\_?  
B: I \_\_\_\_\_ so.
7. A: Is \_\_\_\_\_ soon?  
B: I \_\_\_\_\_ so.
8. A: Will our teacher \_\_\_\_\_?  
B: I \_\_\_\_\_ so.
9. A: Is \_\_\_\_\_ a holiday in India?  
B: I \_\_\_\_\_ so.
10. A: Was \_\_\_\_\_?  
B: I \_\_\_\_\_ so.



## CHAPTER 15

# Quoted Speech and Reported Speech

### ◇ PRACTICE 1—SELFSTUDY: Quoted speech. (Chart 15-1)

Directions: All of the following present quoted speech. Punctuate as necessary by adding QUOTATION MARKS (“...”),\* COMMAS (,), PERIODS (.),\*\* and QUESTION MARKS (?). Also use capital letters as necessary.

*Example:* My roommate said the door is open could you close it  
→ My roommate said, **“The door is open. Could you close it?”**

1. Alex said do you smell smoke
2. He said something is burning
3. He said do you smell smoke something is burning
4. Rachel said the game starts at seven
5. She said the game starts at seven we should leave here at six
6. She said the game starts at seven we should leave here at six can you be ready to leave then



\* Quotation marks are called *inverted commas* in British English.

\*\* A *period* is called a *full stop* in British English.

◇ PRACTICE 2—SELFSTUDY: Quoted speech. (Chart 15-1)

(a) "Cats are fun to watch," Jane said.	In (a): Notice that a comma (not a period) is used at the end of the quoted <b>sentence</b> when <i>Jane said</i> comes after the quote.
(b) "Do you own a cat?" Mike said.	In (b): Notice that a question mark (not a comma) is used at the end of the quoted <b>question</b> .

Directions: Notice the punctuation in examples (a) and (b) above. All of the following present quoted speech. Punctuate as necessary by adding QUOTATION MARKS (" . . ."), COMMAS (,), PERIODS (.), and QUESTION MARKS (?). Also use CAPITAL LETTERS as necessary.

Example: The door is open my roommate said.

→ "The door is open," my roommate said.

Example: The door is open could you close it my roommate said

→ "The door is open. Could you close it?" my roommate said.

1. Do you smell smoke Alex said

2. Something is burning he said

3. Do you smell smoke something is burning he said

4. The game starts at seven Rachel said

5. The game starts at seven we should leave here at six she said

6. Can you be ready to leave at six she asked

7. The game starts at seven we should leave here at six can you be ready to leave then she said

8. The game starts at seven she said we should leave here at six can you be ready to leave then



◇ PRACTICE 3—SELFSTUDY: Quoted speech. (Chart 15-1)

Directions: All of the following present quoted speech. Punctuate by adding QUOTATION MARKS (" . . ."), COMMAS (,), PERIODS (.), and QUESTION MARKS (?) wherever needed. Also use CAPITAL LETTERS as necessary.

Example: Jack said please wait for me

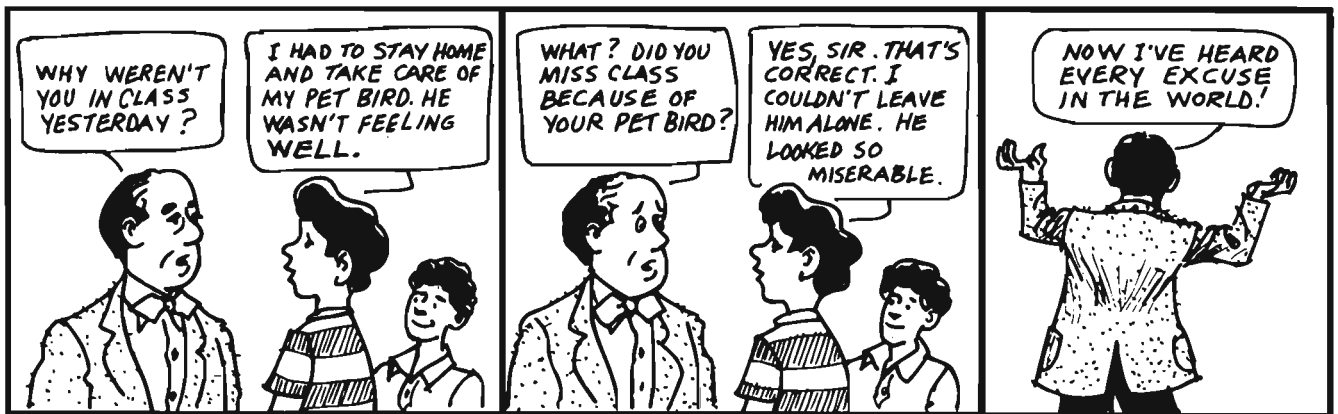
→ Jack said, "Please wait for me."

1. Mrs. Hill said my children used to take the bus to school

2. She said we moved closer to the school
3. Now my children can walk to school Mrs. Hill said
4. Do you live near the school she asked
5. Yes, we live two blocks away I replied
6. How long have you lived here Mrs. Hill wanted to know.
7. I said we've lived here for five years how long have you lived here
8. We've lived here for two years Mrs. Hill said how do you like living here
9. It's a nice community I said it's a good place to raise children

◇ PRACTICE 4—SELFSTUDY: Quoted speech. (Chart 15-1)

Directions: Following are two passages which use quoted speech. Punctuate as necessary by adding QUOTATION MARKS (“ . . . ”), COMMAS (,), PERIODS (.), QUESTION MARKS (?), and EXCLAMATION MARKS (!). Notice that a new paragraph begins each time the speaker changes.



CONVERSATION 1:

*"Why weren't you in class yesterday?" Mr. Garcia asked me.*

*I had to stay home and take care of my pet bird I said. He wasn't feeling well.*

*What? Did you miss class because of your pet bird Mr. Garcia demanded to know.*

*I replied yes, sir. That's correct. I couldn't leave him alone. He looked so miserable.*

*Now I've heard every excuse in the world Mr. Garcia said. Then he threw his arms in the air and walked away.*

CONVERSATION 2:

*Both of your parents are deaf, aren't they I asked Robert.*

*Yes, they are he replied.*

*I'm looking for someone who knows sign language I said. Do you know sign language I asked.*

*Of course I do. I've been using sign language with my parents since I was a baby he said. It's a beautiful and expressive language. I often prefer it to spoken language.*

*Well, a deaf student is going to visit our class next Monday. Could you interpret for her I asked.*

*That's great he answered immediately and enthusiastically. I'd be delighted to. I'm looking forward to meeting her. Can you tell me why she is coming?*

*She's interested in seeing what we do in our English classes I said.*

◇ PRACTICE 5—GUIDED STUDY: Quoted speech. (Chart 15-1)

Directions: Following are two passages that use quoted speech. Punctuate by adding QUOTATION MARKS (“ . . .”) and COMMAS (,) as necessary. Notice that a new paragraph begins each time the speaker changes.

*One day my friend Laura and I were sitting in her apartment. We were having a cup of tea together and talking about the terrible earthquake that had just occurred in Iran. Laura asked me, “Have you ever been in an earthquake?”*

*Yes, I have I replied.*

*Was it a big earthquake she asked.*

*I've been in several earthquakes, and they've all been small ones I answered. Have you ever been in an earthquake?*

*There was an earthquake in my village five years ago Laura said. I was in my house. Suddenly the ground started shaking. I grabbed my little brother and ran outside. Everything was moving. was scared to death. And then suddenly it was over.*

*I'm glad you and your brother weren't hurt I said.*

*Yes, we were very lucky. Has everyone in the world felt an earthquake sometime in their lives Laura wondered. Do earthquakes occur everywhere on the earth?*

*Those are interesting questions I said but I don't know the answers.*



◇ PRACTICE 6—GUIDED STUDY: Quoted speech. (Chart 15-1)

Directions: Rewrite the following. Punctuate as necessary by adding QUOTATION MARKS (“ . . .”) and COMMAS (,). Begin a new paragraph each time the speaker changes.

How did you do on the test my friend asked me. I replied I don't know yet. I won't know until tomorrow. He said I know that it's an important test. Are you worried about your score? No, not really I answered. I feel good about it. I think I did well on the test. That's great! he said. I like people who have self-confidence.

◇ PRACTICE 7—SELFSTUDY: Reported speech: pronoun usage. (Charts 15-2 and 15-3)

Directions: Change the pronouns from quoted speech to REPORTED SPEECH.

1. QUOTED: Mr. Smith said, “I need help with my luggage.”

REPORTED: Mr. Smith said (that) he needed help with his luggage.

2. My roommate said to me, “You should call your brother.”

→ My roommate said (that) I should call my brother.

3. Sarah said, “I like sugar in my coffee.”

→ Sarah said (that) \_\_\_\_\_ liked sugar in \_\_\_\_\_ coffee.

4. Joe said to me, “I will call you.”

→ Joe said (that) \_\_\_\_\_ would call \_\_\_\_\_.

5. My aunt said to me, “I want your new telephone number.”

→ My aunt said (that) \_\_\_\_\_ wanted \_\_\_\_\_ new telephone number.

6. Sue and Tom said, “We don't like our new apartment.”

→ Sue and Tom said (that) \_\_\_\_\_ didn't like \_\_\_\_\_ new apartment .

7. Sam said to me, “I've lost my book.”

→ Sam said (that) \_\_\_\_\_ had lost \_\_\_\_\_ book.

8. Paul said to me, “I want you to help me with my homework.”

→ Paul said (that) \_\_\_\_\_ wanted \_\_\_\_\_ to help \_\_\_\_\_ with \_\_\_\_\_ homework.

◇ PRACTICE 8—SELFSTUDY: Reported speech: sequence of tenses. (Charts 15-2 and 15-3)

Directions: Complete the reported speech sentences. Use the formal sequence of tenses.

1. QUOTED: Sara said, “I need some help.”

REPORTED: Sara said (that) she needed some help.

2. Tom said, "I'm meeting David for dinner."  
→ Tom said (that) he was meeting David for dinner.
3. Ms. Davis said, "I have studied in Cairo."  
→ Ms. Davis said (that) she \_\_\_\_\_ in Cairo.
4. Bill said, "I forgot to pay my electric bill."  
→ Bill said (that) he \_\_\_\_\_ to pay his electric bill.
5. Barbara said, "I am exhausted."  
→ Barbara said (that) she \_\_\_\_\_ exhausted.
6. I said, "I'll carry the box up the stairs."  
→ I said (that) I \_\_\_\_\_ the box up the stairs.
7. Jerry said to me, "I can teach you to drive."  
→ Jerry said (that) he \_\_\_\_\_ me to drive.
8. My sister said, "I have to attend a conference in London."  
→ My sister said (that) she \_\_\_\_\_ a conference in London.
9. George said, "I should leave on Friday."  
→ George said (that) he \_\_\_\_\_ on Friday.
10. Ed said, "I want a CD player."  
→ Ed said (that) he \_\_\_\_\_ a CD player.

◇ PRACTICE 9—GUIDED STUDY: Reported speech: pronoun usage and sequence of tenses. (Charts 15-2 and 15-3)

Directions: Complete the reported speech sentences. Use the formal sequence of tenses.

1. QUOTED: David said to me, "I'm going to call you on Friday."

REPORTED: David said (that) he was going  
to call me on Friday.

2. John said to Ann, "I have to talk to you."

→ John told Ann \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_.

3. Diane said to me, "I can meet you after work."

→ Diane said \_\_\_\_\_  
\_\_\_\_\_ after work.



4. Maria said to Bob, "I wrote you a note."

→ Maria told Bob \_\_\_\_\_  
\_\_\_\_\_ a note.



5. I said to David, "I need your help to prepare for the exam."

→ I told David \_\_\_\_\_  
\_\_\_\_\_ help to prepare  
for the exam.

6. David said, "You should study with me."

→ David said \_\_\_\_\_  
\_\_\_\_\_ with \_\_\_\_\_.



7. Julie asked Mike, "When will I see you again?"

→ Julie asked Mike when \_\_\_\_\_  
\_\_\_\_\_ again.

8. Hillary said to Bill, "What are you doing?"

→ Hillary asked Bill \_\_\_\_\_  
\_\_\_\_\_.



9. Mr. Fox said to me, "I'm going to meet Jack and you at the restaurant."

→ Mr. Fox said \_\_\_\_\_  
\_\_\_\_\_ Jack and \_\_\_\_\_ at the restaurant.

10. A strange man looked at me and said, "I'm sure I've met you before."

→ A strange man looked at me and said \_\_\_\_\_ before.

I was sure I'd never seen this person before in my whole life.

◇ PRACTICE 10—SELFSTUDY: *Say vs. tell.* (Chart 15-4)

Directions: Complete the sentences with **SAID** or **TOLD**.

1. Ann told me that she was hungry.

2. Ann said that she was hungry.

3. Jack \_\_\_\_\_ that I had a message.

4. Jack \_\_\_\_\_ me that I had a message.

5. My neighbor and I had a disagreement. I \_\_\_\_\_ my neighbor that he was wrong.

6. My neighbor \_\_\_\_\_ me that I was wrong.



7. Fumiko \_\_\_\_\_ the teacher that Fatima wasn't going to be in class.
8. Ellen \_\_\_\_\_ she enjoyed the movie last night.
9. When the storm began, I \_\_\_\_\_ the children to come into the house.
10. When I talked to Mr. Grant, he \_\_\_\_\_ he would be at the meeting.



◇ PRACTICE 11—SELFSTUDY: Reporting questions. (Chart 15-5)

Directions: Change the quoted questions to REPORTED QUESTIONS. Use formal sequence of tenses.

1. QUOTED: Eric said to me, "How old are you?"  
REPORTED: Eric asked me how old I was.
2. Ms. Rush said to Mr. Long, "Are you going to be at the meeting?"  
→ Ms. Rush asked Mr. Long if he was going to be at the meeting.
3. My mother said to me, "Can you hear the radio?"  
→ My mother asked me \_\_\_\_\_ the radio.
4. I said to Abdullah, "Have you ever seen a panda?"  
→ I asked Abdullah \_\_\_\_\_ a panda.
5. Mr. Lee said to his daughter, "Are you passing your biology class?"  
→ Mr. Lee asked his daughter \_\_\_\_\_ biology class.
6. Larry said to Ms. Ho, "Do you have time to help me?"  
→ Larry asked Ms. Ho \_\_\_\_\_ time to help him.
7. Janet said to Bill, "When will you get back from your holiday?"  
→ Janet asked Bill \_\_\_\_\_ holiday.
8. Don said to Robert, "Did you change your mind about going to Reed College?"  
→ Don asked Robert \_\_\_\_\_ mind about going to Reed College.

◇ PRACTICE 12—GUIDED STUDY: Reporting questions. (Chart 15-5)

Directions: Change the quoted questions to REPORTED QUESTIONS. Use ASKED (SOMEONE) to report the question. Use the formal sequence of tenses.

1. Igor said to me, "How long have you been a teacher?"  
→ Igor asked me how long I had been a teacher.

2. Kathy said to Mr. May, "Will you be in your office around three?"  
→ *Kathy asked Mr. May if he would be in his office around three.*
3. My brother said to me, "When do you plan to go to Bangkok?"
4. The teacher said to Maria, "Why are you laughing?"
5. My uncle said to me, "Have you ever considered a career in business?"
6. My boss said to me, "Did you bring the report with you?"
7. I said to Tina, "Can you speak Swahili?"
8. Bill said to Ann, "Are you tired?"

◇ PRACTICE 13—GUIDED STUDY: Reported vs. quoted speech. (Charts 15-2 → 15-5)

Directions: Change the reported speech to QUOTED SPEECH. Begin a new paragraph each time the speaker changes. Pay special attention to PRONOUNS, VERB FORMS, and WORD ORDER.

*Example:* This morning my mother asked me if I had gotten enough sleep last night. I told her that I was fine. I explained that I didn't need a lot of sleep. She told me that I needed to take better care of myself.

*Written:* *This morning my mother said, "Did you get enough sleep last night?"  
"I'm fine," I replied. "I don't need a lot of sleep."  
She said, "You need to take better care of yourself."*

1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me what time it was. I told her it was two-thirty.
2. I met Mr. Redford at the reception for international students. He asked me where I was from. I told him I was from Argentina.
3. When I was putting on my hat and coat, Robert asked me where I was going. I told him that I had a date with Anna. He wanted to know what we were going to do. I told him that we were going to a movie.

◇ PRACTICE 14—GUIDED STUDY: Reported speech. (Charts 15-1 → 15-5)

Directions: Change the quoted speech to REPORTED SPEECH. Use formal sequence of tenses. In addition to using SAID, use verbs such as TOLD, ASKED, WONDERED, WANTED TO KNOW, ANSWERED, REPLIED.

*Example:*

QUOTED: "Where's Bill?" Susan asked me.  
"He's in the lunch room," I replied.  
"When will he be back in his office?" she wanted to know.  
I said, "He'll be back around two."

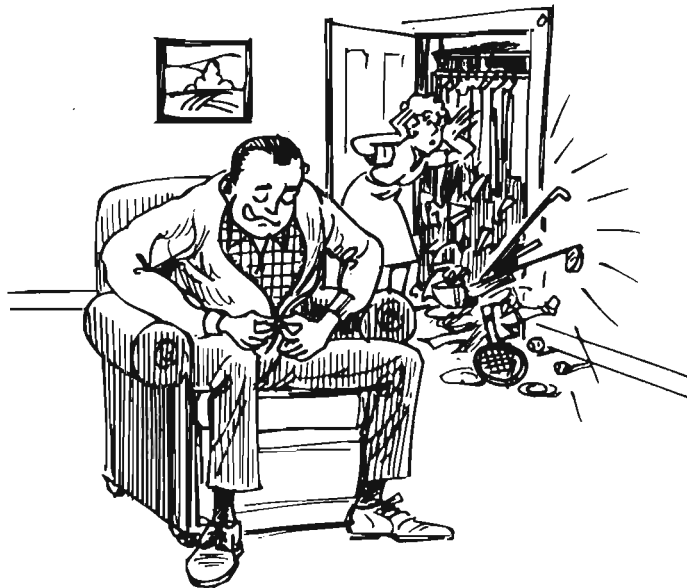
REPORTED: *Susan asked me where Bill was. I replied (that) he was in the lunch room. She wanted to know when he would be back in his office. I said (that) he would be back around two.*

1. "What are you doing?" Mr. Singh asked me.  
"I'm doing a grammar exercise," I told him.

2. "Where's my cane?" Grandfather asked me.  
"I don't know," I told him. "Do you need it?" I asked.  
"I want to walk to the mailbox," he said.  
I told him, "I'll find it for you."



3. "Can you help me clean the hall closet?" my wife asked me.  
"I'm really busy," I told her.  
"What are you doing?" she wanted to know.  
"I'm fixing the zipper on my winter jacket," I said.  
Then she asked me, "Will you have some time to help me after you fix the zipper?"  
I said, "I can't because I have to change a light bulb in the kitchen."  
With a note of exasperation in her voice, she finally said, "I'll clean the closet myself."



◇ PRACTICE 15—SELFSTUDY: Verb + infinitive to report speech. (Chart 15-6)

Directions: Change the quoted speech to reported speech by using a REPORTING VERB from the given list and an INFINITIVE. Use each verb from the list only one time.

<i>advise</i>	<i>invite</i>	<i>remind</i>
✓ <i>ask</i>	<i>order</i>	<i>warn</i>
<i>encourage</i>	<i>permit</i>	

1. My son said, "Could you help me with my homework after dinner?"  
→ My son asked me to help him with his homework after dinner.
2. Jennifer said to Kate, "Would you like to have dinner with me?"  
→ Jennifer \_\_\_\_\_ Kate \_\_\_\_\_ dinner with her.
3. Mr. Crane said to his daughter, "You should take music lessons. You already sing very well. You would enjoy studying music. Wouldn't like you to learn how to play the piano?"  
→ Mr Crane \_\_\_\_\_ his daughter \_\_\_\_\_ music lessons.
4. Nicole said to Heidi, "You should call Julie and apologize. At least, that's what I think."  
→ Nicole \_\_\_\_\_ Heidi \_\_\_\_\_ Julie and \_\_\_\_\_.
5. Professor Wilson said to Bill, "Yes, you may use my name as a reference on your job application."  
→ Professor Wilson \_\_\_\_\_ Bill \_\_\_\_\_ her name as a reference.
6. Robert said to his dog, "Sit."  
→ Robert \_\_\_\_\_ his dog \_\_\_\_\_.
7. Kate said, "Don't forget to order some more large envelopes."  
→ Kate \_\_\_\_\_ her secretary \_\_\_\_\_ some more large envelopes.
8. Mrs. Silverman said to her son, "Don't go near the water! I'm warning you! It's dangerous!"  
→ Mrs. Silverman \_\_\_\_\_ her son \_\_\_\_\_ near the water.

◇ PRACTICE 16—GUIDED STUDY: Verb + infinitive to report speech. (Chart 15-6)

Directions: Change the quoted speech to reported speech by using a REPORTING VERB from the given list and completing the sentence.

✓ advise	order	remind
encourage	permit	warn

- I said to my daughter, "You should quit your job if you are unhappy."  
→ I advised my daughter to quit her job if she was unhappy.
- The rebel commander said to his army, "Retreat!"  
→ The rebel commander \_\_\_\_\_.
- My aunt and uncle said to my husband and me, "Why don't you spend a week with us in August?"  
→ My aunt and uncle \_\_\_\_\_.
- Mr. Gordon said to his teenaged son, "Don't forget to make your bed."  
→ Mr. Gordon \_\_\_\_\_.
- The tour guide said to us, "Watch out for pickpockets in the marketplace."  
→ The tour guide \_\_\_\_\_.
- The teacher said to the students, "You may not leave the room in the middle of the examination."  
→ The teacher didn't \_\_\_\_\_.

◇ PRACTICE 17—GUIDED STUDY: Verb + infinitive to report speech. (Chart 15-6)

Directions: Change the reported speech to QUOTED SPEECH. There is more than one possible completion. Use quotation marks and other punctuation as necessary.

- Alex warned his friend not to drive faster than the speed limit.  
→ Alex said to his friend . . . .  
Alex said to his friend, "*Don't drive faster than the speed limit.*"  
Alex said to his friend, "*You'd better not drive faster than the speed limit.*"
- Paul had tickets to a soccer game. He invited Erica to go with him.  
→ Paul said to Erica . . . .  
Paul said to Erica, "*Would you like to go to a soccer game with me?*"  
Paul said to Erica, "*Can you go to a soccer game with me?*"
- Dr. Aqua advised his patient to drink eight glasses of water a day.  
→ Dr. Aqua said to his patient . . . .
- Mr. Nottingham allowed the children to go to the two o'clock movie at the mall.  
→ Mr. Nottingham said to the children . . . .
- Richard's school counselor encouraged him to enroll in a technical school.  
→ Richard's school counselor said to him . . . .



6. The swimming instructor warned her beginning class not to go into the deep end of the pool.  
→ The swimming instructor said to her beginning class . . . .
7. Debbie's mother reminded her not to forget her music lesson after school.  
→ Debbie's mother said . . . .
8. Sue asked her neighbor Ann to look after the baby for a little while.  
→ Sue said to her neighbor . . . .
9. Bill told us to wait for him at the corner of 6th and Pine.  
→ Bill said to us . . . .
10. The CEO\* ordered his staff to give him their financial reports by five o'clock.  
→ The CEO said to his staff . . . .

◇ PRACTICE 18—GUIDED STUDY: Verb + infinitive to report speech. (Chart 15-6)

Directions: Use Student A's original ideas to report speech using a verb and infinitive.

STUDENT A: Speak to Student B, following the directions given in each item below.

STUDENT B: Report what Student A said to you using the *italicized* verb.

*Example:* *advise* Student B to do something

STUDENT A (Masako): *Maria, I think you should use an English–English dictionary instead of a Spanish–English dictionary.*

STUDENT B (Maria): *Masako advised me to use an English–English dictionary instead of a Spanish–English dictionary.*

1. *ask* Student B to do something
2. *remind* Student B to do something
3. *warn* Student B not to do something
4. *invite* Student B to do something
5. *advise* Student B to do (or not to do) something
6. *allow* Student B to do something
7. *encourage* Student B to do something
8. *tell* Student B to do (or not to do) something

◇ PRACTICE 19—GUIDED STUDY: Reporting speech. (Chapter 15)

Directions: Use your imagination. Who are these people and what are they saying?

STUDENT A: Give names to the people in the cartoons. Write what you imagine the people are saying in the empty cartoon balloons.

STUDENT B: Read what Student A wrote in the cartoon balloons. Write a story about the people in the cartoons. Write about who said what to whom.

*Example:* For Story 1, STUDENT A could name the people Mrs. Lee and Mr. Lee, and then write in the balloons:

*Mrs. Lee: Dinner's ready. Mr. Lee: Okay. I'll be there in a minute.*

*Mrs. Lee: It's getting cold. Mr. Lee: I have to hear the end of this news report.*

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\*CEO = an abbreviation for Chief Executive Officer, meaning the head of a company or corporation.

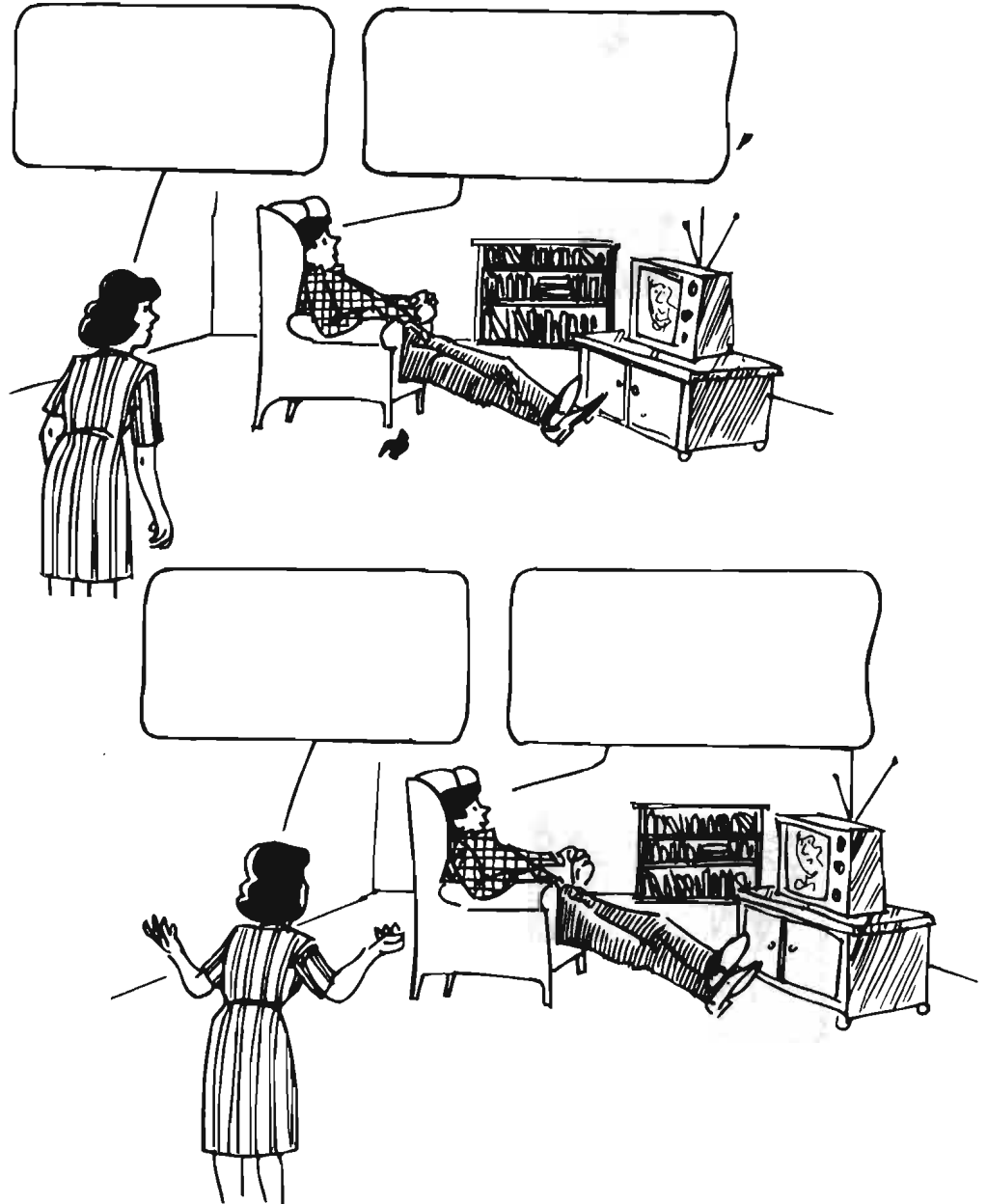
Example of STUDENT B's written story, using **present tense reporting verbs**:

*Mr. and Mrs. Lee are at home. It's evening, around dinner time. Mr. Lee is watching TV. Mrs. Lee walks in and says, "Dinner's ready." Mr. Lee tells her that he'll be there in a minute. Mrs. Lee warns him that the dinner is getting cold, but Mr. wants to hear the end of a news report before he has his dinner.*

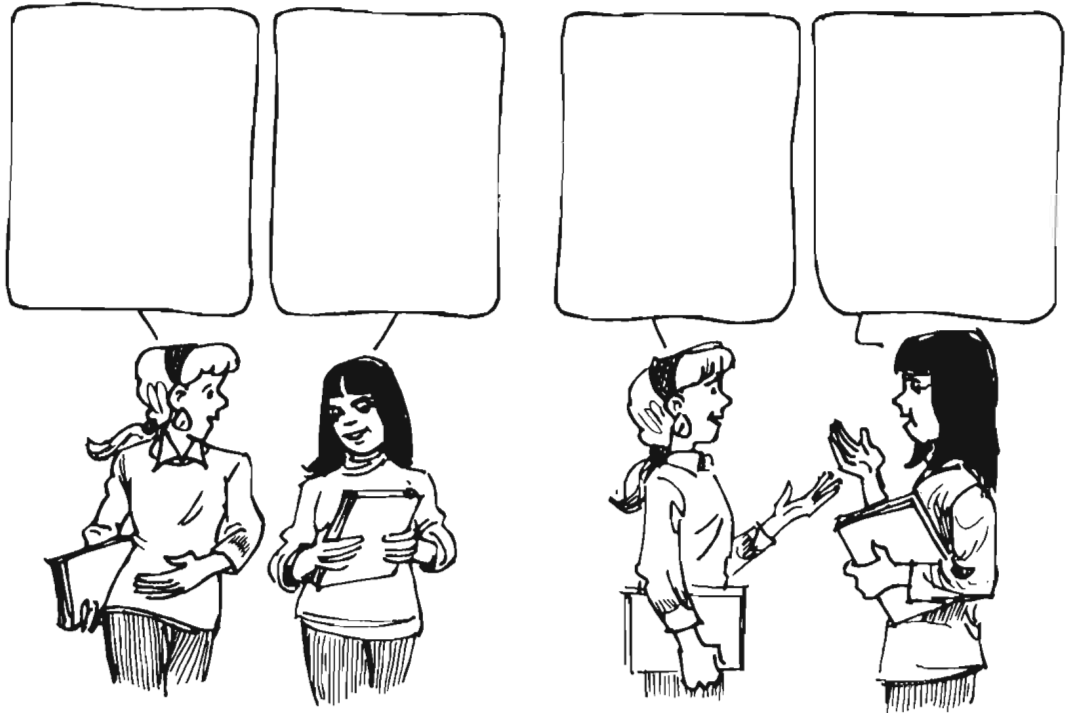
Example of STUDENT B's written story, using **past tense reporting verbs**:

*Mr. and Mrs. Lee were at home yesterday evening around dinner time. Mr. Lee was watching TV when Mrs. came into the room and told him dinner was ready. He told her he would be there in a minute, but Mrs. Lee knew her husband meant more than a minute. She got a little impatient and warned him that their dinner was getting cold. Mr. Lee didn't get up from his chair. He told his wife that he had to hear the end of a news report he was watching.*

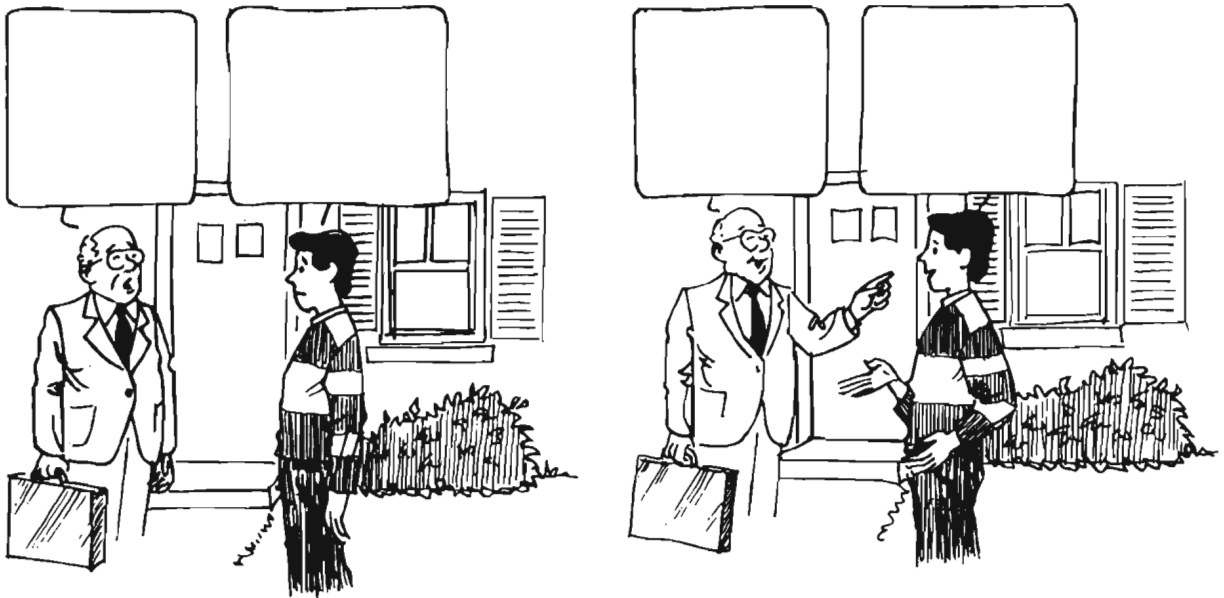
STORY 1:



STORY 2:



STORY 3:



◇ PRACTICE 20—SELFSTUDY: Using *advise*, *suggest*, and *recommend*. (Chart 15-7)

Directions: Choose the correct completion.

1. I advised him A more time at the library.  
A. to spend            B. spending            C. should spend
2. I advised \_\_\_\_\_ more time at the library.  
A. to spend            B. spending            C. should spend
3. I suggested \_\_\_\_\_ to the zoo.  
A. to go                B. going                C. should go
4. I suggested that we \_\_\_\_\_ to the zoo.  
A. to go                B. going                C. should go
5. Bill recommended \_\_\_\_\_ to Luigi's Restaurant.  
A. to go                B. going                C. should go
6. Bill recommended that we \_\_\_\_\_ to Luigi's Restaurant.  
A. to go                B. going                C. should go
7. My mother advised me \_\_\_\_\_ in school.  
A. to stay              B. staying              C. should stay
8. My brother advised \_\_\_\_\_ in school, too.  
A. to stay              B. staying              C. should stay
9. My father suggested that I \_\_\_\_\_ for a job.  
A. to look              B. looking              C. should look
10. My uncle suggested \_\_\_\_\_ for a job, too.  
A. to look              B. looking              C. should look
11. My sister recommended that I \_\_\_\_\_ around the world for a year.  
A. to travel            B. traveling            C. should travel
12. My aunt recommended \_\_\_\_\_ around the world for a year, too.  
A. to travel            B. traveling            C. should travel

◇ PRACTICE 21—GUIDED STUDY: Using *advise*, *suggest*, and *recommend*. (Chart 15-7)

Directions: Use the given information to complete the sentences.

1. The teacher said to Pierre, "You should spend more time on your studies."  
→ The teacher advised Pierre to spend more time on his studies.
2. Ms. Wah said to Anna, "You should go to Mills College."  
→ Ms. Wah suggested to Anna (that) \_\_\_\_\_ to Mills College.
3. My gardening book says, "Plant tomatoes in June."  
→ My gardening book recommends \_\_\_\_\_ tomatoes in June.
4. When we were planning our vacation, my wife said, "How about Argentina? Let's go there."  
→ My wife suggested \_\_\_\_\_ to Argentina on our vacation.

5. Nutrition experts say, "People should eat a lot of fresh fruit."  
→ Nutrition experts recommend \_\_\_\_\_ a lot of fresh fruit.
6. My field of study is geology. My sister said, "You should change your major to biology."  
→ My sister advised me \_\_\_\_\_ my major to biology.
7. My brother said, "I think you should change to chemistry."  
→ My brother suggested \_\_\_\_\_ my major to chemistry.
8. My aunt said, "I think you ought to change your major to business."  
→ My aunt recommended \_\_\_\_\_ my major to business.

◇ PRACTICE 22—GUIDED STUDY: Reporting speech. (Charts 15-1 → 15-7)

Directions: Report on the people in the pictures and what they say. Use the formal sequence of tenses.

Example:

At the Restaurant



Possible written report:

One day Susan and Paul were at a restaurant. Susan picked up her menu and looked at it. Paul left his menu on the table. Susan asked Paul what he was going to have. He said he wasn't going to have anything (OR: was going to have nothing) because he wasn't hungry. He'd already eaten. Susan was surprised. She asked him why he had come to the restaurant with her. He told her (that) he needed to talk to her about a problem he was having at work.



◇ PRACTICE 23—GUIDED STUDY: Questions and noun clauses. (Chapters 6, 14, and 15)

Directions: Ask questions and write reports as directed below.

- STUDENT A: (1) Make up five to ten questions to ask a classmate, friend, roommate, etc.  
(2) Ask the questions and write a report of the information you received. Then give your report to STUDENT B. Don't show STUDENT B your list of questions.

- STUDENT B: (3) Read STUDENT A's report. Try to figure out and write down the questions that STUDENT A asked.  
(4) Then write a report on the interview using REPORTED SPEECH. Use a separate sentence to report each question. Use the formal sequence of tenses.

Example:

- (1) STUDENT A's list of questions:
1. *Where do you live?*
  2. *How long have you been here?*
  3. *What is your favorite color?*
  4. *Are you married?*
  5. *What are you studying?*

(2) STUDENT A's written report:

*My friend Po lives in Reed Hall. He's been here for eight months. His favorite color is sky blue. He's not married. He's studying chemical engineering.*

(3) STUDENT B's list of probable questions:

1. *Where do you live?*
2. *How long have you been at this school?*
3. *What's your favorite color?*
4. *Are you married?*
5. *What subject are you studying?*

(4) STUDENT B's report of the interview, using reported speech:

*(Student A) asked his friend Po where he lived. He asked him how long he had been here. He wanted to know what his favorite color was. He wanted to know if he was married. And finally, he asked him what he was studying.*



# CHAPTER 16

## Using Wish; Using If

### ◇ PRACTICE 1—SELFSTUDY: Making wishes. (Charts 16-1 and 16-2)

Directions: Circle the correct answer, then answer the questions.

Sara, David, and Heidi are twelve years old. They're lost in the woods because they left the main path. Sara didn't listen to her mother, who told her not to come to the woods. None of them has a flashlight. It's dark.

1. Is Sara safe at home?

YES  NO

What does she wish?

→ *She wishes she were safe at home.*

2. Did David come to the woods?

YES NO

What does he wish?

3. Can Heidi remember how to get back to town?

YES NO

What does she wish?

4. Did Sara listen to her mother?

YES NO

What does she wish?

5. Does David have a flashlight?

YES NO

What does he wish?

6. Did the three leave the main path?

YES NO

What does Heidi wish?





◇ PRACTICE 2—SELFSTUDY: Making wishes. (Chart 16-1)

Directions: Using the given information, complete the sentences.

1. In truth, I don't have a dog, but I really like dogs.  
I wish I had a dog.
2. In truth, Linda has a cat, but it ruins her furniture.  
She wishes she didn't have a cat.
3. In truth, Mr. Mills doesn't teach my math class. He's a good teacher.  
I wish Mr. Mills \_\_\_\_\_ my math class.
4. In truth, it snows here in winter, and I don't like snow.  
I wish it \_\_\_\_\_ here in winter.
5. In truth, I don't understand my friend Pierre.  
I wish I \_\_\_\_\_ him.
6. In truth, I can't sing very well, but I like to sing.  
I wish I \_\_\_\_\_ well.
7. In truth, I have four roommates.  
I wish I \_\_\_\_\_ four roommates.  
I wish I \_\_\_\_\_ only one roommate.
8. In truth, I have to study tonight.  
I wish I \_\_\_\_\_ tonight.
9. In truth, I am not at home with my family. I'd like to be with them.  
I wish I \_\_\_\_\_ at home.
10. In truth, Tom isn't here. I'd like to see him.  
I wish he \_\_\_\_\_ here.

◇ PRACTICE 3—SELFSTUDY: Using auxiliaries after *wish*. (Charts 6-1 and 16-1)

Directions: Complete the dialogues with auxiliary verbs.

1. A: Do you have a TV set?  
B: No, I don't, but I wish I did.
2. A: Do you have a cold?  
B: Yes, I \_\_\_\_\_, but I wish I \_\_\_\_\_.
3. A: Is Bob here?  
B: No, he \_\_\_\_\_, but I wish he \_\_\_\_\_.

4. A: Does Rita speak Chinese?  
 B: No, she \_\_\_\_\_, but I *wish* she \_\_\_\_\_.
5. A: Are you shy?  
 B: Yes, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_.
6. A: Can you stay home from work today?  
 B: No, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_.

◇ PRACTICE 4—SELFSTUDY: Making wishes about the past. (Chart 16-2)

Directions: Using the given information, complete the sentences.

1. In truth, I **didn't have** \_\_\_\_\_ a dog when I was a child. I like dogs.  
 I *wish* I **had had** \_\_\_\_\_ a dog.
2. In truth, Linda **had** \_\_\_\_\_ a cat, but it ruined her furniture.  
 She *wishes* she **hadn't had** \_\_\_\_\_ a cat.
3. In truth, I **didn't understand** \_\_\_\_\_ Pierre's problem. I couldn't help him.  
 I *wish* I \_\_\_\_\_ his problem.
4. In truth, I **lost** \_\_\_\_\_ the keys to my apartment. I couldn't get in.  
 I *wish* I \_\_\_\_\_ them.
5. In truth, I **wasn't** \_\_\_\_\_ at the meeting yesterday.  
 I *wish* I \_\_\_\_\_ at the meeting yesterday.

◇ PRACTICE 5—SELFSTUDY: Using auxiliaries after *wish*. (Charts 6-1, 16-1, and 16-2)

Directions: Complete the dialogues with auxiliary verbs.

1. A: Did you lose your keys?  
 B: Yes, I **did** \_\_\_\_\_, but I *wish* I **hadn't** \_\_\_\_\_.
2. A: Did you go to the party?  
 B: No, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_.
3. A: Did you go to the concert?  
 B: Yes, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_. It was boring.
4. A: Do you know Jennifer Hayakawa?  
 B: No, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_.
5. A: Are you busy today?  
 B: Yes, I \_\_\_\_\_, but I *wish* I \_\_\_\_\_.

◇ PRACTICE 6—GUIDED STUDY: Using *wish*. (Charts 16-1 and 16-2)

Directions: What do the following people probably wish?

1. *Rosa*: I don't have a bicycle. I can't ride a bike to school. I have to walk. I didn't buy a bicycle last year.  
→ *Rosa wishes that she had a bicycle.*  
*She wishes she could ride a bike to school.*  
*She wishes she . . . .*
2. *Hiroki*: I can't speak Spanish. I can't understand Maria and Roberto when they speak Spanish. I didn't study Spanish in high school.
3. *Dennis*: I didn't go to the meeting last night. I didn't know about it. My boss was really angry. Bob forgot to tell me about the meeting.
4. *Linda*: I have to clean up the kitchen this morning. My roommate didn't wash the dishes last night. I can't go to the beach. I'm not at the beach in the sun right now.



◇ PRACTICE 7—SELFSTUDY: Using *if*: contrary-to-fact. (Charts 16-3 → 16-6)

Directions: Answer the questions and complete the sentences.

1. Does David have matches? YES  NO   
Can they build a fire? YES  NO   
But if David had  
matches, they could build  
a fire.
2. Is Sara at home? YES  NO   
Is she afraid? YES  NO   
But if Sara \_\_\_\_\_ at home,  
she \_\_\_\_\_ afraid.
3. Does Heidi have a flashlight? YES  NO   
Can she lead them out of the woods? YES  NO   
But if Heidi \_\_\_\_\_ a flashlight, she  
\_\_\_\_\_ them out of the woods.



4. Did Sara listen to her mother? YES NO  
 Did she come to the woods? YES NO  
 But if Sara \_\_\_\_\_ to her mother, she \_\_\_\_\_ to the woods.
5. Did David, Heidi, and Sara leave the main path? YES NO  
 Did they get lost? YES NO  
 But if David, Heidi, and Sara \_\_\_\_\_ the main path, they \_\_\_\_\_ lost.

◇ PRACTICE 8—SELFSTUDY: Using *if*: contrary-to-fact. (Chart 16-3)

Directions: Use the given information to complete the sentences.

1. In truth, I **am not** from Italy. I **can't speak** Italian.  
 But *if* I **were** from Italy, I **could speak** Italian.
2. In truth, Al **has** enough money. He **won't ask** for a loan.  
 But *if* Al **didn't have** enough money, he **would ask** for a loan.
3. In truth, Tom **doesn't need** a new coat. He **won't buy** one.  
 But *if* Tom \_\_\_\_\_ a new coat, he \_\_\_\_\_ one.
4. In truth, Kate **is** tired. She **won't finish** her work.  
 But *if* Kate \_\_\_\_\_ tired, she \_\_\_\_\_ her work.
5. In truth, I **don't have** a ticket. I **can't go** to the concert.  
 But *if* I \_\_\_\_\_ a ticket, I \_\_\_\_\_ to the concert.
6. In truth, I **am not** an artist. I **can't paint** your picture.  
 But *if* I \_\_\_\_\_ an artist, I \_\_\_\_\_ your picture.
7. In truth, John **doesn't understand** the problem. He **can't solve** it.  
 But *if* John \_\_\_\_\_ the problem, he \_\_\_\_\_ it.

◇ PRACTICE 9—GUIDED STUDY: Using *if*: contrary-to-fact. (Chart 16-3)

Directions: Answer the questions.

**PART I:** If you were the following, what would (or could) you do?

1. hungry → *If I were hungry, I'd eat a Big Mac.*
2. tired
3. lost in a big city
4. *(the name of someone)*
5. fluent in five languages
6. the most powerful person in the world

**PART II:** If you had the following things, what would (or could) you do?

7. a horse → *If I had a horse, I would ride it to school.*
8. a boat
9. six apples
10. a gun
11. a car with a phone in it
12. my own private jet airplane

**PART III:** If you were in the following places, what would (or could) you do?

13. in India → *If I were in India, I would visit the Taj Mahal.*
14. on a beach
15. at home right now
16. (choose one) Paris, Damascus, Tokyo, Rio de Janeiro
17. on a spaceship in outer space
18. (name of a local place)

◇ PRACTICE 10—SELFSTUDY: *If*: true vs. contrary-to-fact. (Charts 16-4 and 16-5)

Directions: Using the given information, complete the sentences with the words in parentheses.

1. I may need a new bike this year.

If I (*need*) need a new bike, I (*buy*) will/can buy one.

2. I don't need a new bike this year

However, if I (*need*) needed a new bike, I (*buy*) would/could buy one.

3. I didn't need a new bike last year.

However, if I (*need*) had needed a new bike last year, I (*buy*)  
would have/could have bought one.

4. I may go to Japan next month.

If I (*go*) \_\_\_\_\_ to Japan, I (*see*) \_\_\_\_\_ Yoko.

5. I won't go to Japan next week.

However, if I (*go*) \_\_\_\_\_ to Japan, I (*see*) \_\_\_\_\_ Yoko.

6. I didn't go to Japan last month.

However, if I (*go*) \_\_\_\_\_ to Japan last month, I (*see*) \_\_\_\_\_ Yoko.

7. I may have a pen right now.

If I (*have*) \_\_\_\_\_ a pen, I (*write*) \_\_\_\_\_ a letter.

8. I don't have a pen right now.

However, if I (*have*) \_\_\_\_\_ a pen, I (*write*) \_\_\_\_\_ a letter.

9. I didn't have a pen while I was waiting for my plane at the airport yesterday.

However, if I (*have*) \_\_\_\_\_ a pen, I (*write*) \_\_\_\_\_ a letter.

◇ PRACTICE 11—SELFSTUDY: *If*: contrary-to-fact in the past. (Chart 16-5)

Directions: Using the given information, complete the sentences with the words in parentheses.

1. I didn't go to work this morning, so I didn't finish my report.  
 → If I (*go*) had gone to work this morning, I (*finish*) would/could have finished my report.
2. I didn't hear the doorbell, so I didn't answer the door.  
 → I (*answer*) \_\_\_\_\_ the door if I (*hear*) \_\_\_\_\_ the doorbell.
3. You didn't tell me about your problem, so I didn't help you.  
 → If you (*tell*) \_\_\_\_\_ me about your problem, I (*help*) \_\_\_\_\_ you.
4. Joe didn't come with us to the Rocky Mountains, so he didn't see the beautiful scenery.  
 → Joe (*see*) \_\_\_\_\_ some beautiful scenery if he (*come*) \_\_\_\_\_ with us to the Rocky Mountains.
5. Barbara didn't read the story before class, so she couldn't talk about it during the class discussion.  
 → If Barbara (*read*) \_\_\_\_\_ the book before class, she (*talk*) \_\_\_\_\_ about it during the class discussion.
6. We didn't offer you a ride because we didn't see you standing near the road.  
 → If we (*see*) \_\_\_\_\_ you standing near the road, we (*offer*) \_\_\_\_\_ you a ride.
7. My brother had to get a job, so he didn't complete his education.  
 → If my brother (*have to get, not*) \_\_\_\_\_ a job, he (*complete*) \_\_\_\_\_ his education.

◇ PRACTICE 12—SELFSTUDY: Contracting *had* and *would*. (Charts 16-1 → 16-6)

Directions: Change the contraction with apostrophe + **d** to the full word, **HAD** or **WOULD**.

**had**                      **would**

1. If you'<sub>Λ</sub> asked me, I'<sub>Λ</sub> have told you the truth.
2. I'd be careful if I were you.
3. If I'd known that you were sick, I'd have brought you some flowers.
4. If Jack were here, he'd help us.
5. If I'd told them, they'd have laughed at me.

◇ PRACTICE 13—SELFSTUDY: Review of verb forms with *if*. (Chapter 16)

Directions: Choose the correct completion.

1. If I'd studied, I \_\_\_\_\_ the test yesterday.  
A. passed      B. had passed      C. would pass      D. would have passed
2. I'd go to the concert with you tomorrow if I \_\_\_\_\_ the time, but I'm going to be too busy.  
A. have      B. had      C. would have      D. would have had
3. If you let me know when your computer comes, I \_\_\_\_\_ you connect it.  
A. helped      B. help      C. will help      D. would help
4. If you'd listened to the radio last night, you \_\_\_\_\_ about the riot at the soccer game.  
A. heard      B. will hear      C. had heard      D. would have heard
5. I would have picked you up at the airport if you \_\_\_\_\_ me your arrival time.  
A. had told      B. would tell      C. tell      D. did tell
6. I don't mind driving, but I don't know the way. I \_\_\_\_\_ if you read the map and give me directions.  
A. drive      B. drove      C. will drive      D. would have driven
7. The weather is too cold today. If it \_\_\_\_\_ so cold, we could go swimming.  
A. isn't      B. weren't      C. hadn't been      D. wouldn't have been
8. If you \_\_\_\_\_ my baby while I go to the store, I'll get your groceries for you. Okay?  
A. watch      B. watched      C. had watched      D. would have watched
9. I would have embarrassed my parents if I \_\_\_\_\_ during the wedding ceremony.  
A. laugh      B. will laugh      C. would laugh      D. had laughed
10. You shouldn't spend all day at your desk. If you took long walks every day, you \_\_\_\_\_ better.  
A. feel      B. will feel      C. felt      D. would feel

◇ PRACTICE 14—GUIDED STUDY: Using *wish* and *if*. (Chapter 16)

Directions: Answer the questions in complete sentences.

*Example:* a. What do you wish were different about your room?

→ *I wish my room were larger.*

b. What would/could you do if that were different?

→ *If my room were larger, I would put a sofa in it.*

1. a. What do you wish you had?  
b. What would/could you do if you had it/them?
2. a. Where do you wish you were?  
b. What would/could you do if you were there?
3. a. Who do you wish were here right now?  
b. What would/could you do if she/he/they were here?
4. a. What do you wish you had done yesterday/last week/last year?  
b. What would/could you have done if you had done that?
5. a. Where do you wish you had gone yesterday/last week/last year?  
b. What would/could you have done if you had gone there?
6. a. Who do you wish you had seen or talked to yesterday?  
b. What would/could you have done if you had seen or talked to her/him/them?

◇ PRACTICE 15—SELFSTUDY: Past verbs, contrary-to-fact. (Chapter 16)

Directions: Read the story, and then complete the sentences with the correct form of the verbs in parentheses.

Sara, David, and Heidi decided to stop walking aimlessly in the woods. They huddled together under a tree and fell asleep. In the morning, they stayed in the same place. Over and over again, they yelled as loudly as they could, "Help! Help! We're lost! Help!"

A woman by the name of Mrs. Lark was in the woods. She was watching birds early in the morning while her husband was fishing in a nearby stream. She heard the children's cries and found them. The Larks knew the way out of the woods. The children were saved. They happily followed the Larks back to town. At last, they reached the open arms of their very worried parents.



If Mrs. Lark (1. *be, not*) hadn't been in the woods, she (2. *find, not*)  
 \_\_\_\_\_ the children. If the children (3. *yell, not*)  
 \_\_\_\_\_ or if they (4. *walk*) \_\_\_\_\_ to a  
 different part of the woods, Mrs. Lark (5. *hear, not*) \_\_\_\_\_  
 them. If the children (6. *yell, not*) \_\_\_\_\_, they (7. *found, not*)  
 \_\_\_\_\_ by Mrs. Lark. If the Larks (8. *know, not*)  
 \_\_\_\_\_ the way out of the woods, the children (9. *have to*  
*spend*) \_\_\_\_\_ another night there. The children are fortunate  
 that Mrs. Lark likes to go birdwatching. All of the children wish they (10. *go, not*) \_\_\_\_\_  
 \_\_\_\_\_ into the woods alone.



◇ PRACTICE 16—GUIDED STUDY: Past verbs, true and contrary-to-fact. (Chapters 2, 11, and 16)

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

Yesterday Sam (1. *have*) had an automobile accident. While he (2. *drive*) \_\_\_\_\_ down the road, a squirrel (3. *run*) \_\_\_\_\_ in front of his car. Sam (4. *drive*) \_\_\_\_\_ off the road to miss the squirrel. His car (5. *hit*) \_\_\_\_\_ a tree. The squirrel (6. *run*) \_\_\_\_\_ up the tree, so it (7. *kill, not*) \_\_\_\_\_ by Sam's car.



Sam (8. *have, not*) \_\_\_\_\_ an automobile accident yesterday if a squirrel (9. *run, not*) \_\_\_\_\_ in front of his car. Sam (10. *drive, not*) \_\_\_\_\_ off the road if there (11. *be, not*) \_\_\_\_\_ a squirrel in the way. If he (12. *drive, not*) \_\_\_\_\_ off the road, he (13. *hit, not*) \_\_\_\_\_ a tree. If the squirrel (14. *run, not*) \_\_\_\_\_ up the tree, it (15. *kill*) \_\_\_\_\_ by Sam's car. Both Sam and the squirrel are lucky to be alive.

◇ PRACTICE 17—SELFSTUDY: Review of verb forms with *if*. (Chapter 16)

Directions: Choose the correct completion.

1. I don't have a word processor. But if I (*have*) had my own word processor, it (*take*) would take me less time to write papers for school.

2. I'm not a carpenter, but if I *(be)* \_\_\_\_\_, I *(build)* \_\_\_\_\_ my own house.
3. Pluto is the farthest planet from the sun. If you *(be)* \_\_\_\_\_ on Pluto right now, the sun *(look)* \_\_\_\_\_ like a bright star.
4. Watching a fish tank can be relaxing. Most people begin to relax if they *(watch)* \_\_\_\_\_ fish swimming in a tank.
5. If you light a candle on earth, the flame *(be)* \_\_\_\_\_ oval. If, however, you were in outer space and lit a candle, the flame *(be)* \_\_\_\_\_ perfectly round.
6. Ten percent of the earth's surface is covered with ice. If the world's ice caps melted completely, the sea level *(rise)* \_\_\_\_\_ enough to put half of the cities in the world completely under water.
7. A: The colors of the rainbow are not all mixed together. But if the colors in a rainbow *(be)* \_\_\_\_\_ all mixed together, what color *(the rainbow, be)* \_\_\_\_\_?
- B: Purple?
- A: No. It *(be)* \_\_\_\_\_ gray.
8. A: If you rub onion juice on your skin, insects *(stay)* \_\_\_\_\_ away. It's true! Didn't you know that?
- B: Listen, if I rubbed onion juice on myself, my wife *(stay)* \_\_\_\_\_ away from me forever! Are you trying to fool me?
9. Right now there is not a fire in this room, but think for a second. What *(you, do)* \_\_\_\_\_ if there *(be)* \_\_\_\_\_ a fire in this room? *(you, run)* \_\_\_\_\_ out of the room? *(you, call)* \_\_\_\_\_ the fire department? *(you, use)* \_\_\_\_\_ a fire extinguisher?
10. Mike bought a used car. While he was cleaning under the seats this morning, he found a bag full of money. What should he do? What *(you, do)* \_\_\_\_\_ if you *(be)* \_\_\_\_\_ Mike?
11. A: What would you be able to do if you *(have)* \_\_\_\_\_ three hands? Use your imagination.
- B: That's a strange question. Let me see. If I *(have)* \_\_\_\_\_ three hands, I *(carry)* \_\_\_\_\_ my tray at the cafeteria with two hands and *(pick)* \_\_\_\_\_ up food with the other. Hmmmm. That would be convenient.





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# Answer Key

## Answers to the Selfstudy Practices

### Chapter 1: PRESENT TIME

#### ◇ PRACTICE 1, p. 1.

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: What's (What is) your field of study?

MARIA: Business. After I study English, I 'm going to attend the School of Business Administration. How about you? What's your major?

KUNIO: Chemistry.

MARIA: What do you like to do in your free time? Do you have any hobbies?

KUNIO: I like to swim. How about you?

MARIA: I read a lot and I collect stamps from all over the world.

KUNIO: Really? Would you like some stamps from Japan?

MARIA: Sure! That would be great. Thanks.

KUNIO: I have to write your full name on the board when I introduce you to the class. How do you spell your name?

MARIA: My first name is Maria. M-A-R-I-A. My last name is Lopez. L-O-P-E-Z.

KUNIO: My first name is Kunio. K-U-N-I-O. My last name is Akiwa. A-K-I-W-A.

MARIA: Kunio Akiwa. Is that right?

KUNIO: Yes, it is. It's been nice talking with you.

MARIA: I enjoyed it, too.

◇ PRACTICE 4, p. 3.

1. am sitting
2. am reading
3. am looking
4. am writing
5. am doing
6. sit ... am sitting
7. read ... am reading
8. look ... am looking
9. write ... am writing
10. do ... am doing

◇ PRACTICE 5, p. 3.

Part I:

1. speak
2. speak
3. speaks
4. speak
5. speaks

Part II:

1. do not (don't) speak
2. do not (don't) speak
3. does not (doesn't) speak
4. do not (don't) speak
5. does not (doesn't) speak

Part III:

1. Do you speak
2. Do they speak
3. Does he speak
4. Do we speak
5. Does she speak

◇ PRACTICE 6, p. 4.

1. like s
2. watch es
3. do es n't ... like I
4. climb I
5. Do I ... like I
6. Do es ... like I
7. like s
8. wash es
9. go es
10. make I
11. visit s
12. get s
13. get I
14. Do es ... get I
15. do es n't ... get I
16. carr ies
17. play s
18. catch es
19. live I
20. liv es

◇ PRACTICE 8, p. 5.

Part I:

1. am speaking
2. are speaking
3. is speaking
4. are speaking

Part II:

1. am not speaking
2. are not (aren't) speaking
3. is not (isn't) speaking
4. are not (aren't) speaking

Part III:

1. Are you speaking
2. Are they speaking
3. Is she speaking
4. Are we speaking

◇ PRACTICE 9, p. 6.

- |         |          |
|---------|----------|
| 1. does | 12. are  |
| 2. Do   | 13. /    |
| 3. /    | 14. /    |
| 4. is   | 15. Do   |
| 5. Are  | 16. Does |
| 6. are  | 17. Is   |
| 7. Is   | 18. Are  |
| 8. Do   | 19. are  |
| 9. /    | 20. /    |
| 10. is  | 21. are  |
| 11. is  | 22. is   |

◇ PRACTICE 11, p. 7.

1. often
2. rarely/seldom
3. always
4. usually/often
5. sometimes
6. usually
7. rarely/seldom
8. rarely/seldom
9. never
10. always
11. often
12. rarely/seldom  
(also possible: sometimes)

◇ PRACTICE 13, p. 9.

Expected answers:

1. He's swimming.  
He's doing the crawl.
2. He's cutting her hair.  
He's using scissors.  
She's getting a haircut.
3. She's sleeping.  
She's dreaming.  
She's having a pleasant dream.
4. He's crying.  
He's wiping his tears with his hand.
5. She's kicking a ball.  
She's playing soccer.
6. He's hitting a golf ball.  
He's playing golf.  
He's golfing.  
He's swinging a golf club.
7. She's riding a motorcycle.  
She's wearing a helmet.
8. They're dancing.  
They're smiling.  
They're having a good time.

◇ PRACTICE 15, p. 11.

- |                |                               |
|----------------|-------------------------------|
| 1. is snowing  | 8. is looking ... sees        |
| 2. takes       | 9. sings                      |
| 3. drive       | 10. bite                      |
| 4. am watching | 11. writes                    |
| 5. prefer      | 12. understand                |
| 6. need        | 13. belongs                   |
| 7. are playing | 14. is shining ... is raining |

◇ PRACTICE 16, p. 12.

- |             |             |    |             |
|-------------|-------------|----|-------------|
| 1. A: Are   | B: I am     | OR | I'm not     |
| 2. A: Do    | B: they do  | OR | they don't  |
| 3. A: Do    | B: I do     | OR | I don't     |
| 4. A: Does  | B: she does | OR | she doesn't |
| 5. A: Are   | B: they are | OR | they aren't |
| 6. A: Do    | B: they do  | OR | they don't  |
| 7. A: Is    | B: he is    | OR | he isn't    |
| 8. A: Are   | B: I am     | OR | I'm not     |
| 9. A: Is    | B: it is    | OR | it isn't    |
| 10. A: Does | B: it does  | OR | it doesn't  |

◇ PRACTICE 19, p. 14.

- is ... is blowing ... are falling
- eats ... don't eat ... do you eat
- A: Do you shop    B: don't ... usually shop  
A: are you shopping    B: am trying
- am buying ... buy
- A: Do you read  
B: do ... read ... subscribe ... look
- B: am ... am trying    A: is resting
- A: am I studying ... do I want ... need
- lose ... rest ... grow ... keep ... stay ... don't  
grow ... don't have ... Do trees grow

◇ PRACTICE 23, p. 18.

- |         |            |
|---------|------------|
| 1. of   | 7. with/at |
| 2. to   | 8. of      |
| 3. to   | 9. from    |
| 4. with | 10. to     |
| 5. for  | 11. at     |
| 6. to   | 12. for    |

## Chapter 2: PAST TIME

◇ PRACTICE 1, p. 19.

- walked ... yesterday
- talked ... last
- opened ... yesterday
- went ... last
- met ... last
- Yesterday ... made ... took
- paid ... last
- Yesterday ... fell
- left ... last

◇ PRACTICE 2, p. 20.

- |             |              |
|-------------|--------------|
| 1. started  | 13. sang     |
| 2. went     | 14. explored |
| 3. saw      | 15. asked    |
| 4. stood    | 16. brought  |
| 5. arrived  | 17. broke    |
| 6. won      | 18. ate      |
| 7. had      | 19. watched  |
| 8. made     | 20. built    |
| 9. finished | 21. took     |
| 10. felt    | 22. paid     |
| 11. fell    | 23. left     |
| 12. heard   | 24. wore     |

◇ PRACTICE 3, p. 20.

- A: Did you answer  
B: I did ... I answered  
OR I didn't ... I didn't answer
- A: Did he see  
B: he did ... He saw  
OR he didn't ... He didn't see
- A: Did they watch  
B: they did ... They watched  
OR they didn't ... They didn't watch
- A: Did you understand  
B: I did ... I understood  
OR I didn't ... I didn't understand
- A: Were you  
B: I was ... I was  
OR I wasn't ... I wasn't

◇ PRACTICE 4, p. 21.

- shook
- stayed
- swam
- jumped
- held
- fought
- taught
- froze
- thought
- called
- rode
- sold

◇ PRACTICE 6, p. 22.

Expected answers:

- |                     |                  |
|---------------------|------------------|
| 1. swept            | 12. fought       |
| 2. flew             | 13. hid/put      |
| 3. caught/held/took | 14. shut         |
| 4. taught           | 15. ran          |
| 5. froze            | 16. led          |
| 6. felt             | 17. paid         |
| 7. drew/got/made    | 18. drank/had    |
| 8. heard            | 19. bought/chose |
| 9. fell ... broke   | 20. wore         |
| 10. won             | 21. gave/lent    |
| 11. drove/took      |                  |

◇ PRACTICE 10, p. 26.

END OF VERB	DOUBLE THE CONSONANT?	SIMPLE FORM	-ING	-ED
-e	<b>NO</b>	<i>excite</i>	<b><i>exciting</i></b>	<b><i>excited</i></b>
Two Consonants	<b>NO</b>	<i>exist</i>	<b><i>existing</i></b>	<b><i>existed</i></b>
Two Vowels + One Consonant	<b>NO</b>	<i>shout</i>	<b><i>shouting</i></b>	<b><i>shouted</i></b>
One Vowel + One Consonant	<b>YES</b>	ONE-SYLLABLE VERBS <i>pat</i>	<b><i>patting</i></b>	<b><i>patted</i></b>
	<b>NO</b>	TWO-SYLLABLE VERBS (STRESS ON <b>FIRST</b> SYLLABLE) <i>visit</i>	<b><i>visiting</i></b>	<b><i>visited</i></b>
	<b>YES</b>	TWO-SYLLABLE VERBS (STRESS ON <b>SECOND</b> SYLLABLE) <i>admit</i>	<b><i>admitting</i></b>	<b><i>admitted</i></b>
-y	<b>NO</b>	<i>pray</i> <i>pry</i>	<b><i>praying</i></b> <b><i>prying</i></b>	<b><i>prayed</i></b> <b><i>pried</i></b>
-ie	<b>NO</b>	<i>tie</i>	<b><i>tying</i></b>	<b><i>tie</i></b>

◇ PRACTICE 11, p. 26.

- |                                |                                    |                                 |
|--------------------------------|------------------------------------|---------------------------------|
| 1. wai <u>t</u> ing ... wait   | 7. wai <u>t</u> ing ... wait       | 12. ea <u>t</u> ing ... eat     |
| 2. pa <u>tt</u> ing ... pat    | 8. ge <u>tt</u> ing ... get        | 13. tas <u>t</u> ing ... taste  |
| 3. bi <u>t</u> ing ... bite    | 9. star <u>t</u> ing ... start     | 14. cu <u>tt</u> ... cut        |
| 4. si <u>tt</u> ing ... sit    | 10. permi <u>tt</u> ing ... permit | 15. mee <u>t</u> ing ... meet   |
| 5. wri <u>t</u> ing ... write  | 11. lif <u>t</u> ing ... lift      | 16. visi <u>t</u> ing ... visit |
| 6. figh <u>t</u> ing ... fight |                                    |                                 |

◇ PRACTICE 12, p. 27.

- A: Did you hear  
B: didn't ... didn't hear ... was
- A: Do you hear B: don't ... don't hear
- A: Did you build B: didn't ... built
- A: Is a fish B: it is A: Are they  
B: they are B: don't know
- A: want ... look ... Do you want  
B: have ... bought ... don't need
- offer ... is ... offered ... didn't accept
- took ... found ... didn't know ... isn't ... didn't want ... went ... made ... heated ... seemed ... am not
- likes ... worry ... is ... trust ... graduated (also possible: was graduated) ... went ... didn't travel ... rented ... rode ... was ... worried (also possible: were worried) ... were ... saw ... knew

◇ PRACTICE 13, p. 28.

- |                  |                                 |
|------------------|---------------------------------|
| 1. was standing  | 6. were climbing                |
| 2. was eating    | 7. was beginning                |
| 3. was answering | 8. was counting                 |
| 4. was singing   | 9. was melting                  |
| 5. was walking   | 10. was looking ... was driving |

◇ PRACTICE 15, p. 30.

1. While I was climbing the stairs, the doorbell rang. OR The doorbell rang while I was climbing the stairs.
2. I gave Alan his pay after he finished his chores. OR After Alan finished his chores, I gave him his pay.
3. The firefighters checked the ashes one last time before they went home. OR Before the firefighters went home, they checked the ashes one last time.
4. When Mr. Novak stopped by our table at the restaurant, I introduced him to my wife. OR I introduced Mr. Novak to my wife when he stopped by our table at the restaurant.
5. While the kitten was sitting on the roof, an eagle flew over the house. OR An eagle flew over the house while the kitten was sitting on the roof.
6. My father was listening to a baseball game on the radio while he was watching a basketball game on television. OR While my father was watching a basketball game on television, he was listening to a baseball game on the radio.

◇ PRACTICE 16, p. 30.

1. began (also possible: was beginning) ... were walking
2. was washing ... dropped ... broke
3. hit ... was using
4. was walking ... fell ... hit
5. knew ... were attending ... mentioned ... were ... were staying (also possible: stayed)
6. was looking ... started/was starting ... took ... was taking ... (was) enjoying ... came ... asked ... told ... thanked ... went ... came ... covered ... went

◇ PRACTICE 19, p. 33.

1. used to hate school
2. used to think
3. used to be a secretary
4. used to have a rat
5. used to go bowling
6. used to raise chickens
7. used to have fresh eggs
8. used to crawl under his bed ...  
(used to) put his hands over his ears

◇ PRACTICE 25, p. 38.

1. on
2. at ... in
3. in ... on ... At ... In
4. In ... at ... in
5. in ... at
6. at
7. In ... In ... on ... on
8. in (also possible: during)

◇ PRACTICE 26, p. 39.

1. at ... in
2. for ... in
3. on ... at ... in ... from ... at/with ... at
4. with ... in (also possible: during)
5. on ... of ... on ... in
6. of ... in

### Chapter 3: FUTURE TIME

◇ PRACTICE 1, p. 40.

1. a. arrives  
b. arrived  
c. is going to arrive OR will arrive
2. a. Does ... arrive  
b. Did ... arrive  
c. Is ... going to arrive OR Will ... arrive
3. a. does not (doesn't) arrive  
b. did not (didn't) arrive  
c. is not (isn't) going to arrive OR will not (won't) arrive
4. a. eats  
b. ate  
c. is going to OR will eat
5. a. Do ... eat  
b. Did ... eat  
c. Are ... going to eat OR Will ... eat
6. a. do not (don't) eat  
b. did not (didn't) eat  
c. am not going to eat OR will not (won't) eat

◇ PRACTICE 2, p. 41.

1. B: Do ... get  
A: do ... get  
B: Did ... get  
A: did ... got  
B: Are ... going to get  
A: am ... am going to get
2. B: Do ... study  
A: do ... study  
B: Did ... study  
A: did ... studied  
B: are ... going to study  
A: am ... am going to study

◇ PRACTICE 4, p. 41.

- |                               |   |
|-------------------------------|---|
| 1. A: are you going to do     | B: am going to finish                             |
| 2. A: is Ryan going to be     | B: is going to be                                 |
| 3. A: Are you going to have   | B: am not going to eat                            |
| 4. A: Are you going to finish | B: am going to finish                             |
| 5. A: Are you going to call   | B: am not going to call her ... am going to write |
| 6. A: is Laura going to talk  | B: is going to discuss                            |

◇ PRACTICE 7, p. 43.

- |                           |                            |
|---------------------------|----------------------------|
| 1. A: Will you help       | B: I will OR I won't       |
| 2. A: Will Paul lend      | B: he will OR he won't     |
| 3. A: Will Jane graduate  | B: she will OR she won't   |
| 4. A: Will her parents be | B: they will OR they won't |
| 5. A: Will I benefit      | B: you will OR you won't   |

◇ PRACTICE 8, p. 43.

- |                   |                   |
|-------------------|-------------------|
| 1. probably won't | 5. will probably  |
| 2. will probably  | 6. probably won't |
| 3. will probably  | 7. will probably  |
| 4. probably won't | 8. will probably  |

◇ PRACTICE 11, p. 45.

- |                  |                         |
|------------------|-------------------------|
| 1. I am going to | 5. am going to          |
| 2. will          | 6. will                 |
| 3. am going to   | 7. am going to ... will |
| 4. will          |                         |

◇ PRACTICE 12, p. 46.

- |                  |                        |
|------------------|------------------------|
| 1. I am going to | 6. am going to         |
| 2. will          | 7. A: are ... going to |
| 3. will          | B: am going to         |
| 4. am going to   | 8. will                |
| 5. will          |                        |

◇ PRACTICE 13, p. 46.

1. When I call Mike tomorrow, I'll tell him the good news. OR  
I'll tell Mike the good news when I call him tomorrow.
2. Ann will lock all the doors before she goes to bed. OR  
Before Ann goes to bed, she'll lock all the doors. OR  
(Before she goes to bed, Ann will lock all the doors.)
3. When I am in London, I'm going to visit the Tate Museum. OR  
I'm going to visit the Tate Museum when I am in London.
4. The show will start as soon as the curtain goes up. OR  
As soon as the curtain goes up, the show will start.
5. Nick is going to change the oil in his car after he takes a bath. OR  
After Nick takes a bath, he's going to change the oil in his car. OR  
(After he takes a bath, Nick is going to change the oil in his car.)
6. We'll call you before we drive over to pick you up. OR  
Before we drive over to pick you up, we'll call you.
7. I'll call you when I get an answer from the bank about the loan. OR  
When I get an answer from the bank about the loan, I'll call you.
8. I'll pay my rent as soon as I get my paycheck. OR  
As soon as I get my paycheck, I'll pay my rent.

◇ PRACTICE 14, p. 47.

1. will read ... take
2. will call ... returns
3. won't be ... come
4. go ... will prepare
5. visits ... will take
6. will move ... graduates ... finds

◇ PRACTICE 15, p. 47.

1. is ... won't go
2. get ... will pay
3. will be ... don't go
4. will stop ... tells
5. gets ... will eat ... is ... will be

◇ PRACTICE 17, p. 48.

1. was listening ... (and) (was) doing
2. are going to meet ... (and) (are going to) study
3. will rise ... (and) (will) set
4. was carrying ... (and) (was) climbing  
flew ... (and) sat  
dropped ... (and) spilled
5. is going to meet ... (and) (is going to) go
6. moves ... (and) starts
7. slipped ... (and) fell
8. am getting ... (and) (am) walking
9. arrived ... (and) started  
was ... (and) felt  
was watching ... (and) (was) feeling  
knocked ... (and) asked  
see ... (and) usually spend  
are borrowing ... (and) (are) going  
are going to take ... (and) (are going to) go

◇ PRACTICE 18, p. 49.

1. will retire ... (will) travel OR  
are going to retire ... (are going to) travel
2. close ... think
3. is watching ... (is) studying
4. takes ... buys
5. go ... tell
6. will take ... (will) forget OR  
am going to take ... (am going to) forget
7. will discover ... (will) apologize OR  
is going to discover ... (is going to) apologize
8. saw ... ran ... caught ... knocked ... went ...  
sat ... was waiting ... got ... understood ... put  
... took

◇ PRACTICE 20, p. 51.

1. is traveling (travelling)
2. are arriving
3. am meeting
4. am getting

5. is ... taking
6. am studying
7. am leaving
8. is attending ... am seeing
9. is speaking
10. am spending ... am visiting

◇ PRACTICE 21, p. 52.

Possible answers:

1. Fred is eating/having dinner with Emily on Sunday.
2. He is seeing Dr. Wood at 1:00 p.m. on Monday.
3. He is going to Jean's birthday party at 7:00 p.m. on Tuesday.
4. He is probably eating lunch with Jack on Wednesday.
5. He is meeting Tom's plane on Thursday at 2:00 p.m.
6. He is attending a financial seminar on Friday.
7. He is taking his children to the zoo on Saturday.

◇ PRACTICE 24, p. 53.

1. A: does ... begin/start  
B: begins/starts
2. opens
3. arrives/gets in/lands
4. B: begins/starts  
A: does ... end/finish  
B: ends/finishes
5. A: does ... close  
B: closes
6. begins/starts

◇ PRACTICE 25, p. 54.

1. The chimpanzee is about to eat a banana.
2. Sam is about to leave.
3. The plane is about to land.
4. The woman is about to answer the phone.

◇ PRACTICE 26, p. 54.

1. don't need
2. is planning/plans ... Are you coming/Are you going to come
3. A: do you usually get  
B: take
4. was watching ... became ... stopped ... found
5. A: am going/am going to go  
B: are going/are going to go
6. will probably call/is probably going to call ... go
7. A: is ... are flashing  
B: know ... know ... see  
A: is going ... Are you speeding  
B: am going A: is passing
8. is going to land/will land ... think
9. ride ... was raining ... drove ... arrived ...  
discovered
10. will give
11. are you wearing/are you going to wear ... am planning/plan ... bought ... is ... will show ...  
will get ... (will) bring
12. B: is wearing  
A: didn't lend  
B: will be/is going to be



◇ PRACTICE 27, p. 56.

- (1) made ... did not have ... were not ... 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

◇ PRACTICE 31, p. 60.

- |         |                |
|---------|----------------|
| 1. at   | 6. to ... with |
| 2. at   | 7. for         |
| 3. in   | 8. from        |
| 4. with | 9. about       |
| 5. for  | 10. for        |

◇ PRACTICE 32, p. 60.

- |                 |                        |
|-----------------|------------------------|
| 1. to           | 5. of                  |
| 2. from ... for | 6. from ... for        |
| 3. to ... at    | 7. in ... with         |
| 4. to           | 8. for ... with ... to |

## Chapter 4: NOUNS AND PRONOUNS

◇ PRACTICE 1, p. 61.

1. Chicago has busy streets and highways.
2. Boxes have six sides.
3. Big cities have many problems.
4. Bananas grow in hot, humid areas.
5. Insects don't have noses.
6. Lambs are the offspring of sheep.
7. Libraries keep books on shelves.
8. Parents support their children.
9. Indonesia has several active volcanoes.
10. Baboons are big monkeys. They have large heads and sharp teeth. They eat leaves, roots, insects, and eggs.

◇ PRACTICE 2, p. 61.

- |            |              |               |                 |
|------------|--------------|---------------|-----------------|
| 1. mouse   | 7. branches  | 13. potatoes  | 19. businesses  |
| 2. pockets | 8. friends   | 14. radios    | 20. century     |
| 3. tooth   | 9. duties    | 15. offspring | 21. occurrences |
| 4. tomato  | 10. highways | 16. child     | 22. phenomenon  |
| 5. fish    | 11. thief    | 17. seasons   | 23. sheep       |
| 6. woman   | 12. beliefs  | 18. customs   | 24. loaf        |

◇ PRACTICE 5, p. 63.

1. [Bridges **S**] [cross **V**] [rivers **O**].
2. [A terrible earthquake **S**] [occurred **V**] [in Turkey **PP**].
3. [Airplanes **S**] [fly **V**] [above the clouds **PP**].
4. [Trucks **S**] [carry **V**] [large loads **O**].
5. [Rivers **S**] [flow **V**] [toward the sea **PP**].
6. [Salespeople **S**] [treat **V**] [customers **O**] [with courtesy **PP**].
7. [Bacteria **S**] [can cause **V**] [diseases **O**].
8. [Clouds **S**] [are floating **V**] [across the sky **PP**].
9. [The audience **S**] [in the theater **PP**] [applauded **V**]  
[the performers **O**] [at the end **PP**] [of the show **PP**].
10. [Helmets **S**] [protect **V**] [bicyclists **O**] [from serious injuries **PP**].

◇ PRACTICE 6, p. 63.

- |       |        |        |
|-------|--------|--------|
| 1. v. | 9. n.  | 16. n. |
| 2. n. | 10. v. | 17. n. |
| 3. n. | 11. v. | 18. v. |
| 4. v. | 12. n. | 19. v. |
| 5. v. | 13. v. | 20. n. |
| 6. n. | 14. n. | 21. n. |
| 7. n. | 15. v. | 22. v. |
| 8. v. |        |        |

◇ PRACTICE 8, p. 64.

Expected answers:

- |          |                   |               |
|----------|-------------------|---------------|
| 1. old   | 9. hard/difficult | 17. expensive |
| 2. old   | 10. narrow        | 18. light     |
| 3. hot   | 11. dirty         | 19. light     |
| 4. slow  | 12. full          | 20. private   |
| 5. happy | 13. safe          | 21. right     |
| 6. bad   | 14. quiet         | 22. right     |
| 7. dry   | 15. deep          | 23. strong    |
| 8. hard  | 16. sour          | 24. short     |

◇ PRACTICE 9, p. 65.

- Paul has a **loud** voice.
- Sugar is **sweet**.
- The students took an **easy** test.
- Air is **free**.
- We ate some **delicious** food at a **Mexican** restaurant.
- An encyclopedia contains **important** facts about a **wide** variety of subjects.
- The child was **sick**.
- The **sick** child crawled into his **warm** bed and sipped **hot** tea.

◇ PRACTICE 11, p. 66.

- |                        |                     |
|------------------------|---------------------|
| 1. newspaper articles  | 6. city governments |
| 2. page numbers        | 7. duck ponds       |
| 3. paper money         | 8. shoulder pads    |
| 4. apartment buildings | 9. pocket knives    |
| 5. key chains          | 10. traffic lights  |

◇ PRACTICE 12, p. 66.

- bottles ... caps
- seats
- students ... experiments ... classes
- Houseflies ... pests ... germs
- Computers ... operators
- kinds ... flowers
- reporters ... jobs
- manners
- tickets
- lives ... ways ... years ... lamps ... candles ... houses ... chickens ... fires

◇ PRACTICE 14, p. 68.

- me (*O of vb*)
- I (*S*) ... me (*O of prep*)
- He (*S*) ... it (*O of vb*) ... It (*S*) ... him (*O of vb*)
- me (*O of prep*) ... We (*S*) ... her (*O of vb*) ... she (*S*) ... us (*O of vb*) ... We (*S*) ... her (*O of prep*)
- He (*S*) ... them (*O of vb*) ... them (*O of vb*) ... They (*S*)
- I (*S*) ... him and me (*O of prep*) ... He and I (*S*)

◇ PRACTICE 15, p. 68.

- She = Janet ... it = a green apple
- her = Betsy
- They = Nick and Rob
- they = phone messages
- him = Louie ... He = Louie ... her = Alice ... She = Alice
- She = Jane ... it = letter ... them = Mr. and Mrs. Moore ... They = Mr. and Mrs. Moore ... her = Jane

◇ PRACTICE 16, p. 68.

- It
- He ... them
- They ... her
- it
- it ... it ... him ... he
- they ... them ... they
- them
- it
- it ... It
- them ... They ... They ... them

◇ PRACTICE 17, p. 69.

- me
- He
- him
- he
- her
- She
- me ... He ... us
- her ... They
- I ... They ... us ... it ... We ... them
- them
- me ... him
- she
- I ... him and me

◇ PRACTICE 18, p. 70.

- |               |               |
|---------------|---------------|
| 1. friend's   | 9. person's   |
| 2. friends'   | 10. people's  |
| 3. son's      | 11. teacher's |
| 4. sons'      | 12. teachers' |
| 5. baby's     | 13. man's     |
| 6. babies'    | 14. men's     |
| 7. child's    | 15. earth's   |
| 8. children's |               |

◇ PRACTICE 19, p. 70.

1. A king's chair
2. Kings' chairs
3. Babies' toys
4. a baby's toys
5. the caller's words
6. A receptionist's job ... callers' names
7. yesterday's news ... today's events
8. The pilots' seats
9. the earth's surface
10. Mosquitoes' wings
11. A mosquito's wings
12. A cat's heart ... an elephant's heart
13. the elephants' tricks
14. the animals' bodies
15. an animal's footprints

◇ PRACTICE 22, p. 73.

1. your ... yours
2. her ... hers
3. his ... his
4. your ... yours
5. their ... our ... theirs ... ours

◇ PRACTICE 24, p. 74.

1. myself
2. himself
3. ourselves
4. yourself
5. yourselves
6. herself
7. themselves

◇ PRACTICE 25, p. 74.

1. blamed myself
2. are going to/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

◇ PRACTICE 26, p. 75.

1. me ... him
2. yourselves
3. itself
4. its ... its
5. hers
6. him
7. yourself ... your
8. our ... our
9. ours
10. themselves
11. itself
12. himself

◇ PRACTICE 28, p. 77.

1. The other
2. a. Another
3. b. The other
3. a. Another
- b. Another
- c. Another
- d. another
4. The other
5. Another
6. The other
7. a. Another
- b. the other
8. a. another
- b. another
- c. another
- d. another
- e. another

◇ PRACTICE 29, p.78.

1. The other
2. The others
3. a. Other
- b. Others
- c. Others
- d. Other
4. a. the other
- b. The others
5. a. other
- b. others
6. others
7. other
8. Others
9. Other
10. a. The other
- b. The others

◇ PRACTICE 30, p.79.

1. A
2. C
3. D
4. B
5. E
6. C
7. A
8. D
9. B
10. E

◇ PRACTICE 32, p. 80.

1. Robert Jones
2. (no change)
3. Uncle Joe ... Aunt Sara
4. (no change)
5. Susan W. Miller
6. Prof. Miller's
7. January
8. (no change)
9. Monday
10. Los Angeles
11. California
12. (no change)
13. United States of America
14. (no change)
15. Atlantic Ocean
16. (no change)
17. Market Street ... Washington High School
18. (no change)
19. Hilton Hotel ... Bangkok
20. Japanese ... German

◇ PRACTICE 33, p. 81.

1. for
2. A: to ... about
- B: at ... for
3. to
4. from
5. for
6. A: on
- B: about
7. in
8. of
9. with ... about/on
10. to

◇ PRACTICE 34, p. 82.

- |                |                          |
|----------------|--------------------------|
| 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    |
| 7. from        | C: to                    |
| 8. with        | A: to ... about ... with |
| 9. with        |                          |

**Chapter 5: MODAL AUXILIARIES**

◇ PRACTICE 1, p. 83.

1. must Ø
2. has to
3. should Ø
4. ought to
5. May I Ø
6. can Ø
7. must Ø
8. can't Ø
9. have got to
10. A: Should I Ø  
 B: have to ... could Ø  
 A: ought to ... might Ø ...  
 Would Ø  
 B: should Ø ... can Ø ...  
 will Ø  
 A: must Ø ... can't Ø

◇ PRACTICE 3, p. 84.

- |              |             |
|--------------|-------------|
| 1. zebra     | 6. cow      |
| 2. cat       | 7. horse    |
| 3. Elephants | 8. donkey   |
| 4. Monkeys   | 9. squirrel |
| 5. camels    | 10. ants    |

◇ PRACTICE 6, p. 86.

1. can ... can't
2. may
3. can
4. may ... may not
5. may
6. may
7. can't
8. may
9. might ... might not
10. can ... can't
11. might
12. can ... might ... might not
13. can't ... Can ... might

◇ PRACTICE 7, p. 87.

- |      |      |
|------|------|
| 1. A | 5. B |
| 2. B | 6. A |
| 3. B | 7. B |
| 4. B | 8. A |

◇ PRACTICE 10, p. 88.

- |          |             |
|----------|-------------|
| 1. Can   | 6. A: Could |
| 2. may   | B: May      |
| 3. Would | 7. A: Can   |
| 4. could | B: Will     |
| 5. Can   | 8. Could    |

◇ PRACTICE 12, p. 89.

- |      |       |
|------|-------|
| 1. A | 6. C  |
| 2. C | 7. A  |
| 3. B | 8. C  |
| 4. A | 9. B  |
| 5. B | 10. C |

◇ PRACTICE 14, p. 90.

- |      |      |
|------|------|
| 1. C | 5. B |
| 2. A | 6. A |
| 3. D | 7. D |
| 4. C | 8. C |

◇ PRACTICE 16, p. 91.

- |                  |                   |
|------------------|-------------------|
| 1. must not      | 6. must not       |
| 2. don't have to | 7. don't have to  |
| 3. must not      | 8. must not       |
| 4. don't have to | 9. must not       |
| 5. don't have to | 10. don't have to |

◇ PRACTICE 17, p. 92.

- |                    |                    |
|--------------------|--------------------|
| 1. have to/must    | 5. has to/must     |
| 2. doesn't have to | 6. doesn't have to |
| 3. don't have to   | 7. has to/must     |
| 4. must not        | 8. must not        |

◇ PRACTICE 20, p. 94.

- |             |             |
|-------------|-------------|
| 1. must     | 5. must not |
| 2. must not | 6. must not |
| 3. must     | 7. must     |
| 4. must     |             |

◇ PRACTICE 22, p. 95.

1. Wait
2. Don't wait
3. Read
4. Don't put
5. Come in ... have
6. Don't cross
7. Don't just stand ... Do
8. Call
9. Take ... Go ... Walk ... give
10. Capitalize ... Put ... use

◇ PRACTICE 24, p. 96.

- |                            |  |
|----------------------------|--|
| 1. A: go ... fly<br>B: see | 4. A: take<br>B: take ... save           |
| 2. B: get<br>A: take       | 5. A: stop ... fill up<br>B: pick up/get |
| 3. A: go<br>B: play        | 6. A: go<br>A: call ... see              |

◇ PRACTICE 26, p. 98.

- |   |                         |
|---|-------------------------|
| 1. prefer                                   | 7. would rather         |
| 2. like                                     | 8. would rather         |
| 3. would rather                             | 9. B: prefer<br>A: like |
| 4. prefer                                   | 10. prefer              |
| 5. would rather                             |                         |
| 6. A: prefer<br>B: likes<br>B: would rather |                         |

◇ PRACTICE 28, p. 99.

- |      |       |       |
|------|-------|-------|
| 1. A | 6. C  | 11. C |
| 2. C | 7. B  | 12. A |
| 3. A | 8. C  | 13. B |
| 4. A | 9. B  | 14. C |
| 5. B | 10. A | 15. B |

◇ PRACTICE 32, p. 104.

- |                           |                              |
|---------------------------|------------------------------|
| 1. A: with/to<br>B: about | 7. of<br>8. for              |
| 2. for                    | 9. of (also possible: about) |
| 3. to                     | 10. for                      |
| 4. of                     | 11. of                       |
| 5. A: in<br>B: for        | 12. for<br>13. from          |
| 6. to                     |                              |

## Chapter 6: QUESTIONS

◇ PRACTICE 1, p. 106.

Possible completions:

1. (*Supply your own name.*)
2. What is (What's) your name?
3. Is that your first name? / Is Anna your first name?
4. What's your last name?
5. How do you spell that? / How do you spell your last name?
6. Where are you from? / What country are you from? / What country do you come from?
7. What city? (What city are you from?) / Where in Poland? (Where do you come from in Poland?) / What's your hometown?
8. When did you come to (*name of this city/country/school*)? / When did you arrive here?
9. Why did you come here?
10. What is your major? / What are you going to study? / What are you studying? / What field are you in? / What's your field?
11. How long are you going to stay here? / How long do you plan to stay?
12. Where are you living?
13. Do you live far from / a long way from school? / Is their house far from school?
14. How far is it? / How far is their house from school? / How far away are you?
15. How do you get to school every day?
16. How do you like going to school here? / Do you like it here too?

◇ PRACTICE 2, p. 107.

- |                           |                             |                           |
|---------------------------|-----------------------------|---------------------------|
| 1. A: Do<br>B: I don't    | 5. A: Does<br>B: it does    | 9. A: Is<br>B: it isn't   |
| 2. A: Is<br>B: it is      | 6. A: Are<br>B: they aren't | 10. A: Do<br>B: they do   |
| 3. A: Do<br>B: they don't | 7. A: Do<br>B: they do      | 11. A: Does<br>B: it does |
| 4. A: Are<br>B: I am      | 8. A: Are<br>B: I am        |                           |

◇ PRACTICE 3, p. 108.

helping verb	subject	main verb	rest of sentence
1. Do	you	like	coffee?
2. Does	Tom	like	coffee?
3. Is	Ann	watching	TV?
4. Are	you	having	lunch with Rob?
5. Did	Sara	walk	to school?
6. Was	Ann	taking	a nap?
7. Will	Ted	come	to the meeting?
8. Can	Rita	ride	a bicycle?

form of <i>be</i>	subject	rest of sentence
9. Is	Ann	a good artist?
10. Were	you	at the wedding?

◇ PRACTICE 5, p. 109.

(question word)	helping verb	subject	main verb	rest of sentence
1. Ø	Did	you	hear	the news yesterday?
2. When	did	you	hear	the news?
3. Ø	Is	Eric	reading	today's paper?
4. What	is	Eric	reading	Ø?
5. Ø	Did	you	find	your wallet?
6. Where	did	you	find	your wallet?
7. Why	does	Mr. Li	walk	to work?
8. Ø	Does	Mr. Li	walk	to work?
9. Ø	Will	Ms. Cook	return	to her office at one o'clock?
10. When	will	Ms. Cook	return	to her office?

(question word)	form of <i>be</i>	subject	rest of sentence
11. Ø	Is	the orange juice	in the refrigerator?
12. Where	is	the orange juice	Ø?

◇ PRACTICE 6, p. 110.

- What time/When do the fireworks start
- Why are you waiting
- When does Rachel start
- What time/When do you usually leave
- Why didn't you get
- Where can I buy\*
- What time/When are you leaving
- Where did you study ... Why did you study ... Why didn't you go
- When do you expect
- Where will the spaceship go

\* Also possible: *Where can you buy?* In this case, *you* is used as an impersonal pronoun meaning *someone, anyone, or all people*.

◇ PRACTICE 10, p. 113.

- S**  
1. Who knows?  
**O**  
2. Who(m) did you ask?  
**S**  
3. Who knocked on the door?  
**O**  
4. Who(m) did Sara meet?  
**S**  
5. Who will help us?  
**O**  
6. Who(m) will you ask?  
**O**  
7. Who(m) is Eric talking to on the phone? OR  
    **O**  
    To whom is Eric talking on the phone?  
**S**  
8. Who is knocking on the door?  
**S**  
9. What surprised them?  
**O**  
10. What did Mike learn?  
**S**  
11. What will change Ann's mind?  
**O**  
12. What can Tina talk about? OR  
    **O**  
    About what can Tina talk?

◇ PRACTICE 11, p. 113.

1. Who taught you to play chess?  
2. What did Robert see?  
3. Who got a good look at the bank robber?  
4. Who(m) are you making the toy for? OR  
    For whom are you making the toy?  
5. Who(m) does the calculator belong to? OR  
    To whom does the calculator belong?  
6. What do you have in your pocket?  
    [also possible: What have you (got) in your pocket?]  
7. What did the cat kill?  
8. What killed the cat?  
9. Who(m) did you get a letter from? OR  
    From whom did you get a letter?  
10. Who wrote a note on the envelope?  
11. What makes an apple fall to the ground from a tree?

◇ PRACTICE 12, p. 114.

1. What is Alex doing?  
2. What should I do if someone calls while you're out?  
3. What do astronauts do?  
4. What should I do?  
5. What are you going to do Saturday morning?  
6. What do you do when you get sick?  
7. What can I do to help you?  
8. What did Sara do when she heard the good news?

◇ PRACTICE 16, p. 116.

1. Which  
2. What  
3. Which  
4. What  
5. What ... Which  
6. What  
7. Which  
8. which

◇ PRACTICE 17, p. 117.

1. Who  
2. Whose  
3. Whose  
4. Who  
5. Who  
6. Whose  
7. Whose  
8. Who

◇ PRACTICE 19, p. 118.

1. hot ... hot  
2. soon  
3. expensive  
    (also common: how much)  
4. busy ... busy  
5. serious ... serious  
6. well ... well  
7. fresh ... fresh ... fresh  
8. safe

◇ PRACTICE 20, p. 119.

1. far  
2. long  
3. far  
4. far  
5. long  
6. far  
7. long  
8. long  
9. far  
10. long

◇ PRACTICE 21, p. 119.

- |          |           |
|----------|-----------|
| 1. often | 10. many  |
| 2. long  | 11. long  |
| 3. many  | 12. often |
| 4. far   | 13. far   |
| 5. many  | 14. many  |
| 6. many  | 15. often |
| 7. long  | 16. far   |
| 8. many  | 17. long  |
| 9. often |           |

◇ PRACTICE 23, p. 121.

1. When are you going to buy a new bicycle?
2. How are you going to pay for it?
3. How long (How many years) did you have your old bike?
4. How often (How many times a week) do you ride your bike?
5. How do you (usually) get to work?
6. Are you going to ride your bike to work tomorrow?
7. Why didn't you ride your bike to work today?
8. When did Jason get his new bike?
9. Who broke Jason's new bike?
10. What (Whose bike) did Billy break?
11. What (Whose bike) is broken?
12. How did Billy break Jason's bike?
13. Does your bike have a comfortable seat?  
[also possible: Has your bike (got) a comfortable seat?]
14. What kind of bicycle do you have?  
[also possible: What kind of bike have you (got)?]
15. Which bicycle is yours, the red one or the blue one?
16. Where do you keep your bicycle at night?
17. Who(m) does that bike belong to? OR  
To whom does that bike belong?
18. Whose bike did you borrow?
19. Where is Rita?
20. What is she doing?
21. How far did Rita ride her bike yesterday?
22. How do you spell "bicycle?"

◇ PRACTICE 28, p. 125.

- |              |              |
|--------------|--------------|
| 1. a. don't  | 3. a. aren't |
| b. doesn't   | b. is        |
| c. don't     | c. is        |
| d. doesn't   | d. weren't   |
| e. isn't     | e. was       |
| f. aren't    | 4. a. can't  |
| g. does      | b. will      |
| h. is        | c. shouldn't |
| 2. a. didn't | d. wouldn't  |
| b. did       | e. do        |
| c. were      | f. didn't    |
| d. wasn't    |              |

◇ PRACTICE 29, p. 126.

- |                  |                  |
|------------------|------------------|
| 1. wasn't he     | 10. won't she    |
| 2. can't they    | 11. doesn't he   |
| 3. don't they    | 12. did you      |
| 4. is he         | 13. is it        |
| 5. wouldn't you  | 14. do I         |
| 6. aren't they   | 15. is it        |
| 7. isn't it      | 16. weren't they |
| 8. can it        | 17. will she     |
| 9. shouldn't you | 18. doesn't it   |

◇ PRACTICE 32, p. 127.

- |          |                    |
|----------|--------------------|
| 1. about | 7. about/of        |
| 2. with  | 8. for             |
| 3. to    | 9. about ... about |
| 4. at    | 10. from           |
| 5. to    |                    |
| 6. A: to |                    |
| B: for   |                    |

**Chapter 7: THE PRESENT PERFECT AND THE PAST PERFECT**

◇ PRACTICE 1, p. 128.

1. A: Have you ever eaten  
B: have ... have eaten OR  
haven't ... have never eaten
2. A: Have you ever talked  
B: have ... have talked OR  
haven't ... have never talked
3. A: Has Erica ever rented  
B: has ... has rented OR  
hasn't ... has never rented
4. A: Have you ever seen  
B: have ... have seen OR  
haven't ... have never seen
5. A: Has Joe ever caught  
B: has ... has caught OR  
hasn't ... has never caught
6. A: Have you ever had  
B: have ... have had OR  
haven't ... have never had

◇ PRACTICE 2, p. 129.

1. have used
2. has risen
3. have never played
4. have won
5. hasn't spoken
6. hasn't eaten
7. has given
8. haven't saved
9. Have you ever slept
10. have never worn
11. has improved
12. have looked

◇ PRACTICE 3, p. 129.

1. have already called ... called
2. have already begun ... began
3. have already eaten ... ate
4. have already bought ... bought
5. has already left ... left
6. have already locked ... locked



◇ PRACTICE 4, p. 130.

1. began ... have begun
2. bent ... have bent
3. broadcast ... has broadcast
4. caught ... have caught
5. came ... have come
6. cut ... have cut
7. dug ... have dug
8. drew ... has drawn
9. fed ... have fed
10. fought ... have fought
11. forgot ... have forgotten
12. hid ... have hidden
13. hit ... has hit
14. held ... has held
15. kept ... have kept
16. led ... has led
17. lost ... has lost
18. met ... have met
19. rode ... have ridden
20. rang ... has rung
21. saw ... have seen
22. stole ... has stolen
23. stuck ... have stuck
24. swept ... have swept
25. took ... have taken
26. upset ... have upset
27. withdrew ... have withdrawn
28. wrote ... have written

◇ PRACTICE 6, p. 134.

- |          |           |
|----------|-----------|
| 1. since | 8. for    |
| 2. for   | 9. since  |
| 3. since | 10. for   |
| 4. for   | 11. since |
| 5. for   | 12. for   |
| 6. since | 13. since |
| 7. since | 14. for   |

◇ PRACTICE 7, p. 135.

1. have known ... were
2. has changed ... started
3. was ... have been
4. haven't slept ... left
5. met ... hasn't been
6. has had ... bought
7. A: have you eaten ... got up  
B: have eaten
8. had ... was ... left ... have taken ... have had ... have learned

◇ PRACTICE 10, p. 136.

1. A: has Eric been studying  
B: has been studying ... two hours
2. A: has Kathy been working at the computer  
B: has been working ... two o'clock
3. A: has it been raining  
B: has been raining ... two days

4. A: has Liz been reading  
B: has been reading ... half an hour/thirty minutes
5. A: has Boris been studying English  
B: has been studying English ... 1990
6. A: has Nicole been working at the Silk Road Clothing Store  
B: has been working at the Silk Road Clothing Store ... three months.
7. A: has Ms. Rice been teaching at this school  
B: has been teaching at this school ... September 1992
8. A: has Mr. Fisher been driving a Chevy  
B: has been driving a Chevy ... twelve years
9. A: has Mrs. Taylor been waiting to see her doctor  
B: has been waiting to see her doctor ... an hour and a half
10. A: have Ted and Erica been playing tennis  
B: have been playing tennis ... two o'clock

◇ PRACTICE 11, p. 137.

1. B
2. B
3. A
4. B
5. A
6. A
7. B
8. A

◇ PRACTICE 15, p. 140.

PART I:

- |             |          |         |
|-------------|----------|---------|
| 1. Ø        | is       | always  |
| 2. always   | finishes | Ø       |
| 3. always   | finished | Ø       |
| 4. Ø        | will     | always  |
| 5. Ø        | has      | always  |
| 6. always   | helped   | Ø       |
| 7. Ø        | are      | always  |
| 8. always   | help     | Ø       |
| 9. Ø        | have     | always  |
| 10. Ø       | can      | always  |
| 11. Ø       | are      | usually |
| 12. usually | help     | Ø       |
| 13. Ø       | have     | usually |
| 14. Ø       | can      | usually |

PART II:

- |          |   |          |         |
|----------|---|----------|---------|
| 15. Do   | Ø | you      | usually |
| 16. Is   | Ø | Mike     | usually |
| 17. Did  | Ø | your mom | usually |
| 18. Were | Ø | you      | usually |
| 19. Can  | Ø | students | usually |
| 20. Do   | Ø | you      | ever    |
| 21. Is   | Ø | Mike     | ever    |
| 22. Did  | Ø | your mom | ever    |
| 23. Were | Ø | you      | ever    |
| 24. Can  | Ø | students | ever    |

PART III:

- |              |         |        |
|--------------|---------|--------|
| 25. probably | won't   | Ø      |
| 26. probably | isn't   | Ø      |
| 27. probably | doesn't | Ø      |
| 28. probably | hasn't  | Ø      |
| 29. Ø        | won't   | ever   |
| 30. Ø        | isn't   | ever   |
| 31. Ø        | doesn't | always |
| 32. Ø        | hasn't  | always |

◇ PRACTICE 17, p. 142.

1. B
2. D
3. A
4. D
5. C

◇ PRACTICE 19, p. 143.

- |           |           |
|-----------|-----------|
| 1. a. 1st | 5. a. 1st |
| b. 2nd    | b. 2nd    |
| 2. a. 2nd | 6. a. 2nd |
| b. 1st    | b. 1st    |
| 3. a. 1st | 7. a. 1st |
| b. 2nd    | b. 2nd    |
| 4. a. 2nd | 8. a. 2nd |
| b. 1st    | b. 1st    |

◇ PRACTICE 20, p. 145.

1. has already left
2. had already left
3. have already slept
4. had already slept
5. have already met
6. had already met
7. have already seen
8. had already seen
9. have made
10. had made

◇ PRACTICE 21, p. 145.

- |      |      |
|------|------|
| 1. B | 5. B |
| 2. A | 6. A |
| 3. A | 7. B |
| 4. B | 8. B |

◇ PRACTICE 22, p. 146.

1. was sleeping
2. have never been
3. had already heard
4. was still snowing
5. had passed
6. were making
7. Hasn't he come
8. had never been
9. was wearing ... had never worn ...  
hasn't worn

◇ PRACTICE 23, p. 147.

- |      |       |
|------|-------|
| 1. A | 6. B  |
| 2. C | 7. D  |
| 3. B | 8. C  |
| 4. D | 9. D  |
| 5. A | 10. B |

◇ PRACTICE 25, p. 148.

1. (up)on
2. from
3. of
4. (up)on
5. to
6. to ... for ... for ... (up)on
7. for
8. to/with
9. of
10. for

## Chapter 8: COUNT/NONCOUNT NOUNS AND ARTICLES

◇ PRACTICE 1, p. 149.

1.        / furniture → noncount
2.   one   table → count
3.   one   ring → count
4.        / jewelry → noncount
5.        / homework → noncount
6.   one   assignment → count
7.   one   job → count
8.        / work → noncount
9.   one   question → count
10.        / information → noncount
11.   one   new word → count
12.        / new vocabulary → noncount

◇ PRACTICE 2, p. 149.

1.   some   furniture
2.   a   table
3.   a   ring
4.   some   jewelry
5.   some   homework
6.   an   assignment
7.   a   job
8.   some   work
9.   a   question
10.   some   information
11.   a   new word
12.   some   new vocabulary

◇ PRACTICE 3, p. 150.

1. furniture /
2. table s
3. ring s
4. jewelry /
5. homework /
6. assignment s
7. job s
8. work /
9. question s
10. information /
11. word s
12. vocabulary /

◇ PRACTICE 4, p. 150.

1. (no change)
2. **two** tables
3. **two** rings
4. (no change)
5. (no change)
6. **two** assignments
7. **two** jobs
8. (no change)
9. **two** questions
10. (no change)
11. **two** new words
12. (no change)

◇ PRACTICE 5, p. 151.

1. **a lot of** furniture
2. **a lot of** tables
3. **a lot of** rings
4. **a lot of** jewelry
5. **a lot of** homework
6. **a lot of** assignments
7. **a lot of** jobs
8. **a lot of** work
9. **a lot of** questions
10. **a lot of** information
11. **a lot of** new words
12. **a lot of** new vocabulary

◇ PRACTICE 6, p. 151.

1. much furniture
2. many tables
3. many rings
4. much jewelry
5. much homework
6. many assignments
7. many jobs
8. much work
9. many questions
10. much information
11. many words
12. much new vocabulary

◇ PRACTICE 7, p. 152.

1. a little furniture
2. a few tables
3. a few rings
4. a little jewelry
5. a little homework
6. a few assignments
7. a few jobs
8. a little work
9. a few questions
10. a little information
11. a few new words
12. a little new vocabulary

◇ PRACTICE 8, p. 152.

1. a game
2. a rock
3. a store
4. an army
5. an egg
6. an island
7. an ocean
8. an umbrella
9. a university
10. a horse
11. an hour
12. a star
13. an eye
14. a new car
15. an old car
16. a used car
17. an uncle
18. a house
19. an honest mistake
20. a hospital
21. a hand
22. an aunt
23. an ant
24. a neighbor

◇ PRACTICE 9, p. 153.

1. a letter
2. some mail
3. some equipment
4. a tool
5. some food
6. an apple

7. some clothing
8. an old shirt
9. some advice
10. a suggestion
11. an interesting story
12. some interesting news
13. a poem
14. some poetry
15. a song
16. some Indian music
17. a new idiom
18. some new slang

◇ PRACTICE 10, p. 153.

1. grammar /
2. noun s
3. language s
4. English /
5. makeup /
6. scenery /
7. mountain s
8. traffic /
9. automobile s
10. sand /
11. dust /
12. beach es
13. slang /
14. mistake s
15. information /
16. fact s
17. game s
18. weather /
19. thunder /
20. water /
21. parent s . . . health /
22. circle / . . . degree s
23. Professor s . . . knowledge /
24. family / . . . luck /
25. neighbor s . . . help /
26. factor ies . . . pollution /
27. pride / . . . children /
28. people / . . . intelligence /

◇ PRACTICE 13, p. 155.

1. many letter s are
2. much mail /
3. many men have
4. many families are
5. many word s are
6. many sentence s are
7. much chalk / is
8. much English /
9. much English literature /
10. many English word s
11. much gasoline / (much petrol /)
12. much homework /
13. many grandchild ren
14. many page s are
15. many libraries \* are
16. many bone s are
17. many teeth /
18. much water /
19. many cup s
20. much tea /
21. many glass es
22. much fun /
23. much education /
24. much soap /
25. many island s are
26. many people / were
27. many human being s are
28. many people /
29. many zero es OR zero s are
30. many butterflies \*

◇ PRACTICE 14, p. 156.

1. a little music /
2. a few song s
3. a little help /
4. a little English /
5. a few more apple s
6. a little honey /
7. a little advice /
8. a few suggestion s
9. a few question s
10. a few people /
11. a few more minute s
12. a little light /
13. a little homework /

\*The -y is changed to -i and then -es is added. Example: *baby* → *babies*. (See Chart 4-1.)

◇ PRACTICE 15, p. 157.

1. How many children do the Millers have?
2. How much money does Jake make?
3. How many players are there on a soccer team?
4. How much homework do you have tonight?
5. How many feet are there in a mile?
6. How many meters/metres are there in a kilometer/kilometre?
7. How many suitcases did you take on the plane to Florida?
8. How much suntan oil did you take with you?
9. How many pairs of sandals did you take?
10. How much toothpaste/How many tubes of toothpaste did you take?
11. How long did the flight take?
12. How many times have you been in Florida?
13. How many apples are there in the two baskets?
14. How much fruit is there in the two baskets?

◇ PRACTICE 16, p. 158.

Expected answers. Others may be possible.

PART I:

1. can/jar
2. box
3. bottle
4. jar
5. can
6. box
7. can
8. bag/box
9. bottle
10. can/bag
11. can/bag
12. bag
13. bottle/can
14. can

PART II:

15. cup/glass
16. bowl
17. slice/piece
18. slice/piece
19. slice/piece
20. glass
21. bowl/cup
22. piece
23. glass
24. bowl/cup
25. glass/cup
26. bowl
27. slice/piece
28. bowl/cup
29. bowl

◇ PRACTICE 20, p. 160.

1. D
2. G
3. F
4. B
5. E
6. C
7. A

◇ PRACTICE 22, p. 161.

1. **A** bird ... Birds have feathers.
2.  $\emptyset$  Corn ... (*none possible*)
3.  $\emptyset$  Milk ... (*none possible*)
4. **A** flower ... Flowers are beautiful.
5.  $\emptyset$  Water ... (*none possible*)
6. **A** horse ... Horses are strong.
7.  $\emptyset$  Jewelry ... (*none possible*)
8.  $\emptyset$  Honey ... (*none possible*)
9. **A** shirt ... Shirts have sleeves.
10.  $\emptyset$  Soap ... (*none possible*)

◇ PRACTICE 23, p. 161.

1. **a** bird ... I saw some birds.
2. **some** corn ... (*none possible*)
3. **some** milk ... (*none possible*)
4. **a** flower ... I picked some flowers.
5. **some** water ... (*none possible*)
6. **a** horse ... I fed grass to some horses.
7. **some** jewelry ... (*none possible*)
8. **some** honey ... (*none possible*)
9. **a** new shirt ... Tom bought some new shirts.
10. **some** soap ... (*none possible*)

◇ PRACTICE 24, p. 161.

1. **a** dog
2. **the** dog
3. **the** radio
4. **a** radio ... **a** tape player
5. **a** desk, **a** bed, **a** chest of drawers
6. **the** desk ... **the** top drawer
7. **the** basement
8. **a** basement
9. **a** subject and **a** verb
10. **the** subject ... **the** verb
11. **a** meeting
12. **the** meeting
13. **a** long distance ... **a** telephone
14. **The** distance ... **the** sun ... **the** earth
15. **the** telephone
16. **a** question
17. **the** problem
18. **a** poem
19. **the** lecture ... **The** speaker ... **an** interesting talk
20. **a** cup ... **the** cafe ... **the** corner

◇ PRACTICE 25, p. 163.

1. Ø Dogs
2. **the** dogs
3. Ø Fruit
4. **The** fruit
5. Ø Children
6. **the** children
7. Ø Paper ... Ø trees
8. **The** paper
9. **the** potatoes
10. Ø Potatoes ... Ø vegetables
11. Ø Nurses
12. **the** nurses
13. Ø Frogs ... Ø small animals ... Ø tails ...  
Ø turtles ... Ø tails ... Ø hard shells
14. **The** frogs ... **The** turtles
15. Ø books ... Ø textbooks ... Ø workbooks ...  
Ø dictionaries ... Ø encyclopedias ...  
Ø entertainment ... Ø novels ... Ø poetry
16. **The** books
17. Ø plants ... Ø fruit ... Ø vegetables ... Ø plants  
... Ø meat ... Ø plants
18. **The** plants
19. **An** engineer ... Ø engineers ... Ø bridges ...  
Ø rivers ... Ø valleys ... Ø highways ... Ø  
railroad tracks ... Ø other places
20. **the** bridges

◇ PRACTICE 26, p. 164.

1. a banana ... an apple ... **the** banana ... **the** apple
2. **some** bananas ... **some** apples ... **the** bananas ...  
**the** apples
3. **some** coffee ... **some** milk ... **The** coffee ... **The**  
milk
4. a desk ... a bed ... **The** desk ... **The** bed
5. a pen ... **some** paper ... **the** pen ... **the** paper
6. a bag ... **some** sugar ... **some** cookies ... **The**  
sugar ... **the** flour ... **the** flour ... **some** little  
bugs ... **the** little bugs ... a new bag ... **The** new  
bag
7. **some** birds ... a tree ... a cat ... **the** tree ... **The**  
birds ... **the** cat ... **the** cat ... **the** birds
8. Once upon a time, a princess fell in love  
with a prince. The princess wanted to  
marry the prince, who lived in a distant  
land. She summoned a messenger to take  
some things to the prince to show him her  
love. The messenger took the jewels  
and a robe made of yellow and red silk to  
the prince. The princess anxiously  
awaited the messenger's return. She hoped  
that the prince would send her some  
tokens of his love. But when the messenger  
returned, he brought back the jewels and

the beautiful silk robe that the princess  
had sent. Why? Why? she wondered. Then  
the messenger told her: The prince  
already had a wife.

◇ PRACTICE 28, p. 166.

1. **An** egg ... **the** egg
2. Ø Eggs
3. a scientific fact ... Ø steam ... Ø water
4. **the** tape player ... **the** shelves ... **the** batteries
5. Ø Chalk ... a necessity
6. **the** plumber ... **The** sink ... **the** water supply ...  
**the** house ... **the** leak
7. Ø Water ... **the** water ... **The** pollution
8. a taxi
9. **the** car ... a minute ... **the** kids ... **the** car ... a  
minute
10. Ø Newspapers ... an important source ...  
Ø information
11. **The** sun ... a star ... **the** sun ... Ø heat ...  
Ø light ... Ø energy
12. Ø Ducks
13. **the** letter ... **A** strong wind ... **the** floor ... **the**  
dog ... **the** scraps ... **the** wastebasket
14. **An** efficient transportation system ... an essential  
part
15. **the** alarm ... **the** door ... **the** stove ... **the**  
windows ... **the** lights
16. an exceptionally talented person
17. Ø Money ... Ø trees
18. Ø sick people ... **A** farmer ... Ø crops ... **An**  
architect ... Ø buildings ... **An** artist ... Ø new  
ways ... **the** world ... Ø life
19. Ø Earthquakes ... Ø relatively rare events
20. an earthquake ... **the** earthquake ... **The** ground

◇ PRACTICE 30, p. 170.

1. one
2. it
3. one
4. it ... it
5. it
6. one
7. one
8. it
9. one
10. it

◇ PRACTICE 32, p. 171.

1. it
2. some
3. some
4. it
5. them
6. some
7. any
8. it

◇ PRACTICE 34, p. 173.

1. from
2. about ... for
3. to ... about
4. to ... from ... into ... by
5. for
6. on
7. about/of ... with
8. from ... to
9. about ... from

◇ PRACTICE 35, p. 174.

1. for
2. in
3. In ... to
4. for
5. with
6. at
7. of
8. to
9. at
10. in ... on
11. of
12. to
13. to
14. from ... of
15. for
16. about/of ... at
17. of ... for ... (up)on ... for ... In
18. for ... to
19. A: about ... about ... with/at  
B: from ... in ... to ... for
20. of ... on

## Chapter 9: CONNECTING IDEAS

### ◇ PRACTICE 1, p. 175.

1. The farmer has a <sup>NOUN</sup> cow, a <sup>NOUN</sup> goat, and a black <sup>NOUN</sup> horse.
2. Danny is a <sup>ADJ</sup> bright and <sup>ADJ</sup> happy child.
3. I <sup>VERB</sup> picked up the telephone and <sup>VERB</sup> dialed Steve's number.
4. The cook <sup>VERB</sup> washed the vegetables and <sup>VERB</sup> put them in boiling water.
5. My feet were <sup>ADJ</sup> cold and <sup>ADJ</sup> wet.
6. Sara is <sup>ADJ</sup> responsible, <sup>ADJ</sup> considerate, and <sup>ADJ</sup> trustworthy.
7. The three largest land animals are the <sup>NOUN</sup> elephant, the <sup>NOUN</sup> rhinoceros, and the <sup>NOUN</sup> hippopotamus.
8. A hippopotamus <sup>VERB</sup> rests in water during the day and <sup>VERB</sup> feeds on land at night.

### ◇ PRACTICE 2, p. 176.

1. Rivers, streams, lakes, and oceans are all bodies of water.
2. My oldest brother, my neighbor, and I went shopping yesterday.
3. Ms. Parker is intelligent, friendly, and kind.
4. Did you bring copies of the annual report for Sue, Dan, Joe, and Mary?
5. In the early 1600s, the Chinese made wallpaper by painting birds, flowers, and landscapes on large sheets of rice paper.
6. Can you watch television, listen to the radio, and read the newspaper at the same time?
7. Lawyers, doctors, teachers, and accountants all have some form of continuing education throughout their careers.
8. Gold is beautiful, workable, indestructible, and rare.
9. My mother, father, grandfather, and sisters welcomed my brother and me home.
10. My husband imitates sounds for our children. He moos like a cow, roars like a lion, and barks like a dog.

### ◇ PRACTICE 4, p. 177.

1. <sup>S V</sup> Birds fly, and <sup>S V</sup> fish swim.
2. <sup>S V</sup> Birds fly. <sup>S V</sup> Fish swim.
3. <sup>S V</sup> Dogs bark. <sup>S V</sup> Lions roar.
4. <sup>S V</sup> Dogs bark, and <sup>S V</sup> lions roar.
5. <sup>S V</sup> A week has seven days. <sup>S V</sup> A year has 365 days.
6. <sup>S V</sup> A week has seven days, and <sup>S V</sup> a year has 365 days.
7. <sup>S V</sup> Bill raised his hand, and <sup>S V</sup> the teacher pointed at him.
8. <sup>S V</sup> Bill raised his hand. <sup>S V</sup> The teacher pointed at him.

### ◇ PRACTICE 5, p. 177.

1. I talked to Amy for a long time, but she didn't listen.
2. (no change)
3. I talked to Bob for a long time, and he listened carefully to every word.
4. (no change)
5. (no change)
6. Please call Jane, Ted, or Anna.
7. Please call Jane, Ted, and Anna.
8. I waved at my friend, but she didn't see me.
9. I waved at my friend, and she waved back.
10. (no change)
11. (no change)
12. My test was short and easy, but Ali's test was hard.

### ◇ PRACTICE 6, p. 178.

1. so
2. and
3. but
4. or
5. and
6. so
7. but
8. or



◇ PRACTICE 7, p. 178.

1. (no change)
2. I washed the dishes, and my son dried them.
3. I called their house, but no one answered the phone.
4. (no change)
5. I bought some apples, peaches, and bananas.
6. I was hungry, so I ate an apple.
7. (no change)
8. (no change)
9. My daughter is affectionate, shy, independent, and smart.
10. It started to rain, so we went inside and watched television.

◇ PRACTICE 8, p. 179.

1. Gina wants a job as an air traffic controller. Every air traffic controller worldwide uses English, so it is important for her to be fluent in the language.
2. (no change)
3. Mozart was a great composer, but he had a short and difficult life. During the last part of his life, he was penniless, sick, and unable to find work, but he wrote music of lasting beauty and joy.
4. Nothing in nature stays the same forever. Today's land, sea, climate, plants, and animals are all part of a relentless process of change continuing through millions of years.
5. (no change)
6. According to one researcher, 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.*

◇ PRACTICE 9, p. 179.

1. There are over 100,000 kinds of flies. They live throughout the world.
2. I like to get mail from my friends and family. It is important to me.
3. We are all connected by our humanity. We need to help each other. We can all live in peace.
4. There was a bad flood in Hong Kong. The streets became raging streams. Luckily no one died in the flood.
5. People have used needles since prehistoric times. The first buttons appeared more than two thousand years ago. Zippers are a relatively recent invention. The zipper was invented in 1890.

◇ PRACTICE 12, p. 182.

- | Part I:     | Part II:   |
|-------------|------------|
| 1. don't    | 11. do     |
| 2. is       | 12. are    |
| 3. won't    | 13. isn't  |
| 4. don't    | 14. didn't |
| 5. does     | 15. does   |
| 6. aren't   | 16. won't  |
| 7. can      | 17. is     |
| 8. hasn't   | 18. can't  |
| 9. is       |            |
| 10. doesn't |            |

◇ PRACTICE 13, p. 183.

1. does
2. don't
3. can't
4. don't
5. can't
6. is
7. does
8. did
9. is
10. isn't

◇ PRACTICE 14, p. 183.

- | Part I:             | Part II:         |
|---------------------|------------------|
| 1. are too          | 15. so is        |
| 2. can't either     | 16. neither do   |
| 3. do too           | 17. neither did  |
| 4. does too         | 18. so are       |
| 5. doesn't either   | 19. so do        |
| 6. isn't either     | 20. neither do   |
| 7. is too           | 21. so is        |
| 8. wasn't either    | 22. neither is   |
| 9. didn't either    | 23. so does      |
| 10. couldn't either | 24. so is        |
| 11. did too         | 25. neither have |
| 12. can't either    | 26. so did       |
| 13. does too        | 27. neither did  |
| 14. would too       | 28. neither can  |

◇ PRACTICE 17, p. 186.

1. Johnny was late for work **S** because **V** [he] [missed] the bus.

2. I closed the door **S** because [the room] **V** [was] cold.

3. **S** Because [I] **V** [lost] my umbrella, I got wet on the way home.

4. Joe didn't bring his book to class **S** because [he]

**V** [couldn't find] it.

◇ PRACTICE 18, p. 186.

1. I opened the window because the room was hot. **We** felt more comfortable then.
2. *(no change)*
3. Because his coffee was cold, Jack didn't finish it. **He** left it on the table and walked away.
4. **Annie** is very young. **Because** she is afraid of the dark, she likes to have a light on in her bedroom at night.
5. *(no change)*
6. Marilyn has a cold. **Because** she's not feeling well today, she's not going to go to her office.

◇ PRACTICE 20, p. 187.

Part I:

1. Jack never showed up for work on time, so he lost his job.
2. I was sleepy, so I took a nap.
3. The room was hot, so I opened the window.
4. It was raining, so I stayed indoors.

Part II:

5. Because Jason was hungry, he ate. OR: Jason ate because he was hungry.
6. Because I was tired, I went to bed.
7. **We** can't go swimming because the water in the river is polluted.
8. I was late for my job interview because my watch is broken.

◇ PRACTICE 22, p. 188.

- |      |       |
|------|-------|
| 1. B | 7. B  |
| 2. A | 8. B  |
| 3. A | 9. A  |
| 4. B | 10. A |
| 5. A | 11. B |
| 6. A | 12. A |

◇ PRACTICE 23, p. 189.

1. C
2. C
3. C
4. B
5. C

◇ PRACTICE 24, p. 189.

1. C
2. A
3. A
4. B
5. C

◇ PRACTICE 27, p. 192.

1. separable
2. nonseparable
3. separable
4. nonseparable
5. separable
6. nonseparable
7. separable
8. separable

◇ PRACTICE 28, p. 193.

- |         |                    |
|---------|--------------------|
| 1. out  | 7. up              |
| 2. on   | 8. on              |
| 3. up   | 9. up              |
| 4. over | 10. up             |
| 5. in   | 11. down . . . off |
| 6. up   |                    |

◇ PRACTICE 29, p. 193.

1. on
2. up
3. down . . . up
4. off
5. B: on     A: off
6. away
7. A: down     B: up
8. out . . . out
9. A: up     B: off

◇ PRACTICE 30, p. 195.

1. over it — NONSEP
2. it up — SEP
3. it off — SEP
4. them down — SEP
5. into him — NONSEP
6. it out — SEP
7. them off — SEP
8. on her — NONSEP
9. them off — SEP
10. it away — SEP

◇ PRACTICE 31, p. 195.

1. over it
2. them off
3. it up . . . it down
4. them away
5. it on
6. into him
7. up . . . them down . . . into
8. B: it away . . . on me     A: it up
9. off . . . on

## Chapter 10: GERUNDS AND INFINITIVES

◇ PRACTICE 1, p. 197.

1. (INF) Ann promised to wait for me.
2. (GER) I kept walking even though I was tired.
3. (INF) Alex offered to help me.
4. (GER) Karen finished writing a letter and went to bed.
5. (INF) Don't forget to call me tomorrow.
6. (GER) David was afraid of falling and hurting himself.
7. (GER) Working in a coal mine is a dangerous job.
8. (INF) It is easy to grow vegetables.

◇ PRACTICE 3, p. 198.

1. went dancing
2. is going to go hiking
3. went shopping
4. go swimming
5. goes fishing
6. go sightseeing
7. go camping
8. go sailing/boating
9. go skiing
10. went skydiving

◇ PRACTICE 4, p. 199.

- |       |       |
|-------|-------|
| 1. B  | 13. B |
| 2. A  | 14. B |
| 3. B  | 15. A |
| 4. B  | 16. B |
| 5. A  | 17. B |
| 6. B  | 18. B |
| 7. B  | 19. A |
| 8. B  | 20. B |
| 9. A  | 21. B |
| 10. A | 22. B |
| 11. A | 23. B |
| 12. B | 24. A |

◇ PRACTICE 5, p. 200.

- |          |         |
|----------|---------|
| 1. B     | 5. A, B |
| 2. A, B  | 6. A, B |
| 3. A, B  | 7. A, B |
| 4. B     | 8. B    |
| 9. A     |         |
| 10. A, B |         |
| 11. A, B |         |
| 12. A, B |         |
| 13. B    |         |
| 14. B    |         |

◇ PRACTICE 8, p. 203.

1. Not yet. But I'm going to ~~pay the electric bill~~.
2. I didn't want to ~~go to class this morning~~.
3. No, but I ought to ~~call my mother~~.
4. No, I haven't, but I intend to ~~take my vacation~~.

◇ PRACTICE 10, p. 204.

- |                    |                    |
|--------------------|--------------------|
| 1. in telling      | 14. for lying      |
| 2. of having to be | 15. on paying      |
| 3. of drowning     | 16. of jogging     |
| 4. about meeting   | 17. for causing    |
| 5. for helping     | 18. at remembering |
| 6. in going        | 19. about quitting |
| 7. in solving      | 20. from doing     |
| 8. about visiting  | 21. into forgiving |
| 9. of chewing      | 22. on eating      |
| 10. about pleasing | 23. for spilling   |
| 11. on reading     | 24. of failing     |
| 12. to taking      | 25. of losing      |
| 13. like telling   |                    |

◇ PRACTICE 12, p. 206.

1. by holding
2. by reading
3. by telling
4. by watching
5. by running
6. by staying . . . taking
7. by treating

◇ PRACTICE 14, p. 208.

1. with a broom
2. with a needle and thread
3. with a saw
4. with a thermometer
5. with a spoon
6. with a key
7. with a shovel
8. with a hammer
9. with a knife
10. with a pair of scissors

◇ PRACTICE 15, p. 208.

- |         |          |
|---------|----------|
| 1. with | 9. with  |
| 2. by   | 10. with |
| 3. with | 11. by   |
| 4. by   | 12. with |
| 5. by   | 13. by   |
| 6. with | 14. with |
| 7. by   | 15. with |
| 8. by   | 16. with |

◇ PRACTICE 16, p. 209.

- |                               |                         |
|-------------------------------|-------------------------|
| 1. a. It is . . . to learn    | b. Learning . . . is    |
| 2. a. Eating . . . is         | b. It is . . . to eat   |
| 3. a. Driving . . . is        | b. It is . . . to drive |
| 4. a. It is . . . to swim     | b. Swimming . . . is    |
| 5. a. Is it . . . to live     | b. Is living            |
| 6. a. Is it . . . to complete | b. Is completing        |

◇ PRACTICE 21, p. 211.

1. (E) I called the hotel desk (in order) to ask for an extra pillow.
2. (C) I turned on the radio (in order) to listen to a ball game.
3. (D) I looked in the encyclopedia (in order) to find the population of Malaysia.
4. (A) People wear boots (in order) to keep their feet warm and dry.
5. (I) Andy went to Egypt (in order) to see the ancient pyramids.
6. (B) Ms. Lane stood on tiptoe (in order) to reach the top shelf.
7. (J) The dentist moved the light closer to my face (in order) to look into my mouth.
8. (F) I clapped my hands and yelled (in order) to chase a stray dog away.
9. (H) Maria took a walk in the park (in order) to get some fresh air and exercise.
10. (G) I offered my cousin some money (in order) to help him pay the rent.

◇ PRACTICE 22, p. 211.

1. for
2. to
3. to
4. for
5. to
6. to
7. for
8. for
9. to
10. for
11. to
12. for

◇ PRACTICE 23, p. 212.

1. strong enough to lift
2. too weak to lift
3. too full to hold
4. large enough to hold
5. too busy to answer
6. early enough to get
7. too big to get
8. big enough to hold

◇ PRACTICE 24, p. 213.

1. Alan is too smart / to make that kind of mistake.
2. Alan is / smart enough to understand how to solve that problem.
3. My pocket is / big enough to hold my wallet.
4. A horse is too big / for a person to lift.
5. This room is too hot /.
6. That watch is too expensive /.
7. Are you / tall enough to reach that book for me?
8. He's / strong enough to lift it.
9. I am too busy / to help you right now.
10. I think this problem is / important enough to require our immediate attention.
11. Nora is not too tired / to finish the project before she goes home.
12. Our company is / successful enough to start several new branches overseas.

◇ PRACTICE 25, p. 214.

1. to remember
2. catching
3. (in order) to look
4. to go swimming
5. (in order) to invite
6. going
7. listening
8. drawing
9. to understand . . . to improve . . . to be . . . Lecturing
10. to feed
11. to feed . . . getting
12. feeding
13. to earn . . . to take
14. to take
15. to get . . . (to) sleep
16. staring . . . thinking . . . to be
17. to work . . . to go/going . . . looking . . . doing

◇ PRACTICE 26, p. 215.

1. Jim offered to help me with my work.
2. My son isn't old enough to stay home alone.
3. Do you enjoy being alone sometimes, or do you prefer to be with other people all the time?
4. I called my friend to thank her for the lovely gift.
5. Mary talked about going downtown tomorrow, but I'd like to stay home.
6. It is interesting to learn about earthquakes.
7. Approximately one million earthquakes occur around the world in a year's time. Six thousand can be felt by humans. Of those, one hundred and twenty are strong enough to cause serious damage to buildings, and twenty are violent enough to destroy a city.
8. It's important to respect the power of nature. A recent earthquake destroyed a bridge in California. It took five years for humans to build the bridge. It took nature fifteen seconds to knock it down.
9. Predicting earthquakes is difficult. I read about one scientist who tries to predict earthquakes by reading the daily newspaper's lost-and-found ads for lost pets. He believes that animals can sense an earthquake before it comes. He thinks they then begin to act strangely. Dogs and cats respond to the threat by running away to a safer place. By counting the number of ads for lost pets, he expects to be able to predict when an earthquake will occur.

◇ PRACTICE 29, p. 219.

1. back
2. down/off
3. out
4. away
5. on
6. up . . . off
7. back
8. up
9. out . . . off . . . back/up

◇ PRACTICE 30, p. 220.

- |              |             |
|--------------|-------------|
| 1. them away | 8. it up    |
| 2. it up     | 9. her back |
| 3. them on   | 10. it off  |
| 4. it down   | 11. it off  |
| 5. him up    | 12. it back |
| 6. it out    | 13. her out |
| 7. it back   | 14. it back |

## Chapter 11: THE PASSIVE

### ◇ PRACTICE 1, p. 221.

1. ACTIVE: Farmers grow corn.
2. PASSIVE: Corn is grown by farmers.
3. ACTIVE: Sara wrote the letter.
4. PASSIVE: The letter was written by Sara.
5. ACTIVE: The teacher explained the lesson.
6. PASSIVE: The lesson was explained by the teacher.
7. PASSIVE: Bridges are designed by engineers.
8. ACTIVE: Engineers design bridges.
9. ACTIVE: The mouse ate the cheese.
10. PASSIVE: The cheese was eaten by the mouse.

### ◇ PRACTICE 2, p. 222.

- |            |             |
|------------|-------------|
| 1. brought | 14. played  |
| 2. built   | 15. read    |
| 3. bought  | 16. saved   |
| 4. eaten   | 17. sent    |
| 5. planned | 18. spoken  |
| 6. given   | 19. spent   |
| 7. grown   | 20. taken   |
| 8. hit     | 21. taught  |
| 9. hurt    | 22. gone    |
| 10. left   | 23. visited |
| 11. lost   | 24. worn    |
| 12. made   | 25. written |
| 13. found  | 26. done    |

### ◇ PRACTICE 3, p. 222.

- |                           |                          |
|---------------------------|--------------------------|
| 1. was eaten              | 7. will be played        |
| 2. is spoken              | 8. can be taught         |
| 3. are written            | 9. are going to be taken |
| 4. was hurt               | 10. have been grown      |
| 5. is going to be visited | 11. is worn              |
| 6. has been read          | 12. will be built        |

### ◇ PRACTICE 4, p. 223.

#### Part I:

1. are collected
2. are eaten
3. is grown
4. am paid
5. are written
6. is understood

#### Part II:

7. were collected
8. was built
9. was written
10. were destroyed

#### Part III:

11. have been visited
12. has been spoken
13. have been read
14. has been worn

#### Part V:

17. is going to be hurt
18. are going to be offered
19. are going to be saved
20. is going to be elected

#### Part IV:

15. will be discovered
16. will be visited

### ◇ PRACTICE 5, p. 224.

1. The government collects taxes.
2. Big fish eat small fish.
3. Everyone understands the meaning of a smile.
4. Leo Tolstoy wrote *War and Peace*.
5. Millions of tourists have visited the pyramids in Egypt.
6. Scientists in the twenty-first century will discover new information about the universe. OR  
Scientists will discover new information about the universe in the twenty-first century.

### ◇ PRACTICE 6, p. 225.

1. Mr. Rice signed the letter.
2. Did Mr. Foster sign the letter?
3. Ms. Owens sent the fax.
4. Did Mr. Chu send the other fax?
5. Will Mr. Berg meet Adam at the airport?
6. Mrs. Berg will meet Adam at the airport.
7. Has Mrs. Jordan invited you to the reception?
8. Mr. Lee has invited me to the reception.
9. Is the teacher going to collect the homework?
10. The teacher is going to collect the homework.

### ◇ PRACTICE 8, p. 225.

1. TRANSITIVE: Alex wrote a letter.
2. INTRANSITIVE
3. INTRANSITIVE
4. INTRANSITIVE
5. TRANSITIVE: Kate caught the ball.
6. INTRANSITIVE
7. INTRANSITIVE
8. TRANSITIVE: A falling tree hit my car.
9. TRANSITIVE: I returned the book to the library yesterday.
10. INTRANSITIVE

◇ PRACTICE 9, p. 226.

1. A noise awakened me. I was awakened by a noise.
2. (no change)
3. Alice discovered the mistake. The mistake was discovered by Alice.
4. (no change)
5. (no change)
6. (no change)
7. (no change)
8. In the fairy tale, a princess kissed a frog. In the fairy tale, a frog was kissed by a princess.
9. (no change)
10. Anita fixed the chair. The chair was fixed by Anita.
11. (no change)
12. Did the Koreans invent gunpowder? Was gunpowder invented by the Koreans?
13. (no change)
14. Research scientists will discover a cure for AIDS someday.  
A cure for AIDS will be discovered someday. OR  
A cure for AIDS will someday be discovered.
15. (no change)

◇ PRACTICE 10, p. 227.

1. *unknown*
2. The wastebasket was emptied by Fred. Fred
3. Paul
4. The Eiffel Tower was designed by Alexandre Eiffel.  
Alexandre Eiffel
5. *unknown*
6. Nicole
7. *unknown*
8. Our exam papers will be corrected by Ms. Brown.  
Ms. Brown
9. *unknown*
10. Sara
11. *unknown*
12. *unknown*

◇ PRACTICE 12, p. 229.

1. enjoys
2. was established . . . established . . . were established
3. were disgusted . . . were replaced . . . were studied . . .  
(were) kept . . . became
4. understood . . . have become . . . was reduced . . .  
would become . . . believe
5. are now put . . . are watched . . . are fed . . . have
6. is prepared . . . is designed . . . are fed . . . are fed
7. are treated

◇ PRACTICE 13, p. 230.

1. Some people are considering a new plan.  
. . . is being considered
2. The grandparents are watching the children.  
. . . are being watched
3. Some painters are painting Mr. Rivera's apartment  
this week.  
. . . is being painted
4. Many of the older people in the neighborhood were  
growing vegetables.  
. . . were being grown
5. Eric's cousins are meeting him at the airport this  
afternoon.  
. . . is being met
6. I watched while the movers were moving the furniture  
from my apartment to a truck.  
. . . was being moved

◇ PRACTICE 16, p. 232.

1. must be sent
2. can be found
3. ought to be washed
4. may be cooked or (may be) eaten
5. has to be fixed
6. might be destroyed
7. may be called off
8. must be kept
9. shouldn't be pronounced
10. should be removed

◇ PRACTICE 18, p. 233.

1. are loved . . . brings . . . are often used . . . can be  
found
2. exist . . . can be found . . . have
3. are carried . . . carries . . . have been introduced
4. are appreciated . . . is made . . . is gathered . . . are  
eaten
5. are made . . . do not come . . . are made
6. may be planted . . . (may be) grown . . . survive

◇ PRACTICE 20, p. 235.

1. scare
2. are scared of
3. interest
4. is interested in
5. disappoint

6. are disappointed in
7. is pleased with
8. pleases
9. satisfies
10. am satisfied with

◇ PRACTICE 21, p. 236.

1. interesting
2. interested
3. exciting
4. excited
5. fascinated
6. fascinating
7. bored and confused
8. boring and confusing
9. interesting
10. fascinating . . . surprising

◇ PRACTICE 24, p. 238.

1. got sunburned
2. get well
3. get married
4. gets hungry
5. gets dark
6. get invited
7. get dry
8. getting tired
9. got dressed
10. get busy
11. get dizzy
12. got wet

◇ PRACTICE 26, p. 240.

1. B, C
2. A
3. B, C
4. A
5. B, C
6. A

◇ PRACTICE 27, p. 240.

1. used to go
2. am used to going/am accustomed to going
3. used to eat
4. is used to growing/is accustomed to growing
5. is used to eating/is accustomed to eating
6. used to have
7. am used to taking/am accustomed to taking
8. used to go

◇ PRACTICE 29, p. 241.

1. I'm supposed *to* call my parents tonight.
2. We're not supposed *d* to tell anyone about the surprise.
3. You *aren't* supposed to talk to Alan about the surprise.
4. My friend was supposed *d* to call me last night, but he didn't.
5. Children *are* supposed to respect their parents.
6. *Weren't* you supposed *to* be at the meeting last night?

◇ PRACTICE 30, p. 241.

1. (H) Doctors are supposed to care about their patients.
2. (C) Visitors at a zoo are not supposed to feed the animals.
3. (E) Employees are supposed to be on time for work.
4. (B) Air passengers are supposed to buckle their seatbelts before takeoff.
5. (D) Theatergoers are not supposed to talk during a performance.
6. (I) Soldiers on sentry duty are not supposed to fall asleep.
7. (A) Children are supposed to listen to their parents.
8. (J) Heads of state are supposed to be diplomatic.
9. (F) A dog is supposed to obey its trainer.
10. (G) People who live in apartments are supposed to pay their rent on time.

## Chapter 12: ADJECTIVE CLAUSES

◇ PRACTICE 1, p. 245.

1. I thanked the man who helped me move the refrigerator.  
I thanked the man.  
He helped me move the refrigerator.
2. A woman who was wearing a gray suit asked me for directions.  
1: A woman asked me for directions.  
2: She was wearing a gray suit.
3. I saw a man who was wearing a blue coat.  
1: I saw a man.  
2: He was wearing a blue coat.
4. The woman who aided the rebels put her life in danger.  
1: The woman put her life in danger.  
2: She aided the rebels.
5. I know some people who live on a boat.  
1: I know some people.  
2: They live on a boat.



◇ PRACTICE 2, p. 246.

1. The woman who answered the phone was polite.
2. The man who sang at the concert has a good voice.
3. We enjoyed the actors who played the leading roles.
4. The girl who fell down the stairs is hurt.

◇ PRACTICE 3, p. 247.

1. The man **who** answered the phone was polite.
2. I liked the people **who** sat next to us at the soccer game.
3. People **who** paint houses for a living are called house painters.
4. I'm uncomfortable around married couples **who** argue all the time.
5. While I was waiting at the bus stop, I stood next to an elderly gentleman **who** started a conversation with me about my educational plans.

◇ PRACTICE 4, p. 247.

- S V**  
1. The people who live next to me are nice.

**S V**  
2: They live next to me.

- S V**  
2. The people whom Kate visited yesterday were French.

**S V**  
2: Kate visited them yesterday.

- S V**  
3. The people whom I saw at the park were having a

**S V**  
picnic. 2: I saw them at the park.

- S V**  
4. The students who go to this school are friendly.

**S V**  
2: They go to this school.

- S V**  
5. The woman whom you met last week lives in

**S V**  
Mexico. 2: You met her last week.

◇ PRACTICE 5, p. 248.

1. The woman whom Jack met was polite.
2. I like the woman who manages my uncle's store.
3. The singer whom we heard at the concert was wonderful.

4. The people who came to dinner brought a small gift.
5. What is the name of the woman whom Tom invited to the dance?

◇ PRACTICE 6, p. 248.

1. who
2. who(m)
3. who
4. who(m)
5. who
6. who(m)
7. who
8. who(m)

◇ PRACTICE 8, p. 249.

1. ~~that~~
2. (no change)
3. ~~that~~
4. ~~that~~
5. (no change)
6. (no change) . . . ~~that~~

◇ PRACTICE 9, p. 250.

1. who  
that
2. who(m)  
that  
Ø
3. who(m)  
that  
Ø
4. who  
that
5. who  
that
6. who(m)  
that  
Ø

◇ PRACTICE 10, p. 250.

1. C
2. A
3. C
4. C
5. B
6. A

◇ PRACTICE 11, p. 251.

1. which  
that  
Ø
2. which  
that
3. which  
that  
Ø
4. which  
that
5. which  
that  
Ø
6. which  
that

◇ PRACTICE 12, p. 251.

1. ~~them~~
2. ~~it~~
3. ~~her~~
4. ~~it~~
5. ~~it~~
6. ~~her~~

◇ PRACTICE 15, p. 253.

1. A, C, D
2. A, D
3. C, D, E
4. A, C, D
5. A, D
6. C, D
7. C, D, E
8. C, D

◇ PRACTICE 20, p. 256.

1. tool . . . is
2. tools . . . are
3. woman . . . lives
4. people . . . live
5. cousin . . . works
6. coal miners . . . work
7. athlete . . . plays
8. athletes . . . play
9. person . . . makes
10. artists . . . make

◇ PRACTICE 21, p. 257.

1. that . . . for  
which . . . for  
Ø . . . for  
for which . . . Ø
2. that . . . to  
which . . . to  
Ø . . . to  
to which . . . Ø
3. that . . . in  
which . . . in  
Ø . . . in  
in which . . . Ø
4. that . . . with  
who(m) . . . with  
Ø . . . with  
with whom . . . Ø

◇ PRACTICE 23, p. 258.

1. a. to      b. [we listened **to** at Sara's apartment]
2. a. Ø      b. [I accidentally broke **Ø**]
3. a. for      b. [we were waiting **for**]
4. a. to      b. [I always enjoy talking **to** about politics]
5. a. Ø      b. [I had just written **Ø**]
6. a. in      b. [I've been interested **in** for a long time]

◇ PRACTICE 24, p. 258.

1. [I was looking **at**]
2. [I wanted **Ø**]
3. [we were listening **to** at Jim's yesterday]
4. [I was staring **at**]
5. [I've always been able to depend **on**]
6. [I was carrying **Ø** ]
7. [that I'm not familiar **with**]
8. [we talked **about** in class]
9. [she is arguing **with**]
10. [they ate **Ø** at the cafe]
11. [you waved **at**]
12. [I borrowed money **from**]

◇ PRACTICE 26, p. 259.

1. I know a man whose daughter is a pilot.  
I know a man. His daughter is a pilot.
2. The woman whose husband is out of work found a job at Mel's Diner.  
The woman found a job at Mel's Diner. Her husband is out of work.

- The man whose wallet I found gave me a reward.  
The man gave me a reward. I found his wallet.
- I know a girl whose family never eats dinner together.  
I know a girl. Her family never eats dinner together.
- The people whose window I broke got really angry.  
The people got really angry. I broke their window.

◇ PRACTICE 27, p. 261.

- whose son was in an accident
- James chose for his bedroom walls
- I slept on at the hotel last night
- that/which is used to carry boats with goods and/or passengers
- whose children were doing poorly in her class
- Ted bought for his wife on their anniversary
- whose views I share
- that/which had backbones
- that/which disrupted the global climate and caused mass extinctions of animal life

◇ PRACTICE 29, p. 262.

- who/that
- that/which/∅
- who/that
- whose
- that/which
- who(m)/that/∅
- that/which
- whose

◇ PRACTICE 31, p. 264.

- Flowers that bloom year after year are called perennials. Flowers that bloom only one season are called annuals.
- B: Are you talking about the boy who's wearing the striped shirt or the boy who has on the T-shirt?  
A: I'm talking about the boy who just waved at us . . . .  
Do you see the kid that has the red baseball cap?
- . . . . He stayed with a family who lived near Quito, Ecuador . . . . At first, all the things they did and said seemed strange to Hiroki . . . . He felt homesick for people who were like him in their customs and habits. But as time went on, he began to appreciate the way of life that his host family followed. Many of the things Hiroki did with his host family began to feel natural to him . . . . At the beginning of his stay in Ecuador, he had noticed only the things that were different between his host family and himself. At the

end, he understood how many things they had in common as human beings despite their differences in cultural background.

- Many of the problems that exist today have existed since the beginning of recorded history. One of these problems is violent conflict between people who come from different geographical areas or cultural backgrounds. One group may distrust and fear another group of people who are different from themselves in language, customs, politics, religion, and/or appearance. These irrational fears are the source of much of the violence that has occurred throughout the history of the world.

◇ PRACTICE 34, p. 266.

- |         |            |
|---------|------------|
| 1. up   | 7. over    |
| 2. out  | 8. out     |
| 3. in   | 9. up      |
| 4. out  | 10. out/in |
| 5. over | 11. out    |
| 6. down | 12. up     |

◇ PRACTICE 35, p. 267.

- out for
- in on
- up in
- along with
- around with
- out of
- through with
- out for
- back from
- out of

## Chapter 13: COMPARISONS

◇ PRACTICE 1, p. 268.

- aren't as noisy as
- is as lazy as
- aren't as strong as
- is as tall as
- isn't as comfortable as
- was as nervous as
- isn't as big as
- isn't as fresh and clean as
- am not as ambitious as
- are more interesting than

◇ PRACTICE 2, p. 269.

Part I:

1. almost as/not quite as
2. not nearly as
3. just as
4. almost as/not quite as

Part II:

5. just as
6. not nearly as
7. almost as/not quite as
8. almost as/not quite as

Part III:

9. just as
10. not nearly as
11. almost as/not quite as

Part IV:

12. just as
13. almost as/not quite as
14. just as
15. not nearly as
16. almost as/not quite as

◇ PRACTICE 4, p. 271.

1. E
2. C
3. D
4. G
5. B
6. H
7. F
8. A

◇ PRACTICE 5, p. 271.

1. stronger, strongest
2. more important, most important
3. softer, softest
4. lazier, laziest
5. more wonderful, most wonderful
6. calmer, calmest
7. tamer, tamest
8. dimmer, dimmest
9. more convenient, most convenient
10. cleverer, cleverest OR more clever, most clever
11. better, best
12. worse, worst
13. farther/further, farthest/furthest
14. slower, slowest
15. more slowly, most slowly

◇ PRACTICE 7, p. 273.

1. softer
2. colder
3. more expensive
4. cleaner
5. prettier
6. more careful
7. funnier
8. more confusing
9. more generous
10. worse
11. thinner
12. lazier

◇ PRACTICE 9, p. 275.

1. A, B
2. B
3. A, B
4. A, B
5. B
6. B
7. A, B
8. B
9. A, B
10. B

◇ PRACTICE 11, p. 276.

1. I did
2. she is
3. I do
4. she did
5. I was
6. he will
7. he does
8. he has
9. she did
10. he can

◇ PRACTICE 13, p. 277.

1. A
2. B, C, D
3. A
4. B, C, D
5. B, C, D
6. A
7. B, C, D
8. A

◇ PRACTICE 14, p. 277.

1. A, B
2. B
3. B
4. A, B
5. A, B
6. A, B
7. B
8. A, B

◇ PRACTICE 16, p. 278.

1. more slowly - ADV
2. slower - ADJ
3. more serious - ADJ
4. more seriously - ADV
5. more politely - ADV
6. more polite - ADJ
7. more careful - ADJ
8. more carefully - ADV
9. more clearly - ADV
10. clearer - ADJ

◇ PRACTICE 17, p. 279.

1. more newspapers - NOUN
2. more homework - NOUN
3. more snow - NOUN
4. more friends - NOUN
5. more pleasant - ADJ
6. more easily - ADV
7. more books - NOUN
8. more carefully - ADV
9. louder - ADJ

◇ PRACTICE 19, p. 280.

1. faster and faster
2. angrier and angrier  
[also possible: more and more angry]
3. bigger and bigger
4. colder and colder
5. better and better
6. harder and harder . . . wetter and wetter
7. weaker and weaker

◇ PRACTICE 20, p. 281.

1. The fresher . . . the better
2. The closer . . . the warmer
3. The sharper . . . the easier

4. The noisier . . . the angrier
5. The faster . . . the more confused

◇ PRACTICE 21, p. 282.

1. (D) Kangaroos are the most familiar Australian grassland animals.
2. (C) Giraffes have the longest necks of all animals.
3. (F) Apes and monkeys are the most intelligent animals that live on land (besides human beings).
4. (E) Bottle-nosed dolphins are the most intelligent animals that live in water.
5. (B) African elephants have the largest ears of all animals.
6. (A) Horses have the largest eyes of all four-legged land animals.

◇ PRACTICE 22, p. 282.

1. the deepest ocean
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
9. the largest living animal

◇ PRACTICE 23, p. 283.

1. the laziest . . . in
2. the most nervous of
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

◇ PRACTICE 24, p. 283.

1. the best . . . have ever had
2. the most responsible . . . have ever known
3. the nicest . . . have ever had
4. the most difficult . . . have ever taken
5. the best . . . have ever tasted
6. the worst . . . have ever made
7. the most beautiful . . . have ever seen
8. the easiest . . . have ever taken

◇ PRACTICE 26, p. 285.

1. the worst
2. worse
3. the best
4. better
5. the worst
6. worse
7. the worst
8. better

◇ PRACTICE 29, p. 287.

1. heavier than . . . the heaviest . . . of
2. friendlier than
3. the most famous . . . in
4. more wheels than
5. easier . . . than
6. larger than . . . darker . . . than
7. the safest
8. faster . . . than
9. bigger than
10. the loudest . . . in
11. the largest . . . in . . . the smallest . . . of
12. more important than . . . less important than
13. more information
14. kinder . . . more generous
15. more honest . . . than
16. the worst
17. The most important
18. more education than
19. the longest
20. the most delightful
21. The harder . . . the more impossible
22. the most common/commonest . . . in
23. faster than . . . the fastest . . . of
24. larger than
25. The greatest . . . in
26. safer . . . than
27. the largest . . . in

◇ PRACTICE 31, p. 291.

1. to
2. as
3. from
4. Ø . . . Ø
5. to
6. as
7. from
8. Ø . . . Ø
9. to . . . Ø . . . as . . . from
10. Ø . . . as . . . Ø . . . to . . . from

◇ PRACTICE 32, p. 292.

1. different
2. similar
3. the same
4. alike . . . alike . . . different
5. like
6. different
7. like
8. A: similar    B: like . . . alike
9. A: as    B: the same
10. A: alike    B: similar . . . the same

## Chapter 14: NOUN CLAUSES

◇ PRACTICE 1, p. 296.

1. I don't know where Jack bought his new boots.  
NOUN CLAUSE
2. Where did Jack buy his new boots?    QUESTION
3. I don't understand why Ann left.    NOUN CLAUSE
4. Why did Ann leave?    QUESTION
5. I don't know where your book is.    NOUN CLAUSE
6. Where is your book?    QUESTION
7. When did Bob come?    QUESTION
8. I don't know when Bob came.    NOUN CLAUSE
9. What does "calm" mean?    QUESTION
10. Tarik knows what "calm" means.    NOUN CLAUSE
11. I don't know how long the earth has existed.  
NOUN CLAUSE
12. How long has the earth existed?    QUESTION

◇ PRACTICE 2, p. 296.

Part I:

1. I don't know where [Patty] [went] last night.  
S    V
2. Do you know where [Joe's parents] [live]?  
S    V
3. I know where [Joe] [lives].  
S    V
4. Do you know what time [the movie] [begins]?  
S    V
5. She explained where [Brazil] [is].  
S    V
6. I don't believe what [Estefan] [said].  
S    V

7. I don't know <sup>S</sup> when [the packages] <sup>V</sup> [will arrive].

8. Please tell me <sup>S</sup> how far [it] <sup>V</sup> [is] to the post office.

9. I don't know <sup>S</sup> [who] <sup>V</sup> [knocked] on the door.

10. I wonder <sup>S</sup> [what] <sup>V</sup> [happened] at the party last night.

Part II:

1. Where did Patty go last night?
2. Where do Joe's parents live?
3. Where does Joe live?
4. What time does the movie begin?
5. Where is Pine Street?
6. What did Estefan say?
7. When will the packages arrive?
8. How far is it to the post office?
9. Who knocked on the door?
10. What happened at the party last night?

◇ PRACTICE 3, p. 298.

1. where Jim goes
2. where Alex 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

◇ PRACTICE 4, p. 299.

1. A: Jason works . . . does he work
2. A: did Susan eat B: she ate
3. A: does that camera cost B: this camera costs
4. A: can you run B: I can run
5. A: did you see B: I saw
6. A: Mr. Gow's office is . . . is Mr. Gow's office
7. A: did she get B: she got
8. A: is it B: it is
9. A: will you know B: I will know
10. A: do you go B: Do you mean . . . you want . . .  
I go A: other people go
11. A: Who invented B: who invented
12. A: did Toshi borrow B: Toshi borrowed
13. A: does Rachel plan/is Rachel planning B: she will  
return A: was she B: she was
14. A: did Tom go B: you said A: Tom went

◇ PRACTICE 5, p. 301.

1. who [that man] [is]

2. [who] [called]

3. who [those people] [are]

4. who [that person] [is]

5. [who] [lives] next door to me

6. who [my teacher] [will be] next semester

7. [who] [will teach] us next semester

8. what [a lizard] [is]

9. [what] [happened] in class yesterday

10. whose hat [this] [is]

11. [whose hat] [is] on the table

◇ PRACTICE 6, p. 301.

1. I don't know who that woman *is*.
2. I don't know who *is* on the phone.
3. I don't know what a crow *is*.
4. I don't know what *is* in that bag.
5. I don't know whose car *is* in the driveway.
6. I don't know whose car that *is*.
7. I don't know who Bob's doctor *is*.
8. I don't know who *is* in the doctor's office.

◇ PRACTICE 7, p. 301.

1. whose car that is
2. whose car is in front of Sam's house
3. who has the scissors
4. who the best students are
5. what a violin is
6. what causes earthquakes
7. what kind of fruit that is
8. whose hammer this is
9. who it is . . . where you are

◇ PRACTICE 10, p. 305.

1. if (whether) Tom is coming
2. if (whether) Jennifer can play the piano
3. if (whether) Paul went to work yesterday
4. if (whether) Susan is coming to work today
5. if (whether) Mr. Pips will be at the meeting
6. if (whether) Barcelona is a coastal town
7. if (whether) Carl would like to come with us
8. if (whether) I still have Yung Soo's address

◇ PRACTICE 15, p. 308.

1. I believe **that** we need to protect endangered species of animals.
2. Last night I dreamed **that** I was at my aunt's house.
3. I think **that** most people have kind hearts.
4. I know **that** Matt walks a long distance to school every day.  
I assume **that** he doesn't have a bicycle.
5. I heard **that** Sara dropped out of school.
6. Did you notice **that** Ji Ming wasn't in class yesterday?  
I hope **that** he's okay.
7. I believe **that** she told the truth.
8. A: Can Julia prove **that** her watch was stolen?  
B: I suppose **that** she can't, but she suspects **that** her roommate's friend took it.
9. A: Did you know **that** leopards sometimes keep their dead prey in trees?  
Yes, I understand **that** they save their food for later if they're not hungry.
10. A: Do you believe **that** a monster really exists in Loch Ness in Scotland?  
B: It says **that** some scientists have proved that the Loch Ness Monster exists.  
A: I think **that** the monster is purely fictional.

◇ PRACTICE 16, p. 309.

1. I'm sorry **that** you won't be here for Joe's party.
2. I'm glad **that** it's warm today.
3. I'm surprised **that** you bought a car.
4. Are you certain **that** Mr. McVay won't be here tomorrow?
5. John is pleased **that** Claudio will be here for the meeting.
6. Carmella was convinced **that** I was angry with her, but I wasn't.
7. Jason was angry **that** his father wouldn't let him use the family car.
8. Andy was fortunate **that** you could help him with his algebra.  
He was delighted **that** he got a good grade on the exam.

9. It's a fact **that** the Nile River flows north.
10. It's true **that** some dinosaurs could fly.
11. Are you aware **that** dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years?
12. Is it true **that** human beings have lived on earth for only four million (4,000,000) years?

◇ PRACTICE 20, p. 312.

1. I don't think that Alice has a car.
2. I think that Alex passed his French course.
3. I hope that Mr. Kozari is going to be at the meeting.
4. I think that cats can swim.
5. I don't think that gorillas have tails.
6. I suppose that Janet will be at Omar's wedding.

## Chapter 15: QUOTED SPEECH AND REPORTED SPEECH

◇ PRACTICE 1, p. 314.

1. Alex said, "Do you smell smoke?"
2. He said, "Something is burning."
3. He said, "Do you smell smoke? Something is burning."
4. Rachel said, "The game starts at seven."
5. She said, "The game starts at seven. We should leave here at six."
6. She said, "The game starts at seven. We should leave here at six. Can you be ready to leave then?"

◇ PRACTICE 2, p. 315.

1. "Do you smell smoke?" Alex said.
2. "Something is burning," he said.
3. "Do you smell smoke? Something is burning," he said.
4. "The game starts at seven," Rachel said.
5. "The game starts at seven. We should leave here at six," she said.
6. "Can you be ready to leave at six?" she asked.
7. "The game starts at seven. We should leave here at six. Can you be ready to leave then?" she said.
8. "The game starts at seven," she said. "We should leave here at six. Can you be ready to leave then?"



◇ PRACTICE 3, p. 315.

1. Mrs. Hill said, "My children used to take the bus to school."
2. She said, "We moved closer to the school."
3. "Now my children can walk to school," Mrs. Hill said.
4. "Do you live near the school?" she asked.
5. "Yes, we live two blocks away," I replied.
6. "How long have you lived here?" Mrs. Hill wanted to know.
7. I said, "We've lived here for five years. How long have you lived here?"
8. "We've lived here for two years," Mrs. Hill said. "How do you like living here?"
9. "It's a nice community," I said. "It's a good place to raise children."

◇ PRACTICE 4, p. 316.

CONVERSATION 1:

"Why weren't you in class yesterday?" Mr. Garcia asked me.

"I had to stay home and take care of my pet bird," I said. "He wasn't feeling well."

"What? Did you miss class because of your pet bird?" Mr. Garcia demanded to know.

I replied, "Yes, sir. That's correct. I couldn't leave him alone. He looked so miserable."

"Now I've heard every excuse in the world!" Mr. Garcia said. Then he threw his arms in the air and walked away.

CONVERSATION 2:

"Both of your parents are deaf, aren't they?" I asked Robert.

"Yes, they are," he replied.

"I'm looking for someone who knows sign language," I said. "Do you know sign language?" I asked.

"Of course I do. I've been using sign language with my parents since I was a baby," he said. "It's a beautiful and expressive language. I often prefer it to spoken language."

"Well, a deaf student is going to visit our class next Monday. Could you interpret for her?" I asked.

"That's great!" he answered immediately and enthusiastically. "I'd be delighted to. I'm looking forward to meeting her. Can you tell me why she is coming?"

"She's interested in seeing what we do in our English classes," I said.

◇ PRACTICE 7, p. 318.

1. he . . . his
2. I . . . my
3. she . . . her
4. he . . . me
5. she . . . my
6. they . . . their
7. he . . . his
8. he . . . me . . . him . . . his

◇ PRACTICE 8, p. 318.

1. needed
2. was meeting
3. had studied
4. had forgotten
5. was
6. would carry
7. could teach
8. had to attend
9. should leave
10. wanted

◇ PRACTICE 10, p. 320.

1. told
2. said
3. said
4. told
5. told
6. told
7. told
8. said
9. told
10. said

◇ PRACTICE 11, p. 321.

1. how old I was
2. if he was going to be
3. if I could hear
4. if he had ever seen
5. if she was passing her
6. if she had
7. when he would get back from his
8. if he had changed his

◇ PRACTICE 15, p. 324.

1. asked . . . to help
2. invited . . . to have
3. encouraged . . . to take
4. advised . . . to call . . . (to) apologize
5. permitted . . . to use
6. ordered . . . to sit
7. reminded . . . to order
8. warned . . . not to go

◇ PRACTICE 20, p. 329.

1. A
2. B
3. B
4. C
5. B
6. C
7. A
8. B
9. C
10. B
11. C
12. B

**Chapter 16: USING WISH;  
USING IF**

◇ PRACTICE 1, p. 333.

1. NO—She wishes she were safe at home.
2. YES—He wishes he had not come to the woods.
3. NO—Heidi wishes she could remember how to get back to town.
4. NO—Sara wishes she had listened to her mother.
5. NO—David wishes he had a flashlight.
6. YES—Heidi wishes they had not left the main path.

◇ PRACTICE 2, p. 334.

1. had
2. didn't have
3. taught
4. didn't snow
5. understood
6. could sing
7. didn't have . . . had
8. didn't have to study
9. were
10. were

◇ PRACTICE 3, p. 334.

1. don't . . . did
2. do . . . didn't
3. isn't . . . were
4. doesn't . . . did
5. am . . . weren't
6. can't . . . could

◇ PRACTICE 4, p. 335.

1. had had
2. hadn't had
3. had understood
4. hadn't lost
5. had been

◇ PRACTICE 5, p. 335.

1. did . . . hadn't
2. didn't . . . had
3. did . . . hadn't
4. don't . . . did
5. am . . . weren't

◇ PRACTICE 7, p. 336.

1. NO . . . NO—had . . . could build
2. NO . . . YES—were . . . would not be
3. NO . . . NO—had . . . could lead
4. NO . . . YES—had listened . . . would not have come
5. YES . . . YES—had not left . . . would not have gotten

◇ PRACTICE 8, p. 337.

1. were . . . could speak
2. didn't have . . . would ask
3. needed . . . would buy
4. weren't . . . would finish
5. had . . . could go
6. were . . . could paint
7. understood . . . could solve

◇ PRACTICE 10, p. 338.

1. need . . . will/can buy
2. needed . . . would/could buy
3. had needed . . . would have/could have bought
4. go . . . will/can see
5. went . . . would/could see

6. had gone . . . would have/could have seen
7. have . . . will/can write
8. had . . . would/could write
9. had had . . . would have/could have written

5. A
6. C
7. B
8. A
9. D
10. D

◇ PRACTICE 11, p. 339.

1. had gone . . . would have/could have finished
2. would have answered . . . had heard
3. had told . . . would have/could have helped
4. would have/could have seen . . . had come
5. had read . . . could have talked
6. had seen . . . would have/could have offered
7. had not had to get . . . would have/could have completed

◇ PRACTICE 12, p. 339.

1. you'd = you had  
I'd = I would
2. I'd = I would
3. I'd (known) = I had (known)  
I'd (have bought) = I would (have bought)
4. he'd = he would
5. I'd = I had  
They'd = They would

◇ PRACTICE 13, p. 340.

1. D
2. B
3. C
4. D

◇ PRACTICE 15, p. 341.

1. hadn't been
2. wouldn't have found
3. hadn't yelled
4. had walked
5. wouldn't have heard
6. hadn't yelled
7. wouldn't have been found
8. hadn't known
9. would have had to spend
10. hadn't gone

◇ PRACTICE 17, p. 342.

1. had . . . would take
2. were . . . would/could build
3. were . . . would look
4. watch
5. is/will be . . . would be
6. would rise
7. were . . . would the rainbow be . . . would be
8. A: stay/will stay B: would stay
9. would you do . . . were . . . Would you run . . . Would you call . . . Would you use
10. would you do . . . were
11. A: had B: had . . . could carry . . . (could) pick
12. would take