Dear ESL/EFL colleagues,

I once met a teacher who had recently used one of my texts in her class. At the end of the term, one of her students said to her, “Thank you for teaching me the secrets of English.”

I still smile when I think of that comment. Of course, we know there are no “secrets,” but I think I understand what the student meant—that it’s sometimes helpful to understand what’s going on underneath the surface of a language. A second language can seem so dizzying and random. A little information about its patterns can help students make sense of it and give them a foundation for language growth.

The first book in the Azar series was published in 1981. It was the blue book, Understanding and Using English Grammar, which grew out of many years of creating my own materials for my own classes. I then wrote two other texts, the red and the black, creating The Azar Grammar Series.

All of the texts have undergone revisions over the years with many evolutionary changes, especially in the use of more interactive and communicative activities. But throughout this time, the original vision remains as stated in the very first book: the goal is the development of all usage skills from a grammar base by giving clear grammar information and employing a variety of practice modes, from controlled response to open communicative interaction.

When I published the first book, I hoped maybe a few other teachers might find the textbook useful, too. In all honesty, I never imagined there were so many teachers like myself who found a grammar-based skills approach to be effective and appropriate for their students. It turns out we are legion.

During the naturalist approach heyday in the 1970s and into the 1990s, when advocates of zero grammar held sway, grammar instruction largely disappeared from school curricula for native speakers of English. But because of teacher support for grammar-based materials like mine, grammar teaching did not disappear from curricula for second language learners.

Because of you, grammar is today a viable and vigorous component in the ESL/EFL classroom—much to our students’ benefit. A great deal of current research shows that many if not most of our students benefit greatly from a grammar component blended with other approaches in a well-balanced program of second language instruction. Together we have served our students well.

My hat is off to you.

Betty Azar
Whidbey Island, Washington
2006
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<td>INDEX 1</td>
</tr>
</tbody>
</table>
Basic English Grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading. It uses a grammar-based approach integrated with communicative methodologies. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context.

Teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. The direct teaching of grammar to academically oriented adults and young adults is one component of a well-balanced program of second language instruction and can, much to students' benefit, be integrated into curricula that are otherwise content/context-based or task-based.

This third edition has the same basic approach as earlier editions, with new material throughout. It has

- student-friendly grammar charts with clear information that is easily understood by beginning students.
- numerous exercises to give students lots of practice.
- more illustrations to help students learn vocabulary, understand contexts, and engage in communicative language tasks.
- reorganized chapters with expanded practice for high-frequency structures.
- the option of a student text with or without an answer key in the back.

In addition, the new edition has a greater variety of practice modes, including

- greatly increased speaking practice through extensive use of interactive pair and group work.
- the addition of numerous listening exercises, accompanied by audio CDs, with listening scripts included in the back of the book.
- more activities that provide real communication opportunities.

A new Workbook accompanies the student text to provide additional self-study practice. A Test Bank is also available.
HOW TO USE THIS TEXT

GRAMMAR CHARTS
The grammar charts present the target structure by way of example and explanation. Teachers can introduce this material in a variety of ways:

a. Present the examples in the chart, perhaps highlighting them on the board. Add additional examples, relating them to students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, etc.

b. Elicit target structures from students by asking questions. (For example, for simple past tense, ask: What did you do last night?) Proceed to selected examples in the chart.

c. Instead of beginning with a chart, begin with the first exercise after the chart, and as you work through it with students, present the information in the chart or refer to examples in the chart.

d. Assign a chart for homework; students bring questions to class. This works best with a more advanced class.

e. Some charts have a preview exercise or pretest. Begin with these, and use them as a guide to decide what areas to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focused on the examples. Students by and large learn from examples and lots of practice, not from explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

FIRST EXERCISE AFTER A CHART
In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s).

SENTENCE PRACTICE
These exercises can be assigned as either oral or written practice, depending on the ability and needs of the class. Many of them can also be done as homework or seatwork.

LET'S TALK
Each "Let's Talk" activity is designated as one of the following: pairwork, small group, class activity, or interview. These exercises encourage students to talk about their ideas, their everyday lives, and the world around them. Examples for each are given so that students can easily transition into the activity, whether it be student- or teacher-led.
LISTENING
Listening exercises for both form and meaning give exposure to and practice with spoken English. Listening scripts for teacher use are in the back of the book. Two audio CDs also accompany the text. Many of the exercises also introduce students to common features of reduced speech.

Teachers may want to play or read aloud some listening scripts one time in their entirety before asking students to write, so they have some familiarity with the overall context. Other exercises can be done sentence by sentence.

WRITING
As students gain confidence in using the target structures, they are encouraged to express their ideas in paragraphs and other writing formats. To help students generate ideas, some of these tasks are combined with "Let's Talk" activities.

When correcting student writing, teachers may want to focus primarily on the structures taught in the chapter.

REVIEW EXERCISES
All chapters finish with review exercises; some are cumulative reviews that include material from previous chapters, so students can incorporate previous grammar with more recently taught structures.

Each chapter review contains an error-correction exercise. Students can practice their editing skills by correcting errors commonly found in beginning students' speaking and writing.

ANSWER KEY
The text is available with or without an answer key in the back. If the answer key is used, homework can be corrected as a class or, if appropriate, students can correct it at home and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

For more teaching suggestions and supplementary material, please refer to the accompanying Teacher's Guide.
Janet Johnston was the finest editor an author could ever hope to work with. Wielding pencils of many colors (with purple seeming to be her personal favorite), she cheerfully held her authors to account for every single word they wrote. She saw the Azar Series through thousands of pages of manuscript and proof for more than fifteen years. Each published page bears the seal of her high standards and keen eye. Her delight in the process of shaping text was contagious and her technical expertise extraordinary, making all of us who worked with her enthusiastically reach for our highest level of professionalism. They simply don’t make editors like Janet anymore. Working with her has been a privilege and a joy. As we grieve her untimely death from breast cancer, we will deeply miss her good, sweet friendship as well as her editorial wizardry. Simply stated, Janet Johnston was, and will always remain, the best of the best.

Betty Azar  
Stacy Hagen  
Shelley Hartle  
Sue Van Etten
**EXERCISE 1.** Let's talk: class activity.

*Directions:* Ask your classmates their names. Write their first names in the spaces below. You can also ask them what city or country they are from.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>CITY OR COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
EXERCISE 2. Preview: listening.

Directions: Listen to the sentences. Write the words you hear.

Paulo is a student from Brazil. Marie_________ 2_________
student from France. _________ 3_________ the classroom. Today
_________ 4_________ exciting day. _________ 5_________ the first day of school, but they
_________ 6_________ nervous. _________ 7_________ to be here. Mrs. Brown
_________ 8_________ the teacher. She _________ 9_________ in the classroom right now.
_________ 10_________ late today.

1-1 NOUN + IS + NOUN: SINGULAR

(a) Canada is a country. Singular means "one."
In (a): Canada = a singular noun
is = a singular verb
country = a singular noun

(b) Mexico is a country. A frequently comes in front of singular nouns.
In (b): a comes in front of the singular noun country.
A is called an "article."

(c) A cat is an animal. A and an have the same meaning. They are both articles. A is
used in front of words that begin with consonants: b, c, d, f, g, h, l, m, n, p, q, r, s, t, v, w, x, y, z.
Examples: a bed, a cat, a dog, a friend, a girl
An is used in front of words that begin with a, e, i, o, and u. Examples:
an animal, an ear, an island, an office

EXERCISE 3. Sentence practice.

Directions: Complete the sentences. Use an article (a or an).

1. ________A________ horse is ________an________ animal.

2. English is ________ language.

3. Tokyo is ________ city.

4. Australia is ________ country.
5. Red is _______ color.
6. _______ dictionary is _______ book.
7. _______ hotel is _______ building.
8. _______ bear is _______ animal.
9. _______ bee is _______ insect.
10. _______ ant is _______ insect.

EXERCISE 4. Sentence practice.
Directions: Complete the sentences. Use a or an and the words in the list.

<table>
<thead>
<tr>
<th>animal</th>
<th>country</th>
<th>language</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>insect</td>
<td>sport</td>
</tr>
</tbody>
</table>

1. Arabic is _______ language _______.
2. Rome is _______ city _______.
3. A cat is _______ animal _______.
4. Tennis is _______.
5. Chicago is _______.
6. Spanish is _______.
7. Mexico is _______.
8. A cow is _______.
9. A fly is _______.
10. Baseball is _______.
11. China is _______.
12. Russian is _______.
EXERCISE 5. Let's talk: small groups.

Directions: Work in small groups. Choose a leader. Only the leader's book is open.

Example: a language

LEADER: Name a language.

SPEAKER A: English is a language.
SPEAKER B: French is a language.
SPEAKER C: Arabic is a language.
LEADER: Japanese is a language.
SPEAKER A: Spanish is a language.
SPEAKER B: Etc.

(Continue until no one can name another language.)

1. an animal 4. a color
2. a sport 5. a country
3. an insect 6. a city

1-2 NOUN + ARE + NOUN: PLURAL

<table>
<thead>
<tr>
<th>NOUN + ARE + NOUN</th>
<th>Plural means “two, three, or more.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Cats are animals</td>
<td>Cats = a plural noun</td>
</tr>
<tr>
<td>(b) SINGULAR</td>
<td>Plural nouns end in -s.</td>
</tr>
<tr>
<td>PLURAL:</td>
<td>A and an are used only with singular nouns.</td>
</tr>
<tr>
<td>a cat, an animal</td>
<td>cats, animals</td>
</tr>
<tr>
<td>(c) SINGULAR</td>
<td>Some singular nouns that end in -y have a special plural form: They omit the -y and add -ies.*</td>
</tr>
<tr>
<td>PLURAL:</td>
<td></td>
</tr>
<tr>
<td>a city, a country</td>
<td>cities, countries</td>
</tr>
<tr>
<td>(d) NOUN and NOUN</td>
<td>Two nouns connected by and are followed by are.</td>
</tr>
<tr>
<td>+ ARE + NOUN</td>
<td>In (d): Canada is a singular noun. Chine is a singular noun. They are connected by and. Together they are plural, i.e., “more than one.”</td>
</tr>
<tr>
<td>(e) Dogs and cats</td>
<td>are animals.</td>
</tr>
</tbody>
</table>

*See Chart 5-6, p. 93, for more information about adding -ies to words that end in -y.


Directions: Change the singular sentences to plural sentences.

SINGULAR

1. An ant is an insect.
2. A computer is a machine.

PLURAL

1. Ants are insects.
2. Computers are machines.
<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. A dictionary is a book.</td>
<td></td>
</tr>
<tr>
<td>4. A chicken is a bird.</td>
<td></td>
</tr>
<tr>
<td>5. A rose is a flower.</td>
<td></td>
</tr>
<tr>
<td>6. A carrot is a vegetable.</td>
<td></td>
</tr>
<tr>
<td>7. A rabbit is an animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Egypt is a country.</td>
<td></td>
</tr>
<tr>
<td>Indonesia is a country.</td>
<td></td>
</tr>
<tr>
<td>9. Winter is a season.</td>
<td></td>
</tr>
<tr>
<td>Summer is a season.</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 7. Game.**

*Directions: Work in small groups. Close your books for this activity. Your teacher will say the beginning of a sentence. As a group, write the complete sentence. In the end, the group who completes the most sentences correctly wins the game.*

*Example:*

**TEACHER (book open):** Spanish . . .

**GROUP (books closed):** Spanish is a language.

1. A bear . . .
2. An ant . . .
3. London . . .
4. Spring . . .
5. A carrot . . .
6. September and October . . .
7. Mexico and Canada . . .
8. A dictionary . . .
9. Chickens . . .
11. Winter and summer . . .
12. Arabic . . .
13. A computer . . .
EXERCISE 8. Listening.

Directions: Listen to the sentences. Circle yes or no.

Example: Cows are animals. (yes) Horses are insects. (no)

1. yes no 4. yes no 7. yes no
2. yes no 5. yes no 8. yes no
3. yes no 6. yes no 9. yes no


Directions: Your partner will ask you to name something. Answer in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

Example:

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a country</td>
<td>1. two countries</td>
</tr>
<tr>
<td>2. an insect</td>
<td>2. a season</td>
</tr>
</tbody>
</table>

PARTNER A: Name a country.
PARTNER B: Brazil is a country. Your turn now.
PARTNER A: Yes, Brazil is a country. Your turn now.
PARTNER B: Name two countries.
PARTNER A: Italy and China are countries. Your turn now.
PARTNER B: Yes, Italy and China are countries. Your turn now.
PARTNER A: Name an insect.
PARTNER B: A bee is an insect.
PARTNER A: Yes, a bee is an insect. Your turn now.
PARTNER B: Name a season.
PARTNER A: Etc.

Remember: You can look at your book before you speak. When you speak, look at your partner.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a language</td>
<td>1. two cities</td>
</tr>
<tr>
<td>2. two languages</td>
<td>2. an island</td>
</tr>
<tr>
<td>3. a city</td>
<td>3. two countries in Asia</td>
</tr>
<tr>
<td>4. an animal</td>
<td>4. a vegetable</td>
</tr>
<tr>
<td>5. two seasons</td>
<td>5. a street in this city</td>
</tr>
</tbody>
</table>
### 1-3 PRONOUN + BE + NOUN

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>PRONOUN</em> + <em>BE</em> + <em>NOUN</em></td>
<td><em>PRONOUN</em> + <em>BE</em> + <em>NOUN</em></td>
</tr>
<tr>
<td>(a) I <em>am</em> a student.</td>
<td>(f) <em>We</em> <em>are</em> students.</td>
</tr>
<tr>
<td>(b) You <em>are</em> a student.</td>
<td>(g) <em>You</em> <em>are</em> students.</td>
</tr>
<tr>
<td>(c) She <em>is</em> a student.</td>
<td>(h) <em>They</em> <em>are</em> students.</td>
</tr>
<tr>
<td>(d) He <em>is</em> a student.</td>
<td></td>
</tr>
<tr>
<td>(e) It <em>is</em> a country.</td>
<td></td>
</tr>
</tbody>
</table>

1. Rita is in my class. **She** is a student.
2. Tom is in my class. **He** is a student.
3. Rita and Tom are in my class. **They** are students.

Pronouns refer to nouns.
- In (1): **she** (feminine) = Rita.
- In (2): **he** (masculine) = Tom.
- In (3): **they** = Rita and Tom.

#### EXERCISE 10. Sentence practice.

**Directions:** Complete the sentences. Use a verb (*am, is, or are*). Use a noun (*a student* or *students*).

1. We ____________
2. I ____________
3. Rita ____________
4. Rita and Tom ____________
5. You (one person) ____________
6. You (two persons) ____________

#### EXERCISE 11. Let’s talk: class activity.

**Directions:** Close your books. Complete the sentences with a form of *be* + a student/students. Point to the student or students as you name them.

Example:

**Teacher:** (name of a student in the class) Yoko . . .
**Student:** (The student points to Yoko.) Yoko is a student.

1. (name of a student)
2. (name of a student) and (name of a student)
3. I
4. (name of a student) and I
5. We
6. (name of a student)
7. (name of a student) and (name of a student)
8. They
9. You
10. (name of a student) and (name of a student) and (name of a student)
## 1-4 CONTRACTIONS WITH BE

<table>
<thead>
<tr>
<th>PLURAL</th>
<th>PRONOUN + BE</th>
<th>CONTRACTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>I</td>
<td>+ am → I'm</td>
<td>(a) I'm a student.</td>
</tr>
<tr>
<td>IS</td>
<td>she</td>
<td>+ is → she's</td>
<td>(b) She's a student.</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>+ is → he's</td>
<td>(c) He's a student.</td>
</tr>
<tr>
<td></td>
<td>it</td>
<td>+ is → it's</td>
<td>(d) It's a city.</td>
</tr>
<tr>
<td>ARE</td>
<td>you</td>
<td>+ are → you're</td>
<td>(e) You're a student.</td>
</tr>
<tr>
<td></td>
<td>we</td>
<td>+ are → we're</td>
<td>(f) We're students.</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>+ are → they're</td>
<td>(g) They're students.</td>
</tr>
</tbody>
</table>

*NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.*

**CORRECT:** I'm a student

**INCORRECT:** I m a student

---

### EXERCISE 12. Sentence practice

**Directions:** Complete the sentences. Use contractions (pronoun + be).

1. Sara is a student. **She**'s in my class.
2. Jim is a student. **He** is in my class.
3. I have one brother. **He** is twenty years old.
4. I have two sisters. **They** are students.
5. I have a dictionary. **It** is on my desk.
6. I like my classmates. **They're** friendly.
7. I have three books. **They're** on my desk.
8. My brother is twenty-six years old. **He** is married.
9. My sister is twenty-one years old. **She** is single.
10. Yoko and Ali are students. **They** are in my class.
11. I like my books. **They're** interesting.
12. I like grammar. **It** is easy.
13. Kate and I live in an apartment. **We** are roommates.
14. We live in an apartment. __________ on Pine Street.

15. I go to school. __________ a student.

16. I know you. __________ in my English class.

EXERCISE 13. Listening.

Directions: Listen to the sentences. Write the contractions you hear. Use the words in the list.

Example:
You will hear: You are in class. You're a student.
You will write: You're a student.

<table>
<thead>
<tr>
<th>I'm</th>
<th>She's</th>
<th>We're</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're</td>
<td>He's</td>
<td>They're</td>
</tr>
<tr>
<td>It's</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. __________ very nice.
2. __________ in the classroom.
3. __________ late.
4. __________ a teacher.
5. __________ her friend.
6. __________ in the same class.
7. __________ young.
8. __________ very big.
9. __________ very friendly.
10. __________ fun.

EXERCISE 14. Listening.

Directions: Complete the sentences with the words you hear. Some of them will be contractions.

SPEAKER A: Hello. My name __________ Mrs. Brown. __________ the new teacher.

SPEAKER B: Hi. My name __________ Paulo, and this __________ Marie. __________ in your class.

SPEAKER A: __________ nice to meet you.

SPEAKER B: __________ happy to meet you too.

SPEAKER A: __________ time for class. Please take a seat.
1-5  NEGATIVE WITH BE

(a) I am not a teacher.
(b) You are not a teacher.
(c) She is not a teacher.
(d) He is not a teacher.
(e) It is not a city.
(f) We are not teachers.
(g) You are not teachers.
(h) They are not teachers.

CONTRACTIONS
I'm not
you're not / you aren't
she's not / she isn't
he's not / he isn't
it's not / it isn't
we're not / we aren't
you're not / you aren't
they're not / they aren't

Not makes a sentence negative.

CONTRACTIONS:
Be and not can be contracted.
Note that "I am" has only one contraction with be, as in (a), but there are two contractions with be for (b) through (g).

EXERCISE 15. Sentence practice.

Directions: Write sentences using is, isn't, are, and aren't and the given information.

Examples: Africa is a city...It is a continent.

   → Africa isn't a city...It's a continent.

Baghdad and Chicago are cities...They are continents.

   → Baghdad and Chicago are cities...They aren't continents.

1. Canada is a country...It is a city...

2. Jakarta is a city...It is a country...

3. Beijing and London are cities...They are countries...

4. Asia is a country...It is a continent...

5. Asia and South America are continents...They are countries...
PART I.

Directions: Write the name of the person next to his or her job.

artist  Jim     gardener
bus driver  Ann     doctor
police officer  Mike    photographer

PART II.

Directions: Complete the sentences with the correct information.

1. Ann  isn’t  a gardener. She  ’s a photographer.
2. Mike  is  a gardener. He  an artist.
3. Jim  a bus driver. He
4. Sue  a photographer. She
5. Mr. Rice  , a police officer. He
6. Ms. Black isn’t a _______. She
7. I’m not a _______. I’m a __________________.
1-6 **BE + ADJECTIVE**

<table>
<thead>
<tr>
<th>NOUN</th>
<th>BE</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A ball</td>
<td>is</td>
<td>round</td>
</tr>
<tr>
<td>(b) Balls</td>
<td>are</td>
<td>round</td>
</tr>
<tr>
<td>(c) Mary</td>
<td>is</td>
<td>intelligent</td>
</tr>
<tr>
<td>(d) Mary and Tom</td>
<td>are</td>
<td>intelligent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRONOUN</th>
<th>BE</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) I</td>
<td>am</td>
<td>hungry</td>
</tr>
<tr>
<td>(f) She</td>
<td>is</td>
<td>young</td>
</tr>
<tr>
<td>(g) They</td>
<td>are</td>
<td>happy</td>
</tr>
</tbody>
</table>

Adjectives often follow a form of *be* (am, is, are). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.*

---

**EXERCISE 17. Sentence practice.**

*Directions:* Find the adjective in the first sentence. Then complete the second sentence with *be + an adjective* that has an opposite meaning. Use the adjectives in the list. Use each adjective only once.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>expensive</th>
<th>noisy</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>fast</td>
<td>old</td>
<td>tall</td>
</tr>
<tr>
<td>easy</td>
<td>happy</td>
<td></td>
<td>poor</td>
</tr>
</tbody>
</table>

1. I’m not sad. I’m **happy** ________.

2. Mr. Thomas isn’t rich. He ________________.

3. My hair isn’t long. It ________________.

4. My clothes aren’t dirty. They ________________.

5. Flowers aren’t ugly. They ________________.

6. Cars aren’t cheap. They ________________.

7. Airplanes aren’t slow. They ________________.

8. Grammar isn’t difficult. It ________________.

9. My sister isn’t short. She ________________.

10. My grandparents aren’t young. They ________________.

11. The classroom isn’t quiet. It ________________.
EXERCISE 18. Sentence practice.

Directions: Write sentences using *is* or *are* and an adjective from the list. Use each adjective only once.

<table>
<thead>
<tr>
<th>cold</th>
<th>funny</th>
<th>round</th>
<th>sweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>hot</td>
<td>small</td>
<td>tart</td>
</tr>
<tr>
<td>dry</td>
<td>important</td>
<td>large</td>
<td>square</td>
</tr>
<tr>
<td>flat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Fire ________ hot ________.
2. Ice and snow ________ ________.
3. A box ________ ________.
4. Balls and oranges ________ ________.
5. Sugar ________ ________.
6. An elephant ________ ________, but a mouse ________ ________.
7. A rain forest ________ ________, but a desert ________ ________.
8. A joke ________ ________.
9. Good health ________ ________.
10. Guns aren't safe. They ________ ________.
11. A coin ________ ________ small, round, and ________ ________.
12. A lemon ________ ________.

![Diagram of lemonade](image-url)
□ EXERCISE 19. Let’s talk: pairwork.
Directions: Complete the drawings by making the faces happy, angry, sad, or nervous. Then show your drawings to your partner. Your partner will identify the emotions in your drawings.

□ EXERCISE 20. Sentence practice.
Directions: Complete the sentences. Use is, isn’t, are, or aren’t.

1. A ball ______ square.
2. Balls ______ round.
3. Lemons ______ yellow.
4. Ripe bananas ______ yellow too.
5. A lemon ______ sweet. It ______ sour.
7. This room ______ dark. It ______ light.
8. My classmates ______ friendly.
9. A turtle ______ slow.
10. Airplanes ______ slow. They ______ fast.
11. The floor in the classroom ______ clean. It ______ dirty.
12. The weather ______ cold today.
13. The sun ______ bright today.

**Directions:** Work with a partner. Take turns making two sentences for each picture. Use the given adjectives. You can look at your book before you speak. When you speak, look at your partner.

Example: The girl... happy/sad

**Partner A:** The girl isn’t happy. She’s sad.
Your turn now.

Example: The flower... beautiful/ugly

**Partner B:** The flower is beautiful. It isn’t ugly.
Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
</tr>
<tr>
<td>1. The table... clean/dirty.</td>
<td>1. The man... friendly/unfriendly.</td>
</tr>
<tr>
<td>![Picture 3]</td>
<td>![Picture 4]</td>
</tr>
<tr>
<td>2. The little boy... sick/well.</td>
<td>2. The coffee... cold/hot.</td>
</tr>
<tr>
<td>![Picture 5]</td>
<td>![Picture 6]</td>
</tr>
<tr>
<td>$x^2 + 5 + 4 = (x + 4)(x + 1)$</td>
<td>3. The woman... tall/short.</td>
</tr>
<tr>
<td>![Picture 7]</td>
<td>![Picture 8]</td>
</tr>
<tr>
<td>4. The cars... old/new.</td>
<td>4. Ken’s sister... old/young.</td>
</tr>
</tbody>
</table>
EXERCISE 22. Let’s talk: game.

Directions: Practice using adjectives.

PART I. Look at the words. Check (√) all the words you know. Your teacher will explain the words you don’t know.

1. ___ hungry 11. ___ angry
2. ___ thirsty 12. ___ nervous
3. ___ sleepy 13. ___ quiet
4. ___ tired 14. ___ lazy
5. ___ old 15. ___ hardworking
6. ___ young 16. ___ famous
7. ___ happy 17. ___ sick
8. ___ homesick 18. ___ healthy
9. ___ married 19. ___ friendly
10. ___ single 20. ___ shy

PART II. Sit in a circle. Speaker 1 makes a sentence using “I” and the first word. Speaker 2 repeats the information about Speaker 1 and makes a new sentence using the second word. Continue around the circle until everyone in class has spoken. The teacher is the last person to speak and must repeat the information about everyone in the class.

Example:

SPEAKER A: I’m not hungry.
SPEAKER B: He’s not hungry.
I’m thirsty.
SPEAKER C: He’s not hungry.
She’s thirsty.
I’m sleepy.
EXERCISE 23. Let’s talk: pairwork.

Directions: Check (√) each adjective that describes this city/town (the city or town where you are studying now). When you finish, compare your work with a partner. Do you and your partner have checks beside the same adjectives? Report to the class on things you disagree about.

1. √ big
2. √ small
3. √ clean
4. √ dirty
5. √ friendly
6. √ unfriendly
7. √ safe
8. √ dangerous
9. √ beautiful
10. √ ugly
11. √ noisy
12. √ quiet
13. √ crowded
14. √ not crowded
15. √ hot
16. √ cold
17. √ warm
18. √ cool
19. × expensive
20. × inexpensive/cheap

EXERCISE 24. Let’s talk: game.

Directions: Sit in small groups. Close your books for this activity. Your teacher will ask you to name things. As a group, make a list. The teacher will give you only a short time to make the list. Share the list with the rest of your class. The group that makes the longest list gets a point. The group with the most points at the end of the game is the winner.

Example: round

TEACHER: Name something that is round.

GROUP A’S LIST: a ball, an orange, the world

GROUP B’S LIST: a baseball, a basketball, a soccer ball

GROUP C’S LIST: a ball, a head, an orange, the world, the sun, a planet

Results: Group 3 wins a point.

1. hot
2. square
3. sweet
4. sour
5. large
6. flat
7. little
8. important
9. cold
10. funny
11. beautiful
12. expensive
13. cheap
14. free
15. delicious
### 1-7 BE + A PLACE

(a) Maria is **here**.
(b) Bob is **at the library**.

In (a): **here** = a place.
In (b): **at the library** = a place.
**Be** is often followed by a place.

(c) Maria is **here**, **there**, **downstairs**, **upstairs**, **inside**, **outside**, **downtown**.

A place may be one word, as in the examples in (c).

(d) Bob is **at the library**, **on the bus**, **in his room**, **at work**, **next to Maria**.

A place may be a prepositional phrase (**preposition + noun**), as in (d).

### Some Common Prepositions

- **above**
- **behind**
- **between**
- **from**
- **next to**
- **on**
- **under**

- **ON**
- **ABOVE**
- **IN**
- **NEXT TO**
- **BEHIND**
- **UNDER**
EXERCISE 25. Sentence practice.

Directions: Complete the sentences with prepositions that describe the pictures. Use each preposition only once.

above    between    next to    under
behind   in         on

1. The cat is ________ the desk.
2. The cat is ________ the desk.
3. The cat is ________ the desk.
4. The cat is ________ the desk.
5. The cat is ________ the desk.
6. The cat is ________ the desk.
7. The cat is ________ the desks.
EXERCISE 26. Let's talk: class activity.

Directions: Close your books. Practice using prepositions of place.

Example: under

TEACHER: Put your hand under your chair. Where is your hand?
STUDENT: My hand is under my chair. or: It’s under my chair.

1. on Put your pen on your book. Where is your pen?
2. in Put your pen in your book. Where’s your pen?
3. under Put your pen under your book. Where’s your pen?
4. next to Put your pen next to your book. Where’s your pen?
5. on Put your hand on your ear. Where’s your hand?
6. next to Put your hand next to your ear. Where’s your hand?
7. above Put your hand above your head. Where’s your hand?
8. next to Stand next to ( , . .). Where are you?
9. between Stand between ( , . .) and ( , . .). Where are you?
10. between Put your pen between two books. Where’s your pen?
11. behind Put your hand behind your head. Where’s your hand?
12. Follow these directions: Put your pen . . . in your hand.
   . . . on your arm.
   . . . between your hands.
   . . . under your book.
   . . . next to your book.
   . . . above your book.

EXERCISE 27. Let's talk: pairwork.

Directions: Work with a partner. Give and follow directions.

Example: Draw a ball on a box.

PARTNER B (book closed): (Draw the picture Partner A described.)

1. Draw a ball on a box.
2. Draw a ball above a box.
3. Draw a ball next to a box.
4. Draw a ball under a box.
5. Draw a ball in a box.
6. Draw a banana between two apples.
8. Draw a flower. Draw a tree next to the flower. Draw a bird above the tree. Draw a turtle under the flower.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to talk now.

9. Draw a circle next to a triangle.
10. Draw a circle in a triangle.
11. Draw a circle above a triangle.
12. Draw a triangle between two circles.
13. Draw a circle under a triangle.

### 1-8 SUMMARY: BASIC SENTENCE PATTERNS WITH BE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>NOUN</th>
<th>The noun or pronoun that comes at the beginning of a sentence is called the “subject.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I</td>
<td>am</td>
<td>a student</td>
<td></td>
</tr>
<tr>
<td>(b) He</td>
<td>is</td>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>(c) We</td>
<td>are</td>
<td>in class.</td>
<td></td>
</tr>
<tr>
<td>(d) She</td>
<td>is</td>
<td>upstairs</td>
<td></td>
</tr>
</tbody>
</table>

Be is a “verb.” Almost all English sentences have a subject and a verb.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>PLACE</th>
<th>Notice in the examples: There are three basic completions for sentences that begin with a subject + the verb be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) We</td>
<td>are</td>
<td>in class.</td>
<td>• a noun, as in (a)</td>
</tr>
<tr>
<td>(d) She</td>
<td>is</td>
<td>upstairs</td>
<td>• an adjective, as in (b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• an expression of place,* as in (c) and (d)</td>
</tr>
</tbody>
</table>

*An expression of place can be a preposition + noun, or it can be one word.

### EXERCISE 28. Sentence practice.

**Directions:** Write the form of be (am, is, or are) that is used in each sentence. Then write the grammar structure that follows be.

<table>
<thead>
<tr>
<th></th>
<th>BE</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We’re students.</td>
<td>are</td>
<td>a noun</td>
</tr>
<tr>
<td>2. Anna is in Rome.</td>
<td>is</td>
<td>a place</td>
</tr>
<tr>
<td>3. I’m hungry.</td>
<td>am</td>
<td>an adjective</td>
</tr>
</tbody>
</table>
**Exercise 29. Listening.**

*Directions:* *Is* and *are* are often contracted with nouns in spoken English. Listen to the sentences. Practice saying them yourself.

1. Grammar is easy. → “Grammar’s easy.”
2. My name is John.
3. My books are on the table.
4. My brother’s 21 years old.
5. The weather is cold today.
6. The windows are open.
7. My money is in my wallet.
8. Mr. Smith is a teacher.
9. Mrs. Lee is at home now.
10. The sun is bright today.
11. Tom is at home right now.
12. My roommates are from Chicago.
13. My sister is a student in high school.

**Exercise 30. Listening.**

*Directions:* Listen to the sentences. Circle the completions you hear.

*Example:* My friend ______ from Korea.

A. is  B. ’s  C. Ø

1. The test ______ easy.
   A. is  B. ’s  C. Ø

2. My notebook ______ on the table.
   A. is  B. ’s  C. Ø

   A. are  B. ’re  C. Ø

* Ø = nothing
4. Sue ______ a student.
   A. is  B. 's  C. Ø

5. The weather ______ warm today.
   A. is  B. 's  C. Ø

6. The windows ______ open.
   A. are  B. 're  C. Ø

7. My parents ______ from Cuba.
   A. are  B. 're  C. Ø

8. My cousins ______ from Cuba, too.
   A. are  B. 're  C. Ø

   A. book's  B. books're  C. Ø

10. The ______ in class.
    A. teacher's  B. teachers're  C. Ø

☐ EXERCISE 31. Sentence review.

Directions: Complete the sentences. Use is or are. Then exchange papers and correct each other’s sentences.

1. ___________________________ an animal.
2. ___________________________ here.
3. ___________________________ languages.
4. ___________________________ not cheap.
5. ___________________________ friendly.
6. ___________________________ not expensive.
7. ___________________________ an insect.
8. ___________________________ countries.
9. ___________________________ not from Canada.
10. ___________________________ noisy.
CHAPTER 2
Using Be and Have

EXERCISE 1. Preview: Listening.

Directions: Listen to the questions. Circle yes or no.

Example: Is Africa a continent? (yes) no

1. yes no 4. yes no 7. yes no
2. yes no 5. yes no 8. yes no
3. yes no 6. yes no 9. yes no

2-1 YES/NO QUESTIONS WITH BE

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Anna a student?</td>
<td>Anna is a student.</td>
</tr>
<tr>
<td>Are they at home?</td>
<td>They are at home.</td>
</tr>
</tbody>
</table>

In a question, be comes in front of the subject.

PUNCTUATION: A question ends with a question mark (?). A statement ends with a period (.)

EXERCISE 2. Question practice

Directions: Make questions for the given answers.

1. A: Is Mrs. Lee a teacher?
   B: Yes, Mrs. Lee is a teacher.

2. A: ________________________________
   B: Yes, the sun is a ball of fire.

3. A: ________________________________
   B: Yes, carrots are vegetables.

4. A: ________________________________
   B: Yes, chickens are birds.
5. A: ____________________________________________
   B: Yes, Mr. Wu is here today.

6. A: ____________________________________________
   B: Yes, Sue and Mike are here today.

7. A: ____________________________________________
   B: Yes, English grammar is fun.

8. A: ____________________________________________
   B: Yes, I am ready for the next grammar chart.

### 2-2 Short Answers to Yes/No Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
<th>Spoken contractions are not used in short answers that begin with <em>yes</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>Is Anna a student?</em></td>
<td>Yes, she is. No, she's not. No, she isn't.</td>
<td>In (a): INCORRECT: Yes, she's.</td>
</tr>
<tr>
<td>(b) <em>Are they at home?</em></td>
<td>Yes, they are. No, they aren't.</td>
<td>In (b): INCORRECT: Yes, they're.</td>
</tr>
<tr>
<td>(c) <em>Are you ready?</em></td>
<td>Yes, I am. No, I'm not.*</td>
<td>In (c): INCORRECT: Yes, I'm.</td>
</tr>
</tbody>
</table>

*Are and our are not contracted.

### Exercise 3. Question Practice.

*Directions:* Make questions and give short answers.

1. A: ____________________________
   B: No, I'm not. (I'm not tired.)

2. A: ____________________________
   B: Yes, she is. (Anna is in my class.)

3. A: ____________________________
   B: ____________________________ (I'm not homesick.)

4. A: ____________________________
   B: ____________________________ (Bob is homesick.)
5. A: ______________________________________________________________________
B: _____________ (Sue isn’t here today.)

6. A: ______________________________________________________________________
B: _____________ (The students in this class are intelligent.)

7. A: ______________________________________________________________________
B: _____________ (The chairs in this room aren’t comfortable.)

8. A: ______________________________________________________________________
B: _____________ (I’m not married.)

9. A: ______________________________________________________________________
B: _____________ (Tom and I are roommates.)

10. A: _____________________________________________________________________
    B: _____________ (A butterfly is not a bird.)

**EXERCISE 4. Let’s talk: find someone who . . . .**

*Directions:* Walk around the room. Ask your classmates questions. Find someone who can answer yes to each question. Write down his/her name. Use *Are you . . . ?*

*Example:*

**SPEAKER A:** Are you hungry?
**SPEAKER B:** No, I’m not.
**SPEAKER A:** (Ask another student.) Are you hungry?
**SPEAKER C:** Yes, I am. (Write down his/her name.)
(Now ask another student a different question.)

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hungry</td>
<td>8. tired</td>
</tr>
<tr>
<td>2. sleepy</td>
<td>9. nervous</td>
</tr>
<tr>
<td>3. thirsty</td>
<td>10. friendly</td>
</tr>
<tr>
<td>4. married</td>
<td>11. lazy</td>
</tr>
<tr>
<td>5. a parent</td>
<td>12. cold</td>
</tr>
<tr>
<td>6. single</td>
<td>13. comfortable</td>
</tr>
<tr>
<td>7. happy</td>
<td>14. from (name of country)</td>
</tr>
</tbody>
</table>
□ **EXERCISE 5. Let’s talk: pairwork.**

*Directions:* Work with a partner. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

*Example:* turtles: fast/slow

**PARTNER A:** Are turtles fast?

**PARTNER B:** No, they aren’t.

**PARTNER A:** Your turn now.

**OR**

**PARTNER A:** Are turtles slow?

**PARTNER B:** Yes, they are.

**PARTNER A:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a mouse: big/little</td>
<td>1. diamonds: expensive/cheap</td>
</tr>
<tr>
<td>2. lemons: sweet/sour</td>
<td>2. your grammar book: light/heavy</td>
</tr>
<tr>
<td>3. the world: flat/round</td>
<td>3. butterflies: beautiful/ugly</td>
</tr>
<tr>
<td>4. the weather: cool today/warm today</td>
<td>4. English grammar: easy/difficult</td>
</tr>
<tr>
<td>5. your dictionary: with you at home</td>
<td>5. dolphins: intelligent/dumb</td>
</tr>
<tr>
<td>6. your shoes: comfortable/uncomfortable</td>
<td>6. the floor in this room: clean/dirty</td>
</tr>
</tbody>
</table>

□ **EXERCISE 6. Question practice**

*Directions:* Complete the conversations with your own words.

1. **A:** Are you a student at this school?

   **B:** Yes, ________________.

   **A:** ________________ you from ________________?

   **B:** No, ________________ from ________________.

2. **A:** Are you a/an ________________?

   **B:** No, ________________ not. I’m a/an ________________.

3. **A:** Are ________________ expensive?

   **B:** Yes, ________________.

   **A:** Is ________________ expensive?

   **B:** No, ________________.
4. A: ___________________________________ countries in Asia?
   B: Yes, ____________ are.
   A: ____________________________, a country in South America?
   B: Yes, ____________ is.
   A: ____________________________ a country in Africa?
   B: No, ____________ not. It's a country in _________________________.

2-3 QUESTIONS WITH BE: USING WHERE

**Where** asks about place. **Where** comes at the beginning of the question, in front of **be**.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER + (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Is the book on the table?</td>
<td>Yes, it is. (The book is on the table.)</td>
</tr>
<tr>
<td>(b) Are the books on the table?</td>
<td>Yes, they are. (The books are on the table.)</td>
</tr>
<tr>
<td>(c) Where is the book?</td>
<td>On the table. (The book is on the table.)</td>
</tr>
<tr>
<td>(d) Where are the books?</td>
<td>On the table. (The books are on the table.)</td>
</tr>
</tbody>
</table>

☐ EXERCISE 7. Question practice.

*Directions: Make questions.*

1. A: ______ Is Kate at home?
   B: Yes, she is. (Kate is at home.)

2. A: ______ Where is Kate?
   B: At home. (Kate is at home.)

3. A: ______
   B: Yes, it is. (Cairo is in Egypt.)

4. A: ______
   B: In Egypt. (Cairo is in Egypt.)
5. A: ____________________________
   B: Yes, they are. (The students are in class today.)

6. A: ____________________________
   B: In class. (The students are in class today.)

7. A: ____________________________
   B: On Main Street. (The post office is on Main Street.)

8. A: ____________________________
   B: Yes, it is. (The train station is on Grand Avenue.)

9. A: ____________________________
   B: Over there. (The bus stop is over there.)

10. A: ____________________________
    B: At the zoo. (Sue and Ken are at the zoo today.)

**Exercise 8. Let's talk: pair work.**

*Directions:* Work with a partner. Ask questions. Use *where*. You can look at your book before you speak. When you speak, look at your partner.

*Example:*

**PARTNER A:** Where is your pen?
**PARTNER B:** It's in my hand. *(or any other true answer)*
**PARTNER A:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. your dictionary</td>
<td>1. your notebooks</td>
</tr>
<tr>
<td>2. your money</td>
<td>2. your wallet</td>
</tr>
<tr>
<td>3. your books</td>
<td>3. your glasses or sunglasses</td>
</tr>
<tr>
<td>4. your coat</td>
<td>4. your family</td>
</tr>
<tr>
<td>5. your pencil</td>
<td>5. your apartment</td>
</tr>
<tr>
<td>6. <em>(name of a classmate)</em></td>
<td>6. <em>(names of two classmates)</em></td>
</tr>
<tr>
<td>7. your hometown</td>
<td>7. your hometown</td>
</tr>
<tr>
<td>8. <em>(name of a city in the world)</em></td>
<td>8. <em>(name of a country in the world)</em></td>
</tr>
</tbody>
</table>
## 2-4 USING **HAVE** AND **HAS**

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>I (\text{you}\ \text{we}\ \text{they}) + have</th>
<th>she (\text{he}\ \text{it}) + has</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I <strong>have</strong> a pen.</td>
<td>(f) <strong>We</strong> have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) <strong>You</strong> have a pen.</td>
<td>(g) <strong>You</strong> have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) <strong>She</strong> has a pen.</td>
<td>(h) <strong>They</strong> have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) <strong>He</strong> has a pen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) <strong>It</strong> has blue ink.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXERCISE 9. **Sentence practice.**

*Directions: Complete the sentences. Use **have** and **has**.*

1. We _______ grammar books.
2. I _________ a dictionary.
3. Kate _________ a blue pen. She _________ a blue notebook too.
4. You _________ a pen in your pocket.
5. Bob _________ a notebook on his desk.
6. Anna and Bob _________ notebooks. They _________ pens too.
7. Samir is a student in our class. He _________ a red grammar book.
8. I _________ a grammar book. It _________ a red cover.
9. You and I are students. We _________ books on our desks.
10. Mike _________ a wallet in his pocket. Sara _________ a wallet in her purse.
11. Nadia isn’t in class today because she _________ the flu.
12. Mr. and Mrs. Johnson _________ two daughters.
13. Ducks _________ feathers.
EXERCISE 10. Sentence practice.
Directions: Complete the sentences with have or has and words from the list.

<table>
<thead>
<tr>
<th>backaches</th>
<th>a headache</th>
<th>a stomachache</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cold</td>
<td>a sore throat</td>
<td>toothaches</td>
</tr>
<tr>
<td>a fever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mr. Wu __________________.  
2. The patients __________________.

3. I __________________.  
4. Mrs. Ramirez __________________.  
5. You __________________.

6. The workers __________________.  
7. Olga __________________.

EXERCISE 11. Let's talk: pairwork.
Directions: Complete this conversation with a partner. You can look at your book before you speak. When you speak, look at your partner.
Partner A: How __________________?  
Partner B: Not so good. __________________.
Partner A: That's too bad. Your turn now.

Example:
1. Jim? ... a toothache  
2. Susan? ... a stomachache  

PARTNER A: How's Jim?  
PARTNER B: Not so good. He has a toothache.  
PARTNER A: That's too bad. Your turn now.
PARTNER B: How's Susan?
PARTNER A: Not so good. She has a stomachache.
PARTNER B: That's too bad. Your turn now.
1. you? . . . a headache 5. your parents? . . . colds
2. you? . . . a sore tooth 6. the patients? . . . stomachaches
3. your mother? . . . a sore back 7. your little brother? . . . a sore throat
4. Mr. Lee? . . . a backache 8. Mrs. Wood? . . . a fever

**EXERCISE 12. Listening.**
*Directions:* Listen to the sentences. Circle the verbs you hear.

*Example:* Anna ___ boots. (has) have

1. has have
2. has have
3. has have
4. has have
5. has have
6. has have
7. has have
8. has have

**EXERCISE 13. Let's Talk: find someone who . . . .**
*Directions:* Walk around the room. Ask your classmates questions. Try to find people who can answer yes to the questions. Write down their names. Use *Do you have . . . ?*

*Example:* . . . car?

**SPEAKER A:** Do you have a car?
**SPEAKER B:** Yes, I have a car. or No, I don't have a car.

*You can also give additional information:* I have a sports car.

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brothers and sisters?</td>
<td>5. a job?</td>
</tr>
<tr>
<td>2. children?</td>
<td>6. a favorite sport?</td>
</tr>
<tr>
<td>3. pets?</td>
<td>7. a favorite movie star?</td>
</tr>
<tr>
<td>4. hobbies?</td>
<td>8. a favorite movie?</td>
</tr>
</tbody>
</table>
## USING MY, YOUR, HIS, HER, OUR, THEIR

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have a book.</td>
<td>(e) We have books.</td>
</tr>
<tr>
<td><strong>My</strong> book is red.</td>
<td><strong>Our</strong> books are red.</td>
</tr>
<tr>
<td>(b) You have a book.</td>
<td>(f) You have books.</td>
</tr>
<tr>
<td><strong>Your</strong> book is red.</td>
<td><strong>Your</strong> books are red.</td>
</tr>
<tr>
<td>(c) She has a book.</td>
<td>(g) They have books.</td>
</tr>
<tr>
<td><strong>Her</strong> book is red.</td>
<td><strong>Their</strong> books are red.</td>
</tr>
<tr>
<td>(d) He has a book.</td>
<td></td>
</tr>
<tr>
<td><strong>His</strong> book is red.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT FORM</th>
<th>POSSESSIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

I possess a book. = I have a book. = It is my book.

My, our, her, his, our, and their are called "possessive adjectives." They come in front of nouns.

### EXERCISE 14. Sentence practice.

**Directions:** Complete the sentences with the correct possessive adjectives.

1. You're next. It's _______ turn.
2. Sue's next. It's _______ turn.
3. John and Jane are next. It's _______ turn.
4. My aunt is next. It's _______ turn.
5. I'm next. It's _______ turn.
6. The children are next. It's _______ turn.
7. You and Sam are next. It's _______ turn.
8. Marcos and I are next. It's _______ turn.
10. Mrs. Brown is next. It's _______ turn.

### EXERCISE 15. Sentence practice.

**Directions:** Complete the sentences with the information on the ID cards.

What information do you know about this person from his ID card?

1. _______ last name is _______.
2. _______ first name is _______.
3. _______ middle initial is _______.
What information do the ID cards give you about Don and Kathy Johnson?

4. ________ zip code is ________.

5. ________ area code is ________.

What do you know about Dr. Nelson?

6. ________ birthdate is ____________.

7. ________ birthday is ____________.

8. ________ middle name is ____________.

Write about yourself:

9. ________ first name is ____________.

10. ________ last name is ____________.

11. ________ middle name is ____________.

12. ________ middle initial is ________.

13. ________ area code is ________.

14. ________ phone number is ____________.

15. ________ zip code is ________.
EXERCISE 16. Let's talk: pairwork.

Directions: Work with a partner. Look at the vocabulary. Put a check (✓) beside the words you know. Ask your partner about the ones you don't know. Your teacher can help you. The pictures below and on the next page illustrate clothing and jewelry.

<table>
<thead>
<tr>
<th>Colors</th>
<th>Clothes</th>
<th>Jewelry</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>belt</td>
<td>bracelet</td>
</tr>
<tr>
<td>blue, dark blue, light blue</td>
<td>blouse</td>
<td>earrings</td>
</tr>
<tr>
<td>blue green</td>
<td>boots</td>
<td>necklace</td>
</tr>
<tr>
<td>brown, dark brown, light brown</td>
<td>coat</td>
<td>ring</td>
</tr>
<tr>
<td>gold</td>
<td>dress</td>
<td>watch/wristwatch</td>
</tr>
<tr>
<td>gray, dark gray, light gray</td>
<td>gloves</td>
<td></td>
</tr>
<tr>
<td>green, dark green, light green</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td>jacket</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td>jeans</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td>pants</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>sandals</td>
<td></td>
</tr>
<tr>
<td>silver</td>
<td>shirt</td>
<td></td>
</tr>
<tr>
<td>tan, beige</td>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td>skirt</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>socks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>suzg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sweater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tie, necklace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T-shirt</td>
<td></td>
</tr>
</tbody>
</table>

Using be and Have 35
EXERCISE 17. Sentence practice.

Directions: Complete the sentences with my, your, her, his, our, or their.

1. Rita is wearing a blouse. _______ blouse is light blue.
2. Tom is wearing a shirt. _______ shirt is yellow and brown.
3. I am wearing jeans. _______ jeans are blue.
4. Bob and Tom are wearing boots. _______ boots are brown.
5. Sue and you are wearing dresses. _______ dresses are red.
6. Ann and I are wearing sweaters. _______ sweaters are green.
7. You are wearing shoes. _______ shoes are dark brown.
8. Sue is wearing a skirt. _______ skirt is black.
9. John is wearing a belt. _______ belt is white.
10. Sue and Ann are wearing socks. _______ socks are dark gray.
11. Tom is wearing pants. _______ pants are dark blue.
12. I am wearing earrings. _______ earrings are gold.
EXERCISE 18. Let's talk: class activity.

Directions: Your teacher will ask you questions about people and their clothing. Then describe an article of clothing/jewelry and its color. Use this pattern: 

exempli gratia: adjective + noun + is/are + color. Close your book for this activity.

Examples:

TEACHER: Look at Ali. Tell me about his shirt. What color is his shirt?
STUDENT: His shirt is blue.

TEACHER: Look at Rosa. What is this?
STUDENT: A sweater.
TEACHER: Tell me about her sweater. What color is it?
STUDENT: Her sweater is red.

TEACHER: Look at me. What am I touching?
STUDENT: Your shoes.
TEACHER: Tell me about the color.
STUDENT: Your shoes are brown.

EXERCISE 19. Sentence practice.

Directions: Complete the sentences. Use have or has. Use my, your, her, his, our, or their.

1. I ______ have ______ a book. ______ My ______ book is interesting.
2. Bob _______ ______ a backpack. _______ ______ backpack is green.
3. You ______ ______ a raincoat. _______ ______ raincoat is brown.
4. Kate ______ ______ a raincoat. _______ ______ raincoat is red.
5. Ann and Jim are married. They ______ ______ a baby. ______ ______ baby is six months old.
6. Ken and Sue ______ ______ a daughter. ______ ______ daughter is ten years old.
7. John and I ______ ______ a son. ______ ______ son is seven years old.
8. I ______ ______ a brother. ______ ______ brother is sixteen.
9. We ______ ______ grammar books. _______ ______ grammar books are red.
10. Tom and you ______ ______ backpacks. _______ ______ backpacks are brown.
11. Ann ______ ______ a dictionary. ______ ______ dictionary is red.
12. Mike ______ ______ a car. ______ ______ car is blue.
2-6 USING THIS AND THAT

(a) I have a book in my hand. *This book* is red.
(b) I see a book on your desk. *That book* is blue.
(c) *This* is my book.
(d) *That* is your book.
(e) *That's* her book.
(f) *This* ("This'z") *her* book.

*This book* = the book is near me.
*That book* = the book is not near me.

CONTRACTION: *that is* = *that's*

In spoken English, *this* is usually pronounced as "this'z." It is not used in writing.

EXERCISE 20. Sentence completion.

Directions: Complete the sentences with *this* or *that*.

---

1. *This* is my book.
2. *That* is your book.
3. ______ is a pen.
4. ______ is a pencil.
5. ______ is his notebook.
6. ______ is her notebook.
7. ______ is my dictionary.
8. ______ is your dictionary.
9. ______ is his umbrella.
10. ______ is our umbrella.

---

38 CHAPTER 2
EXERCISE 21. Let's talk: our work.

Directions: Work with a partner. Use this and that. Touch and point to things in the classroom.

Example: red \ yellow
PARTNER A (book open): red \ yellow
PARTNER B (book closed): This (book) is red. That (shirt) is yellow.
(Partner B touches a red book and points to a yellow shirt.)

1. red \ blue
2. red \ green
3. red \ yellow
4. blue \ black
5. white \ black
6. orange \ green

Switch roles.
PARTNER A: Close your book.
PARTNER B: Open your book. Your turn to talk now.

7. red \ pink
8. dark blue \ light blue
9. black \ gray
10. gold \ silver
11. dark brown \ tan
12. purple \ red

EXERCISE 22. Listening.

Directions: Listen to the sentences. Circle the words you hear.

Example: ___ is my pen. (This) That

1. This That
2. This That
3. This That
4. This That
5. this that
6. This That
7. this that
8. this that
9. This That
10. This That
2-7 USING THESE AND THOSE

(a) My books are on my desk. **These** are my books.
(b) Your books are on your desk. **Those** are your books.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>

☐ EXERCISE 23. Sentence practice.

*Directions:* Complete the sentences with *these* or *those.*

1. _______ are my books.  
2. _______ are your pencils.

3. _______ are his boots.  
4. _______ are her shoes.

5. _______ are your hats.  
6. _______ are their jackets.

☐ EXERCISE 24. Sentence practice.

*Directions:* Complete the sentences. Use the words in parentheses.

1. *(This, These)* _______ books belong to me. *(That, Those)* _______ book belongs to Kate.

2. *(This, These)* _______ coat is black. *(That, Those)* _______ coats are tan.
3. *(This, These)* _____________ earrings are gold. *(That, Those)*
   _____________ earrings are silver.

4. *(This, These)* _____________ pencil belongs to Alex.
   *(That, Those)* _____________ pencil belongs to Olga.

5. *(This, These)* _____________ sunglasses belong to me.
   *(That, Those)* _____________ sunglasses belong to you.

6. *(This, These)* _____________ exercise is easy. *(That, Those)*
   _____________ exercises are hard.

7. Students are sitting at *(this, these)* _____________ desks, but
   *(that, those)* _____________ desks are empty.

8. *(This, These)* _____________ book is on my desk. *(That, Those)*
   _____________ books are on your desk.

☐ **EXERCISE 25.** Let’s talk: pairwork.

*Directions:* Work with a partner. Use *this, that, these,* or *those.* Touch and point to things in the classroom.

*Example:*

**PARTNER A** *(book open):* book
**PARTNER B** *(book closed):* This is my book. That is your book.

**PARTNER A** *(book open):* books
**PARTNER B** *(book closed):* These are my books. Those are your books.

1. notebook 4. dictionary
2. coat 5. purse
3. coats 6. glasses

*Switch roles.*

**Partner A:** Close your book.
**Partner B:** Open your book. Your turn to talk now.

7. notebooks 10. pens
8. shoes 11. pen
9. wallet 12. desk
**ASKING QUESTIONS WITH WHAT AND WHO + BE**

| (a) What is this (thing)?  | It's a pen.  | What asks about things. |
| (b) Who is that (man)?    | That's Mr. Lee. | Who asks about people. |
| (c) What are those (things)? | They're pens. | Note: In questions with what and who, |
| (d) Who are they?         | They're Mr. and Mrs. Lee. | * is is followed by a singular word. |
|                            |                | * are is followed by a plural word. |

| (e) What's this?          | CONTRACTIONS |
| (f) Who's that man?       | what is = what's |
|                            | who is = who's |

**EXERCISE 26. Sentence practice.**

*Directions: Complete the questions with what or who and is or are.*

1. A: ______ Who is ______ that woman?
   B: She's my sister. Her name is Sonya.

2. A: ____________ those things?
   B: They're ballpoint pens.

3. A: ____________ that?
   B: That's Ms. Walenski.

4. A: ____________ this?
   B: That's my new notebook.

5. A: Look at those people over there. ____________ they?
   B: I'm not sure, but I think they're new students from Thailand.

6. A: ____________ your name?
   B: Anita.

7. A: ____________ your grammar teacher?
   B: Mr. Cook.

8. A: ____________ your favorite teachers?
   B: Mr. Cook and Ms. Rosenberg.
9. A: __________ a rabbit?
   B: It's a small furry animal with big ears.

10. A: __________ bats?
    B: They're animals that can fly. They're not birds.

□ EXERCISE 27. Let's talk: pairwork.

Directions: Work with a partner. Talk about things and people in the classroom. You can look at your book before you speak. When you speak, look at your partner.

Example: What's this?

PARTNER A (book open): What's this? (indicating a book)
PARTNER B (book closed): This is your grammar book.

PARTNER A (book open): Who's that? (indicating a classmate)

1. What's this?
2. Who's that?
3. What's that?
4. What are these?
5. Who's this?
6. What are those?

Switch roles.

PARTNER A: Close your book.
PARTNER B: Open your book. Your turn to ask questions. Use new people and things in your questions.

7. Who's this?
8. What's this?
9. What are those?
10. What's that?
11. Who's that?
12. What are these?

Directions: Work with a partner.

PART I. Write the names of the parts of the body on the illustration. Use the words in the list.

<table>
<thead>
<tr>
<th>ankle</th>
<th>ear</th>
<th>foot</th>
<th>leg</th>
<th>shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>elbow</td>
<td>hand</td>
<td>mouth</td>
<td>side</td>
</tr>
<tr>
<td>back</td>
<td>eye</td>
<td>head</td>
<td>neck</td>
<td>teeth</td>
</tr>
<tr>
<td>chest</td>
<td>fingers</td>
<td>knee</td>
<td>nose</td>
<td>toes</td>
</tr>
</tbody>
</table>

PART II. With your partner, take turns asking questions with this, that, these, and those.

Note: Both partners can ask about both pictures.

Example:

PARTNER A: What is this?
PARTNER B: This is his leg.
PARTNER A: What are those?
PARTNER B: Those are his fingers.
Exercise 29. Let's talk: class activity.

Directions: Close your books for this activity. Your teacher will ask questions. Answer with this, that, these, and those.

Example: hand
Teacher: What is this? (The teacher indicates her or his hand.)
Student: That is your hand.

Or
Teacher: What is that? (The teacher indicates a student's hand.)
Student: This is my hand.

1. nose 6. knee
2. eyes 7. foot
3. arm 8. shoulder
4. elbow 9. fingers
5. legs 10. ears

Exercise 30. Let's talk: pairwork.

Directions: Ask your partner questions about the picture on p. 46. Use What's this? What's that? What are these? What are those?

Partner A: Use the list below to point out items on the picture.

Example: apples
Partner A: What are these? (pointing to apples in the picture)
Partner B: These are apples.

Example: tree
Partner A: What's this? (touching a tree in the picture)
Partner B: This is a tree.

1. apples 4. ears 7. clouds 10. bat
2. fence 5. apple tree 8. dog 11. trees
3. log 6. cow 9. egg 12. turtle

Switch roles.

Partner B: Use the list to point out items on the picture.

Partner A: Look at the picture on p. 46 and name the items your partner points to.

13. animals 16. bee 19. beehive 22. wings
14. grass 17. fences 20. bird 23. tree
15. birds 18. bees 21. chicken 24. hill
EXERCISE 31. Chapter review: error analysis.
Directions: Correct the errors.

1. We **are** students.

2. I no hungry.

3. I am student. He is teacher.

4. Yoko not here. She at school.

5. I’m from Mexico. Where you are from?

6. Roberto he is a student in your class?

7. Those pictures are beautifuls.

8. This is you dictionary. It not my dictionary.

9. Mr. Lee have a brown coat.

10. They are n’t here today.

11. This books are expensive.

12. Cuba is a island.

EXERCISE 32. Chapter review.
Directions: Circle the correct completion.
Example: Those ______ expensive.
A. book is  B. books are  C. books is

   A. have  B. is  C. has

2. This floor ______.
   A. dirty is  B. dirty  C. is dirty

3. ______ yellow.
   A. A banana are  B. A banana is  C. Bananas is
4. BOB: ______ is your apartment?
   ANN: It’s on Forest Street.
   A. What   B. Where   C. Who

5. Mike is ______ engineer.
   A. a   B. an   C. on

6. Give this to Ann. It is ______ dictionary.
   A. she   B. an   C. her

7. YOKO: ______ these?
   GINA: My art books. I’m taking an art history course.
   A. What is   B. Who are   C. What are

8. TOM: Are you hungry?
   SUE: Yes, ______.
   A. I’m   B. I’m not   C. I am

9. ______ books are really expensive.
   A. Those   B. They   C. This

10. TENA: ______ that?
    JIM: That’s Paul Carter.
    A. Who’s   B. What’s   C. Where’s

11. That is ______.
    A. a mistakes   B. mistakes   C. a mistake

12. PAUL: ______ in your class?
    ERIC: No.
    A. Mr. Kim   B. Is Mr. Kim   C. Mr. Kim is he

□ EXERCISE 33. Chapter review

Directions: Complete the sentences with am, is, or are. Use not if necessary.

1. Lemons _______ vegetables.
2. A lemon _______ a kind of fruit.
3. I _______ from the United States.
4. We _______ human beings.
5. Eggs _______ oval.
6. Chickens _______ birds, but bats _______ birds.
7. Salt ____________ sweet. Sugar ____________ sweet.
8. Soccer ____________ a sport.
9. Soccer and basketball ____________ sports.
10. Africa ____________ a country. It ____________ a continent.

☐ EXERCISE 34. Chapter review.

Directions: Complete the conversations.

1. A: Where ______ your book?
   B: Yoko _______ it.
   A: Where _______ your notebooks?
   B: Ali and Roberto _______ my notebooks.

2. A: _______ this?
   B: It _______ picture of my family.
   A: _______ this?
   B: That's _______ father.
   A: _______ they?
   B: My brother and sister.

3. A: What's ____________?
   B: I don't know. Ask someone else.
   A: What's ____________?
   B: It's ____________.

4. A: ____________ an animal?
   B: Yes.
   A: ____________ animals?
   B: Yes.
   A: ____________ an insect?
   B: No, it's not. It's an animal too.

Using Be and Have 49
5. A: Where ___________ ______?
B: He’s ___________.
A: Where ___________ ______?
B: They’re ___________ ______.

6. A: ___________ turtle?
B: Just a minute. Let me look in my dictionary. Okay. A turtle is a reptile.
A: ___________ reptile?
B: ___________ animal that has cold blood.
A: ___________ snake a reptile too?
B: Yes. ___________ reptiles too.

**EXERCISE 15. Review: pairwork.**

*Directions:* Work with a partner. Give directions using the given prepositions. You can look at your book. When you speak, look at your partner.

*Example:* in

**PARTNER A:** Put your pen in your pocket.

**PARTNER B:** (Partners B puts her/his pen in her/his pocket.)

**PARTNER A:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in</td>
<td>1. in</td>
</tr>
<tr>
<td>2. on</td>
<td>2. between</td>
</tr>
<tr>
<td>3. above</td>
<td>3. behind</td>
</tr>
<tr>
<td>4. under</td>
<td>4. above</td>
</tr>
<tr>
<td>5. between</td>
<td>5. on</td>
</tr>
<tr>
<td>6. next to</td>
<td>6. next to</td>
</tr>
<tr>
<td>7. behind</td>
<td>7. under</td>
</tr>
</tbody>
</table>
EXERCISE 36. Activity: let's talk.

Directions: Do one or more of these activities. In each activity, ask What's this? What's that? What are these? What are those? and any other questions you want to ask.

Activity 1. Pairwork.
Use a blank sheet of paper. Draw a simple picture of an outdoor scene: for example, things you can see in a park, on a city street, in the country, at a marketplace. Show your picture to a partner and answer questions about it.

Sample drawing:

Activity 2. Group work.
Volunteers can draw pictures of outdoor scenes on the chalkboard, and the class will ask questions about the pictures.

Activity 3. Pairwork or group work.
Bring to class pictures without people in them: postcards, photographs, magazine ads, etc. Show them to a partner or the class and answer questions about them. Your teacher will help answer questions about vocabulary.

Activity 4. Pairwork or group work.
Draw the floor plan of your dream house. Show where the kitchen is, the bedrooms, etc. Show the drawing to a partner or the class and answer questions about it.

EXERCISE 37. Chapter review.

Directions: Complete the sentences in this composition by Carlos.

My name is Carlos. I am or I'm from Mexico.

3 a student. 4 twenty years old.

My family lives in Mexico City. 5 father 6 a

businessman. 7 fifty-one years old. 8 mother

9 a housewife. 10 forty-nine years old.
I have two sisters and one brother. The names of my sisters are Rosa and Patricia. Rosa is a teacher.

Patricia is twenty-eight years old. Patricia is a student.

Pedro is eighteen years old. The name of Pedro's brother is unknown.

He is an engineer. He is married. He has two children.

I live in a dormitory. I live in a tall building on Pine Street. My address is 3225 Pine St. I live with my roommate. My roommate's name is Bob.

Bob is from Chicago. Bob is nineteen years old.

I like my classes. My classes are interesting. I like my classmates. My classmates are friendly.

EXERCISE 36. Review.

Directions: Write a composition by completing the sentences. (Use your own paper.)

Note: A sentence begins with a capital letter (a big letter), and a sentence ends with a period (.)

My name is _______. I _______ from _______. I am a student.

I am _______ years old.

My family lives in _______. My father is _______ years old. My mother is _______ years old.

I have _______ sister(s) and _______ brother(s). The name(s) of my sister(s) is _______. The name(s) of my brother(s) is _______.

(Write about each sister.)

The name(s) of my brother(s) is _______. The name(s) is a/an _______. The name(s) is _______ years old. (Write about each brother.)

I live in a dormitory, a house, an apartment _______. My address is _______. I live with _______. My name(s) is _______.

I like _______ classes. _______ are _______ and _______. I like _______ classmates. They _______.

*In British English, a period is called a "full stop."
CHAPTER 3
Using the Simple Present

3-1 FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st PERSON</td>
<td>I talk</td>
<td>we talk</td>
</tr>
<tr>
<td></td>
<td>you talk</td>
<td>you talk</td>
</tr>
<tr>
<td>3rd PERSON</td>
<td>she talks</td>
<td>they talk</td>
</tr>
<tr>
<td></td>
<td>he talks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it rains</td>
<td></td>
</tr>
</tbody>
</table>

Notice: The verb after she, he, it (3rd person singular) has a final -s: talks.

(a) I eat breakfast every morning.
(b) Olga speaks English every day.
(c) We sleep every night.
(d) They go to the beach every weekend.

The simple present tense expresses habits. In (a): Eating breakfast is a habit, a usual activity. Every morning = Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.

She wakes up every morning at 7:00.
He shaves every morning.
**EXERCISE I. Let’s talk: pairwork.**

*Directions:* Work with a partner.

**PART I.** What do you do every morning? On the left is a list of habits. Check (✔) your habits every morning. Put them in order. What do you do first, second, third, etc.? Write them on the lines.

<table>
<thead>
<tr>
<th>HABITS</th>
<th>MY HABITS EVERY MORNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ eat breakfast</td>
<td>1. <em>The alarm clock rings.</em></td>
</tr>
<tr>
<td>✔ go to class</td>
<td>2. <em>I turn off the alarm clock.</em></td>
</tr>
<tr>
<td>✔ put on my clothes</td>
<td>3. ______________________</td>
</tr>
<tr>
<td>✔ drink a cup of coffee/tea</td>
<td>4. ______________________</td>
</tr>
<tr>
<td>✔ shave</td>
<td>5. ______________________</td>
</tr>
<tr>
<td>✔ put on my make-up</td>
<td>6. ______________________</td>
</tr>
<tr>
<td>✔ take a shower/bath</td>
<td>7. ______________________</td>
</tr>
<tr>
<td>✔ get up</td>
<td>8. ______________________</td>
</tr>
<tr>
<td>✔ pick up my books</td>
<td>9. ______________________</td>
</tr>
<tr>
<td>✔ walk to the bathroom</td>
<td>10. ______________________</td>
</tr>
<tr>
<td>✔ watch TV</td>
<td>11. ______________________</td>
</tr>
<tr>
<td>✔ look in the mirror</td>
<td>12. ______________________</td>
</tr>
<tr>
<td>✔ turn off the alarm clock</td>
<td>13. ______________________</td>
</tr>
<tr>
<td>✔ go to the kitchen/the cafeteria</td>
<td>14. ______________________</td>
</tr>
<tr>
<td>✔ brush/comb my hair</td>
<td>15. ______________________</td>
</tr>
<tr>
<td>✔ say good-bye to my roommate/wife/husband/parents/partner/etc.</td>
<td>16. ______________________</td>
</tr>
<tr>
<td>✔ brush my teeth</td>
<td>______________________</td>
</tr>
<tr>
<td>✔ do exercises</td>
<td>______________________</td>
</tr>
<tr>
<td>✔ wash my face</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**PART II.** Tell a partner about your habits every morning. Close your book.
**EXERCISE 2. Listening.**

**Directions:** Listen to the sentences and circle the verbs you hear.

1. (wake) wake 6. watch watches
2. wake wakes 7. take takes
3. get gets 8. take takes
4. go goes 9. take takes
5. do does 10. talk talks

**EXERCISE 3. Sentence practice.**

**Directions:** Choose the correct completions.

1. My mother and father _______ eat _________ breakfast at 7:00 every day.
   - eat  eats
2. My mother _______ drink tea with her breakfast.
   - drink  drinks
3. I _______ take a bath every morning.
   - take  takes
4. My sister _______ take a shower.
   - take  takes
5. I _______ study English with my friends.
   - study  studies
6. We _______ walk to school together every morning.
   - walk  walks
7. Class _______ begin at 9:00 every day.
   - begin  begins
8. It _______ stop at 12:00 for lunch.
   - stop  stops
9. We _______ eat in the cafeteria.
   - eat  eats
10. My friends and I _______ go home at 3:00 every afternoon.
    - go  goes
### 3-2 USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, Seldom, Rarely, Never

<table>
<thead>
<tr>
<th>Subject + always</th>
<th>always</th>
<th>usually</th>
<th>(a) Bob <strong>always</strong> eats breakfast.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + often</td>
<td>often</td>
<td>sometimes</td>
<td>(b) Mary <strong>usually</strong> eats breakfast.</td>
</tr>
<tr>
<td>Subject + rarely</td>
<td>rarely</td>
<td>seldom</td>
<td>(c) They <strong>often</strong> watch TV at night.</td>
</tr>
<tr>
<td>Subject + never</td>
<td>never</td>
<td>never</td>
<td>(d) Tom <strong>sometimes</strong> watches TV.</td>
</tr>
<tr>
<td>Subject + rarely</td>
<td>rarely</td>
<td>seldom</td>
<td>(e) I <strong>seldom</strong> watch TV.</td>
</tr>
<tr>
<td>Subject + never</td>
<td>never</td>
<td>never</td>
<td>(f) I <strong>rarely</strong> drink milk.</td>
</tr>
<tr>
<td>Subject + never</td>
<td>never</td>
<td>never</td>
<td>(g) I <strong>never</strong> eat paper.</td>
</tr>
</tbody>
</table>

The words in this list are called “frequency adverbs." They come between the subject and the simple present verb.*

*Some frequency adverbs can also come at the beginning or at the end of a sentence. For example: Sometimes I get up at seven. I sometimes get up at seven. I get up at seven sometimes. Also: See Chart 3-4, p. 59, for the use of frequency adverbs with be.

### EXERCISE 4. Sentence practice.

**Directions:** Complete the sentences in the chart. Use each frequency adverb once.

<table>
<thead>
<tr>
<th>always</th>
<th>often</th>
<th>rarely</th>
<th>seldom</th>
<th>sometimes</th>
<th>usually</th>
</tr>
</thead>
</table>

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<tbody>
<tr>
<td>☕️</td>
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<td>☕️</td>
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</tbody>
</table>
EXERCISE 5. Sentence practice.

Directions: Write S over the subject and V over the verb in each sentence. Then rewrite the sentences, adding the italicized frequency adverbs.

1. always  
   I eat breakfast in the morning. 
   _always eat breakfast_ in the morning.

2. never  
   I eat carrots for breakfast. 
   _never_ for breakfast.

3. seldom  
   I watch TV in the morning. 
   _seldom_ in the morning.

4. sometimes  
   I have tea with dinner. 
   _sometimes_ with dinner.

5. usually  
   Sonya eats lunch at the cafeteria. 
   _usually_ at the cafeteria.

6. rarely  
   Joe drinks tea. 
   _rarely_ 

7. often  
   We listen to music after dinner. 
   _often_ after dinner.

8. always  
   The students speak English in the classroom. 
   _always_ in the classroom.


Directions: Your teacher will ask you to talk about your morning, afternoon, and evening activities. Close your books for this activity.

TEACHER: Tell me something you . . .

1. always do in the morning.  
   6. never do in the afternoon.

2. never do in the morning.  
   7. often do in the evening.

3. sometimes do in the morning.  
   8. sometimes do in the evening.

4. usually do in the afternoon.  
   9. rarely do in the evening.

5. seldom do in the afternoon.  
   10. sometimes do on weekends.
3-3 OTHER FREQUENCY EXPRESSIONS

(a) I drink tea once a day.
    twice a day.
    three times a day.
    four times a day.
    etc.
(b) I see my grandparents three times a week.
(c) I see my aunt once a month.
(d) I see my cousin Sam twice a year.
(e) I see my roommate every morning.
    I pay my bills every month.
    I see my doctor every year.

We can express frequency by saying how many times something happens a day.
a week.
a month.
a year.

Exercise 7. Sentence Practice.
Directions: How often do the people in the chart take the bus? Use the chart to complete the sentences.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Wu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Cook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Hamid takes the bus seven times a week. That means he always takes the bus.
2. Anna takes the bus a week. That means she takes the bus.
3. Yoko takes the bus a week. That means she takes the bus.
4. Marco takes the bus __________ a week. That means he ______ takes the bus.

5. Joe takes the bus __________ a week. That means he ______ takes the bus.

6. Mr. Wu _______ takes the bus.

7. Mrs. Cook takes the bus __________ a week. That means she ______ takes the bus.

**EXERCISE 8.** **Listening.**

*Directions:* Listen to the sentences and circle the words you hear.

1. morning mornings
day days

2. year years
time times

3. year years
night nights

4. day days
month months

---

### 3-4 **USING FREQUENCY ADVERBS WITH BE**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>FREQUENCY ADVERB</th>
<th>Frequency adverbs follow <em>am, is, are</em> (the simple forms of <em>be</em>).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>is</td>
<td>always, usually, often, sometimes, seldom, rarely, never</td>
<td>+ late for class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FREQUENCY ADVERB</th>
<th>OTHER SIMPLE PRESENT VERBS</th>
<th>Frequency adverbs come before all simple present verbs except <em>be.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>always, usually, often, sometimes, seldom, rarely, never</td>
<td>comes late.</td>
<td></td>
</tr>
</tbody>
</table>

Directions: Add the frequency adverbs to the sentences.

1. always Ann is on time for class. → Ann is always on time for class.
2. always Ann comes to class on time. → Ann always comes to class on time.
3. often Maria is late for class.
4. often Maria comes to class late.
5. never It snows in my hometown.
6. never It is very cold in my hometown.
7. usually Bob is at home in the evening.
8. usually Bob stays at home in the evening.
9. seldom Tom studies at the library in the evening.
10. seldom His classmates are at the library in the evening.
11. sometimes I skip breakfast.
12. rarely I have time for a big breakfast.
13. usually I am very hungry by lunchtime.
14. never Sue drinks coffee.

EXERCISE 10. Let’s talk: class activity.

Directions: Talk about what your classmates do in the evening.

PART I. Check (✓) the boxes to describe your activities after 5:00 p.m.

<table>
<thead>
<tr>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>seldom</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go to a movie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. go shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. go swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. spend time with my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. be at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. watch videos or DVDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. speak English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. send e-mails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. surf the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. drink coffee after 9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. be in bed at ten o’clock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. go to bed late</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART II. Exchange books with a partner. Your partner will tell the class two things about your evening.

Example: (Carlos) is usually at home. He sometimes sends e-mails. (Olga) sometimes drinks coffee after 9:00. She usually goes to bed late.

□ EXERCISE 11. Paragraph practice.

Directions: Write about a typical day in your life, from the time you get up in the morning until you go to bed. Use the following words to show the order of your activities: then, next, at... o’clock, after that, later.

Example: I usually get up at seven-thirty. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that I go back to my room. I sometimes watch the news on TV. At 8:15, I leave the dormitory. I go to class. My class begins at 8:30. I’m in class from 8:30 to 11:30. After that I eat lunch. I usually have a sandwich and a cup of tea for lunch. (Continue until you complete your day.)

3-5 SPELLING AND PRONUNCIATION OF FINAL -EX

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>-sh</td>
<td>push/push/</td>
</tr>
<tr>
<td>-ch</td>
<td>teach/teach/</td>
</tr>
<tr>
<td>-ss</td>
<td>kiss/kiss/</td>
</tr>
<tr>
<td>-x</td>
<td>fix/fix/</td>
</tr>
</tbody>
</table>

Ending of verbs: -sh, -ch, -ss, -x.

Spelling: add -es.

Pronunciation: /iz/.

□ EXERCISE 12. Sentence practice.

Directions: Use the verbs in italics to complete the sentences.

1. brush Alice ________________ her hair every morning.
2. teach Alex _________________ English.
3. fix Jason _________________ his breakfast every morning. He makes eggs and toast.
4. drink Sonya ________________ tea every afternoon.
5. watch Joon Kee often _________________ television at night.
6. kiss Peter always ________________ his children goodnight.

Using the Simple Present
7. wear
Tina usually _______________ jeans to class.

8. wash
Eric seldom _______________ dishes.

9. walk
Jenny _______________ her dog twice each day.

10. stretch, yawn
When Jack gets up in the morning, he _______________ and _______________.

**EXERCISE 13. Listening.**

*Directions:* Listen to the sentences and circle the verbs you hear.

1. teach _______________ teaches
2. teach _______________ teaches
3. fix _______________ fixes
4. fix _______________ fixes
5. watch _______________ watches
6. watch _______________ watches
7. brush _______________ brushes
8. brush _______________ brushes
9. wash _______________ washes
10. wash _______________ washes

**EXERCISE 14. Verb form practice.**

*Directions:* Complete the sentences. Use the words in the list and add -s or -es. Then practice reading the story aloud (with a partner or in small groups).

<table>
<thead>
<tr>
<th>brush</th>
<th>get</th>
<th>take</th>
<th>mash</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>leave</td>
<td>turn</td>
<td>match</td>
</tr>
<tr>
<td>fall</td>
<td>read</td>
<td>sit</td>
<td></td>
</tr>
</tbody>
</table>

Laura _______________ her office every night at 5:00 and _______________ on a bus to go home. She has a regular schedule every evening. She _______________ dinner and then _______________ down to eat at 6:00. After she _______________ the dishes, she _______________ on the TV. She usually _______________ the news and then a movie. At 9:00, she _______________ a shower. She always _______________ her teeth after her shower. Then she picks up a book and _______________ in bed for a while. She usually _______________ asleep before 10:00.
## Adding Final -s/-ed Words That End in -y

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | **cry** | **cries** | End of verb: consonant + -y.  
|   | **try** | **tries** | Spelling: change y to i, add -es.  
| (b) | **pay** | **pays** | End of verb: vowel + -y.  
|   | **enjoy** | **enjoys** | Spelling: add -s.  

### Exercise 15. Spelling Practice.
**Directions:** Complete the chart with the correct form of each verb.

1. I try.  
   He ____________.
2. We study.  
   She ____________.
3. They say.  
   It ____________.
4. You worry.  
   My mother ____________.
5. We fly.  
   A bird ____________.
6. I stay awake.  
   Paul ____________ awake.
7. I enjoy games.  
   Ann ____________ games.
8. Students buy books.  
   My brother ____________ books.
9. We pay bills.  
   Gina ____________ bills.
10. I play music.  
    My friend ____________ music.

### Exercise 16. Sentence Practice.
**Directions:** Use the words in italics to complete the sentences.

1. **pay, always**  
   Boris ____________ pays ____________ his bills on time.
2. **cry, seldom**  
   Our baby ____________ at night.
3. **study**  
   Paul ____________ at the library every day.
4. **stay, usually**  
   Laura ____________ home at night.

---

*Using the Simple Present* 63
5. fly  Kunio is a pilot. He ___________ a plane.

6. carry, always  Carol ______________________ her books to class.

7. buy, seldom  Ann _______________________ new clothes.

8. worry  Tina is a good student, but she ______________ about her grades.

9. enjoy  Ron ________________ good food.

3-7  IRREGULAR SINGULAR VERBS: HAS, DOES, GOES

| (a) 1 have a book.  | she  | has /has/ |
| (b) He has a book.  | he   | has /has/ |
| (c) I do my work.   | she  | does /does/ |
| (d) She does her work. | he  | does /does/ |
| (e) They go to school. | she | goes /goes/ |
| (f) She goes to school. | he  | goes /goes/ |

Here, do, and go have irregular forms for third person singular:

have → has
do → does
go → goes

☐ EXERCISE 17. Sentence practice.

Directions: Use the given verbs to complete the sentences.

1. do Pierre always ____________ his homework.
2. do We always ____________ our homework.
3. have Yoko and Hamid ____________ their books.
4. have Mrs. Chang ____________ a car.
5. go Andy ____________ to school every day.
6. have  Jessica ___________ a snack every night around ten.

7. do  Sara seldom ___________ her homework.

8. do  We ___________ exercises in class every day.

9. go, go  Roberto ___________ downtown every weekend. He and his wife ___________ shopping.

10. go  My friends often ___________ to the beach.

EXERCISE 18. listening.

Directions: Listen to the story. Complete the sentences with is, has, does, or goes.

Marco ___________ a student. He ___________ an unusual schedule. All of his classes are at night. His first class ___________ at 6:00 p.m. every day. He ___________ a break from 7:30 to 8:00. Then he ___________ classes from 8:00 to 10:00.

He leaves school and ___________ home at 10:00. After he ___________ dinner, he watches TV. Then he ___________ his homework from midnight to 3:00 or 4:00 in the morning.

Marco ___________ his own computer at home. When he finishes his homework, he usually goes on the Internet. He usually stays at his computer until the sun comes up. Then he ___________ a few exercises, ___________ breakfast, and ___________ to bed. He sleeps all day. Marco thinks his schedule ___________ great, but his friends think it ___________ strange.
### 3-8 SPELLING AND PRONUNCIATION OF FINAL -S/-ES

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PRONUNCIATION</th>
<th>Details</th>
</tr>
</thead>
</table>
| (a) rub → rubs  
ride → rides  
smile → smiles  
dream → dreams  
run → runs  
wear → wears  
drive → drives  
see → sees  
snow → snows | rubz/  
ridz/  
smilz/  
dreamz/  
runz/  
wears/  
drives/  
sees/  
snows/ | To form a simple present verb in 3rd person singular, you usually add only -s, as in (a) and (b).

In (a): -s is pronounced /z/. The final sounds in (a) are "voiced." Voiced sounds make your vocal cords vibrate. The sound /b/ is a voiced sound.

(b) drink → drinks  
sleep → sleeps  
write → writes  
laugh → laughs | drinkz/  
sleepz/  
writez/  
laughs/ | In (b): -s is pronounced /z/. The final sounds in (b) are "voiceless." Your vocal cords do not vibrate with voiceless sounds. You push air through your teeth and lips. The sound /p/ is a voiceless sound.

(c) push → pushes  
teach → teaches  
kiss → kisses  
fix → fixes | pushz/  
teachz/  
kisses/  
fixes/ | End of verb: -sh, -ch, -ss, -x  
Spelling: add -es  
Pronunciation: /z/  

(d) cry → cries  
study → studies | cryz/  
studyz/ | End of verb: consonant + -y  
Spelling: change y to i, add -es  

(e) pay → pays  
buy → buys | payz/  
buys/ | End of verb: vowel + -y  
Spelling: change y to i, add -es  

(f) have → has  
go → goes  
do → does | has/  
goes/  
does/ | The 3rd person singular forms of have, go, and do are irregular.

*Voice sounds = b, d, g, l, m, n, r, s, y, and all the vowels: a, e, i, o, u.
Voiceless sounds = f, h, k, p, t, v, th as in think.

### EXERCISE 19. Let's talk: class activity.

**Directions:** Talk about everyday activities using the given verbs. Close your book.

**Example:**

**TEACHER:** eat

**SPEAKER A:** I eat breakfast every morning.

**TEACHER:** What does (Speaker A) do every morning?

**SPEAKER B:** She/He eats breakfast.

1. eat  
2. go  
3. drink  
4. brush  
5. have  
6. study  
7. get up  
8. watch  
9. speak  
10. do  
11. listen to  
12. wash  
13. put on  
14. carry  
15. kiss

66 CHAPTER 3
EXERCISE 20. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses. Use the simple present tense. Pay special attention to singular and plural and to the spelling of final -s/-es.

1. The students (ask, often) ___________ questions in class.

2. Pablo (study, usually) _______________ at the library every evening.

3. Olya (bite) ___________ her fingernails when she is nervous.

4. Donna (cash) _______________, a check at the bank once a week.

5. Sometimes I (worry) _______________ about my grades at school. Sonya (worry, never) _______________ about her grades. She (study) _______________ hard.

6. Ms. Jones and Mr. Anderson (teach) _______________ at the local high school.
   Ms. Jones (teach) _______________ math.

7. Birds (fly) ___________. They (have) ___________ wings.

8. A bird (fly) ___________. It (have) ___________ wings.

9. Jason (do, always) _______________ his homework. He (go, never) ___________ to bed until his homework is finished.

10. Mr. Cook (say, always)* _______________ hello to his neighbor in the morning.

11. Ms. Chu (pay, always)* _______________ attention in class. She (answer) _______________ questions. She (listen) _______________ to the teacher. She (ask) _______________ questions.

* Pronunciation of say = /seɪ/. Pronunciation of pay = /peɪ/.
12. Sam (enjoy) ___________ cooking. He (try, often) ___________

__________ new recipes. He (like) __________ to have company for
dinner. He (invite) __________ me to dinner once a month. When I
arrive, I (go) __________ to the kitchen and (watch) ____________ him
cook. He usually (have) __________
three or four pots on the stove. He (watch)
___________ the pots carefully.
He (make) ___________ a big
mess in the kitchen when he cooks.
After dinner, he (wash) __________
all the dishes and (clean) __________ the kitchen. I (cook, never)
___________. It (be) __________ too much trouble. But my
friend Sam (love) ___________ to cook.

Directions: Work with a partner. Use frequency words like sometimes, rarely, etc.

PART I. Billy, Jenny, and Peter do many things in their evenings. How often do they
do the things in the list? Pay attention to final -s.

Example: Billy rarely/seldom does homework.

<table>
<thead>
<tr>
<th>Activity</th>
<th>BILLY</th>
<th>JENNY</th>
<th>PETER</th>
</tr>
</thead>
<tbody>
<tr>
<td>do homework</td>
<td>once a week</td>
<td>6 days a week</td>
<td>every day</td>
</tr>
<tr>
<td>surf the Internet</td>
<td>every day</td>
<td>once a week</td>
<td>once a month</td>
</tr>
<tr>
<td>watch TV</td>
<td>3-4 days a week</td>
<td>3-4 days a week</td>
<td>3-4 days a week</td>
</tr>
<tr>
<td>read for pleasure</td>
<td>5 days a week</td>
<td>5 days a week</td>
<td>5 days a week</td>
</tr>
<tr>
<td>try to go to bed early</td>
<td>once a week</td>
<td>5 nights a week</td>
<td>6 nights a week</td>
</tr>
</tbody>
</table>

PART II. For homework, write ten sentences about the activities of Billy, Jenny, and
Peter.
EXERCISE 22. Let's talk and write. Pairwork.

Directions: Work with a partner.
Partner A: Tell Partner B five to ten things you do every morning. You can look at the list you made for Exercise 1.
Partner B: Take notes while Partner A is talking. (You will use these notes later to write a paragraph about Partner A's usual morning habits.)

Switch roles.
Partner B: Tell Partner A five to ten things you do every morning.
Partner A: Take notes while Partner B is talking.

When you finish talking, write a paragraph about your partner's daily morning activities. Pay special attention to the use of final -s/-es. Show your paragraph to your partner, who will look at your use of final -s/-es.

3-9 THE SIMPLE PRESENT: NEGATIVE

(a) I do not drink coffee.  NEGATIVE: I + do not + main verb
We do not drink coffee.
You do not drink coffee.
They do not drink coffee.

(b) She does not drink coffee.
He does not drink coffee.
It does not drink coffee.

Do and does are called "helping verbs."

Notice in (b): In 3rd person singular, there is no -s on the main verb; the final -s is part of does.

INCORRECT: She does not drinks coffee.

(c) I don't drink tea.
Their family does not have a car.

(d) He doesn't drink tea.
Mary doesn't have a car.

CONTRACTIONS: don’t = don’t
doesn’t = doesn’t

People usually use contractions when they speak.
People often use contractions when they write.

EXERCISE 23. Sentence practice.

Directions: Use the words in italics to make negative sentences. Use contractions.

1. Ingrid _______ doesn't like _______ tea.
2. _______ don't like _______ tea.
3. Mary and Jim are strangers. Mary _______ Jim.
4. need, not  It's a nice day today. You ________________ your umbrella.

5. snow, not  It ________________ in Bangkok in the winter.

6. speak, not  I ________________ French.

7. be, not  I ________________ hungry.

8. live, not  Butterflies ________________ long.

9. have, not  A butterfly ________________ a long life.

10. be, not  A butterfly ________________ large.

11. be, not  Butterflies ________________ large.

12. have, not  We ________________ class every day.

13. have, not  This city ________________ nice weather in the summer.

14. be, not  It ________________ cold today.

15. rain, not  It ________________ every day.

□ EXERCISE 24. Let's talk: pairwork.

Directions: Work with a partner. Make two sentences about each picture.

Example:
PARTNER A: Ann takes showers. She doesn’t take baths. Your turn now.
PARTNER B: Omar has a dog. He doesn’t have a cat. Your turn now.

YES

1. (Ann \ take) showers baths

NO
2. (Omar \ have)  
a cat
a dog

3. (I \ drink)  
tea
coffee

4. (Rob and Ed \ live)  
an apartment
a house

5. (Becky \ drive)  
a new car
an old car

6. (I \ play)  
soccer
tennis

7. (Mr. Davis \ teach)  
English
French

8. (we \ use)  
typewriters
computers

9. (Alex \ watch)  
new reports
old movies

10. (Marco \ study)  
history
physics

Using the Simple Present 71
EXERCISE 25. Let's talk: game.

Directions: Sit in a circle. Choose any of the verbs in the list. Make sentences with not.

| have | like | need | play | read | speak |

Example: like
Speaker A: I don't like bananas.
Speaker B: (Speaker A) doesn't like bananas. I don't have a dog.
Speaker C: (Speaker A) doesn't like bananas. (Speaker B) doesn't have a dog.
I don't play baseball.

Continue around the circle, each time repeating the information of your classmates before saying your sentence. If you have trouble, your classmates can help you. Your teacher will be the last one to speak.

EXERCISE 26. Sentence practice.

Directions: Use verbs from the list to complete the sentences. Make all of the sentences negative by using does not or do not. You can use contractions (doesn't/don't). Some verbs may be used more than one time.

| do | go | share |
| drink | make | smoke |
| eat | put on | speak |

1. Bob __________ doesn't go __________ to school every day.

2. My roommates are from Japan. They __________ Spanish.

3. Roberto has a beard. He __________ in the morning.

4. We __________ to class on Sunday.

5. Sally is healthy. She __________ cigarettes.

6. Jane and Alex always have lunch at home. They __________ at the cafeteria.

7. Sometimes I __________ my homework in the evening. I watch TV instead.

8. My sister likes tea, but she __________ coffee.
9. Hamid is a careful writer. He ____________ mistakes in spelling when he writes.

10. I'm lazy. I ____________ exercises in the morning.

11. Sometimes Ann ____________ her shoes when she goes outside.

**EXERCISE 27. Let's talk: class activity.**

*Directions:* Use the given words to make truthful sentences.

**Example:** Grass is blue.

**Speaker A:** Grass isn't blue.

**Speaker B:** Grass is green.

**Example:** Dogs have tails.

**Speaker C:** Dogs have tails.

**Speaker D:** People have tails.

1. A restaurant sells shoes.

2. A restaurant serves food.

3. People wear clothes.

4. Animals wear clothes.

5. A child needs love, food, care, and toys.

6. A child needs a driver's license.

7. Refrigerators are hot inside.

8. Refrigerators are cold inside.

9. A cat has whiskers.

10. A bird has whiskers.

11. Doctors take care of sick people.

12. Doctors in my country are expensive.

13. A bus carries people from one place to another.

14. It will be cold today.

15. English is an easy language to learn.

16. People in this city are friendly.

17. It will rain a lot in this city.

---

*People is a plural noun. It takes a plural verb.*
### THE SIMPLE PRESENT: YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>(a) Do I like coffee?</th>
<th>(b) Do you like coffee?</th>
<th>(c) Do we like coffee?</th>
<th>(d) Do they like coffee?</th>
<th>Question Forms, Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do I</strong></td>
<td><strong>Do you</strong></td>
<td><strong>Do we</strong></td>
<td><strong>Do they</strong></td>
<td>+ main verb (simple form)</td>
</tr>
<tr>
<td><strong>Does she</strong></td>
<td><strong>Does he</strong></td>
<td><strong>Does it</strong></td>
<td></td>
<td>+ main verb (simple form)</td>
</tr>
</tbody>
</table>

Notice in (e): The main verb in the question does not have a final -s. The final -s is part of does.

**Incorrect**: Does she likes coffee?

(b) *Are you a student?*

**Incorrect**: Do you be a student?

When the main verb is a form of *be*, *do* is not used.
See Chart 2-1, p. 24, for question forms with *be*.

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
</tr>
</thead>
</table>

### EXERCISE 28. Question practice.

**Directions**: Make questions. Give short answers.

1. **A**: Do you like tea?
   **B**: Yes, I do. (I like tea.)

2. **A**: Do you like coffee?
   **B**: No, I don’t. (I don’t like coffee.)

3. **A**: ____________________________
   **B**: ____________________________ (I don’t speak Chinese.)

4. **A**: ____________________________
   **B**: ____________________________ (Ann speaks Italian.)
5. A: __________________________
   B: __________________________ (Ann and Tom don't speak Arabic.)

6. A: __________________________
   B: __________________________ (I do exercises every morning.)

7. A: __________________________
   B: __________________________ (Sue has a cold.)

8. A: __________________________
   B: __________________________ (Jim doesn't do his homework every day.)

9. A: __________________________
   B: __________________________ (It rains a lot in April.)

10. A: __________________________
    B: __________________________ (Frogs don't have tails.)

EXERCISE 29. Interview and question practice: pairwork.

**Directions:** Work with a partner. Ask and answer questions.

**PART I.** Ask each other about the following activities. Check (✓) the correct box. You can look at your book before you speak. When you speak, look at your partner.

*Example: drive a car*

**PARTNER A:** Do you drive a car?

**PARTNER B:** No, I don't. Do you drive a car?

**PARTNER A:** Yes, I do.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. live in an apartment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go to movie theaters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. enjoy sports on TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. read newspapers every day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. dream in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. have a cell phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. like vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. eat red meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. like chocolate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART II.** Write five sentences about your partner. Write five sentences about yourself.
EXERCISE 30. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions.

PART 1. Take turns making questions and giving short answers. Use the names of your classmates in the questions. Note: This is speaking practice. Do not write the answers yet.

Example:
PARTNER A: ____________________________________________
PARTNER B: ____________________________________________ (He is in class today.)

PARTNER A: Is Ali in class today?
PARTNER B: Yes, he is.

Example:
PARTNER B: ____________________________________________
PARTNER A: ____________________________________________ (She doesn’t speak Spanish.)

PARTNER B: Does Yoko speak Spanish?
PARTNER A: No, she doesn’t.

1. Partner A: ____________________________________________
   Partner B: ____________________________________________ (He speaks English in class every day.)

2. Partner B: ____________________________________________
   Partner A: ____________________________________________ (She comes to class every day.)

3. Partner A: ____________________________________________
   Partner B: ____________________________________________ (They’re in class today.)

4. Partner B: ____________________________________________
   Partner A: ____________________________________________ (She sits in the same seat every day.)

5. Partner A: ____________________________________________
   Partner B: ____________________________________________ (He wears jeans every day.)

6. Partner B: ____________________________________________
   Partner A: ____________________________________________ (They aren’t from Australia.)
7. Partner A: ____________________________

Partner B: ____________________________ (They don't have dictionaries on their desks.)

8. Partner B: ____________________________

Partner A: ____________________________ (They speak English.)

PART II. Now write the questions and answers in your book.

☐ EXERCISE 31. Let's talk: pairwork.

Directions: Work with a partner to make conversations. Begin your answers with no.

Example: children \ walk to school every day
PARTNER A: Do the children walk to school every day?
SPEAKER B: No, they don't. They take the bus.
PARTNER A: Your turn now:

1. the students \ come to class at 10:00

2. Amy \ watch TV in the mornings

3. Luis \ write letters

4. Beth \ drive a car

5. the workers \ wear shoes

6. Joe \ have a cat

Using the Simple Present 77
### 3-11 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHERE

<table>
<thead>
<tr>
<th>WHERE</th>
<th>SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Do they live in Miami?</td>
<td>Yes, they do.</td>
</tr>
<tr>
<td>(b)</td>
<td>Where do they live?</td>
<td>In Miami.</td>
</tr>
<tr>
<td>(c)</td>
<td>Does Gina live in Rome?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td>(d)</td>
<td>Where does Gina live?</td>
<td>In Rome.</td>
</tr>
</tbody>
</table>

(a) = a yes/no question  
(b) = an information question

**Where** asks for information about a place.

The form of yes/no questions and information questions is the same:

**Do/Does + subject + main verb**

### EXERCISE 39. Question practice.

**Directions:** Make questions.

1. A: **Does Jean eat lunch at the cafeteria every day?**
   
   B: Yes, she does. (Jean eats lunch at the cafeteria every day.)

2. A: **Where does Jean eat lunch every day?**
   
   B: At the cafeteria. (Jean eats lunch at the cafeteria every day.)

3. A: **Does Peter work at the post office?**
   
   B: At the post office. (Peter works at the post office.)

4. A: **Where does Peter work?**
   
   B: Yes, he does. (Peter works at the post office.)

5. A: **Does John live in an apartment?**
   
   B: Yes, I do. (I live in an apartment.)

6. A: **In what apartment?**
   
   B: In an apartment. (I live in an apartment.)

7. A: **Where does Bill eat dinner?**
   
   B: At a restaurant. (Bill eats dinner at a restaurant every day.)

8. A: **Where do you sit in class?**
   
   B: In the front row. (I sit in the front row during class.)
9. A: _____________________________
   B: At the University of Toronto. (Jessica goes to school at the University of Toronto.)

10. A: _____________________________
    B: On my desk. (My book is on my desk.)

11. A: _____________________________
    B: To class. (I go to class every morning.)

12. A: _____________________________
    B: In class. (The students are in class right now.)

13. A: _____________________________
    B: In Australia. (Kangaroos live in Australia.)

[Drawing of a kangaroo]

EXERCISE 33. Let's talk: pairwork.

Directions: Work with a partner.
Partner A: Ask your partner questions using where. Your book is open.
Partner B: Answer the questions. Your book is closed.

Example: live
PARTNER A (book open): Where do you live?
PARTNER B (book closed): (free response)

1. live
2. eat lunch every day
3. go after class
4. study at night
5. go to school
6. buy school supplies

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions now.

7. buy your clothes
8. go on weekends
9. sit during class
10. eat dinner
11. do your homework
12. go on vacation

Using the Simple Present 79
THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHEN AND WHAT TIME

<table>
<thead>
<tr>
<th>Q-WORD* + DO/ + SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) When do you go to class?</td>
<td>At nine o'clock.</td>
</tr>
<tr>
<td>(b) What time do you go to class?</td>
<td>At nine o'clock.</td>
</tr>
<tr>
<td>(c) When does Anna eat dinner?</td>
<td>At six p.m.</td>
</tr>
<tr>
<td>(d) What time does Anna eat dinner?</td>
<td>At six p.m.</td>
</tr>
<tr>
<td>(e) What time do you usually go to class?</td>
<td>The frequency adverb usually comes immediately after the subject in a question: Q-word + does/do + subject + usually + main verb</td>
</tr>
</tbody>
</table>

*A “Q-Word” is “a question word.” Where, when, whom, what time, who, and why are examples of question words.

EXERCISE 34. Question practice.

Directions: Make questions.

1. A: ___________ When/What time do you eat breakfast?
   B: At 7:30. (I eat breakfast at 7:30 in the morning.)

2. A: ___________ When/What time do you usually eat breakfast?
   B: At 7:00. (I usually eat breakfast at 7:00.)

3. A: ____________________
   B: At 6:45. (I get up at 6:45.)

4. A: ____________________
   B: At 6:30. (Maria usually gets up at 6:30.)

5. A: ____________________
   B: At 8:15. (The movie starts at 8:15.)

6. A: ____________________
   B: Around 11:00. (I usually go to bed around 11:00.)

7. A: ____________________
   B: At half-past twelve. (I usually eat lunch at half-past twelve.)

8. A: ____________________
   B: At 5:30. (The restaurant opens at 5:30.)
9. A: ________________________________
   B: At 9:05. (The train leaves at 9:05.)

10. A: ________________________________
    B: Between 6:30 and 8:00. (I usually eat dinner between 6:30 and 8:00.)

11. A: ________________________________
    B: At eight fifteen. (My classes begin at eight fifteen.)

12. A: ________________________________
    B: At 10:00 P.M. (The library closes at 10:00 P.M. on Saturday.)

□ EXERCISE 35. Let’s talk: class interview.

Directions: Ask and answer questions.

PART I. Walk around the room. Ask a question using when or what time. Write the answer and your classmate’s name. Then ask another classmate a different question.

Example: eat breakfast
SPEAKER A: When/What time do you eat breakfast?
SPEAKER B: I usually eat breakfast around seven o’clock.

<table>
<thead>
<tr>
<th>SPEAKER A: (write)</th>
<th>Name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Yoko</td>
<td>7 A.M.</td>
</tr>
</tbody>
</table>

1. wake up
2. usually get up
3. eat breakfast
4. leave home in the morning
5. usually get to class
6. eat lunch
7. get home from school
8. have dinner
9. usually study in the evening
10. go to bed

PART II. Tell the class about a few of the answers you got.
EXERCISE 36. Interview and paragraph practice.

Directions: Interview someone (a friend, a roommate, a classmate, etc.) about her/his daily schedule. Use the information from the interview to write a paragraph.

Some questions you might want to ask during the interview:

What do you do every morning? What time do you . . . ?
What do you do every afternoon? When do you . . . ?
What do you do every evening? Where do you . . . ?

3-13 SUMMARY: INFORMATION QUESTIONS WITH BE AND DO

<table>
<thead>
<tr>
<th>Q-WORD</th>
<th>+ BE + SUBJECT</th>
<th>LONG ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Where</td>
<td>is</td>
<td>Thailand?</td>
</tr>
<tr>
<td>(b) Where</td>
<td>are</td>
<td>your books?</td>
</tr>
<tr>
<td>(c) When</td>
<td>is</td>
<td>the concert?</td>
</tr>
<tr>
<td>(d) What</td>
<td>is</td>
<td>your name?</td>
</tr>
<tr>
<td>(e) What time</td>
<td>is</td>
<td>it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q-WORD</th>
<th>+ DO + SUBJECT + MAIN VERB</th>
<th>LONG ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) What time</td>
<td>does</td>
<td>the plane</td>
</tr>
<tr>
<td>(h) What</td>
<td>do</td>
<td>monkeys</td>
</tr>
<tr>
<td>(i) When</td>
<td>does</td>
<td>Bob</td>
</tr>
</tbody>
</table>

NOTICE: In questions with be as the main and only verb, the subject follows be. In simple present questions with verbs other than be, the subject comes between do/does and the main verb.

EXERCISE 37. Question practice.

Directions: Complete the questions in the written conversations. Use is, are, does, or do.

CONVERSATION ONE

A: What time _______ does _______ the movie start?
B: Seven-fifteen. _______ you want to go with us?
A: Yes. What time _______ it now?
B: Almost seven o'clock. _______ you ready to leave?
A: Yes, let's go.

82 CHAPTER 3
CONVERSATION TWO

A: Where ______ my keys to the car?
B: I don’t know. Where ______ you usually keep them?
A: In my purse. But they’re not there.
B: Are you sure?
A: Yes. ______ you see them?
B: No. ______ they in one of your pockets?
A: I don’t think so.
B: ______ your husband have them?
A: No. He has his own set of car keys.
B: Well, I hope you find them.
A: Thanks.

CONVERSATION THREE

A: ______ you go to school?
B: Yes.
A: ______ your brother go to school too?
B: No. He quit school last semester. He has a job now.
A: ______ it a good job?
B: Not really.
A: Where ______ he work?
B: At a restaurant. He washes dishes.
A: ______ he live with you?
B: No, he lives with my parents.
A: ______ your parents unhappy that he quit school?
B: They’re very unhappy about it.
A: ______ they want him to return to school?
B: Of course. They have many dreams for him and his future.
EXERCISE 38. Let's talk: small group activity.

Directions: Work in small groups. Complete the sentences with is, are, do, or does. Circle if the answer is yes or no. Discuss your answers with your classmates. If you don't know the answer, guess.

1. Does the moon go around the earth?  
   yes  no
2. Does the sun go around the earth?  
   yes  no
3. Do the planets go around the sun?  
   yes  no
4. Is the sun a planet?  
   yes  no
5. Are stars planets?  
   yes  no
6. Is Venus hot?  
   yes  no
7. Is Neptune easy to see?  
   yes  no
8. Is Jupiter windy?  
   yes  no
9. Do Venus and Mars go around the sun?  
   yes  no
10. Do Saturn and Uranus have moons?  
    yes  no
EXERCISE 39. Question practice.

Directions: Complete the questions and answers with your own words.

1. A: Do ____________________________?  
   B: No, I don't.

2. A: Where are ____________________________?  
   B: I don't know.

3. A: What time does ____________________________?  
   B: ____________________________.

4. A: When do ____________________________?  
   B: ____________________________.

5. A: Is ____________________________?  
   B: ____________________________.

6. A: What is ____________________________?  
   B: ____________________________.

7. A: Are ____________________________?  
   B: ____________________________.

8. A: What are ____________________________?  
   B: ____________________________.

9. A: What do ____________________________?  
   B: ____________________________.

10. A: What does ____________________________?  
    B: ____________________________.

EXERCISE 40. Chapter review.

Directions: Add -s or -es where necessary.

ABDUL AND PABLO

s (lives = live + s)

1. My friend Abdul lives in an apartment near school.  
2. He walk to school almost every day.  
3. Sometimes he catch a bus, especially if it's cold and rainy outside.  
4. Abdul share the apartment with Pablo.  
5. Pablo come from Venezuela.
(6) Abdul and Pablo go to the same school. (7) They take English classes.

(8) Abdul speak Arabic as his first language, and Pablo speak Spanish. (9) They communicate in English. (10) Sometimes Abdul try to teach Pablo to speak a little Arabic, and Pablo give Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoy having Pablo as his roommate, but he miss his family back in Saudi Arabia.

EXERCISE 41. Chapter review. Pairwork.

Directions: Work with a partner.

PART I.
Partner A: Ask Partner B five questions about things s/he has and doesn’t have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.).

Take notes.

Partner B: Answer the questions.

Example:
PARTNER A: Do you have a car?
PARTNER B: No.
PARTNER A: Do you have a computer?
PARTNER B: Yes, but it’s not here. It’s in my country.

Etc.

Switch roles. (Partner B now asks five questions.)

PART II.
Partner B: Ask Partner A five questions about things s/he likes and doesn’t like (for example, kinds of food and drink, music, movies, books, etc.)

Partner A: Answer the questions.

Example:
PARTNER B: Do you like pizza?
PARTNER A: Yes.
PARTNER B: Do you like the music of (name of a group or singer)?
PARTNER A: No, I don’t.

Etc.

PART III. Write about your partner. The vocabulary on the next page can help you:
- Give a physical description.
- Write about things this person has and doesn’t have.
- Write about things this person likes and doesn’t like.
Here's some vocabulary to help you describe your partner.

**Eye Color:**
- Brown
- Blue
- Green
- Gray

**Hair Type:**
- Straight
- Curly
- Wavy
- Bald

**Hair Color:**
- Brown
- Blond
- Black
- Dark
- Red
- Light

---

**Exercise 42. Chapter Review: Question Practice.**

**Directions:** Complete the questions and answers with the words in parentheses. Use the simple present of the verbs.

A: 

1. (you, study) ______________ a lot?

B: I (study) ______________ at least three hours every night. My roommate (study) ______________ at least five hours. She's very serious about her education. How about you? (you, spend) ______________ a lot of time studying?

A: No, I don't. I (spend) ______________ as little time as possible. I (breathe, not) ______________ to study.

B: Then why (you, be) ______________ a student?

A: My parents (want) ______________ me to go to school. I (want, not) ______________ to be here.

B: In that case, I (think) ______________ that you should drop out of school and find a job until you decide what you want to do with your life.

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Exercise 43. Chapter review.

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

1. (have) ______________ two roommates. One of them, Sam, is always neat and clean. He (wash) ______________ his clothes once a week. (you, know)
2. ______________ Matt, my other roommate? He (be) ______________ the opposite of Sam. For example, Matt (change, not)
3. ______________ the sheets on his bed. He (keep) ______________ the same sheets week after week. He (wash, never)
4. ______________ his clothes. He (wear) ______________ the same dirty jeans every day. Sam's side of the room (be, always) ______________ neat, and Matt's side (be, always) ______________ a mess. As my mother always (say) ______________, it (take) ______________ all kinds of people to make a world.

Exercise 44. Chapter review: let's talk.

Directions: Work with a partner.

Part I. Complete the conversations.

1. Partner A: Do you _____?  
   Partner B: Yes, I do. How about you? Do you _____?
   Partner A: ______________

2. Partner B: Are you _____?  
   Partner A: Yes, I am. How about you? Are you _____?
   Partner B: ______________

3. Partner A: ____ you usually ____ in the morning?  
   Partner B: ______________
   Partner A: When ____?
   Partner B: ______________
PART II. Share one or two of your dialogues with the class.

□ EXERCISE 45. Chapter review.
Directions: Make questions. Use your own words.

1. A: ________________________________?
   B: No, I don't.

2. A: ________________________________?
   B: Yes, I am.

3. A: ________________________________?
   B: In an apartment.

4. A: ________________________________?
   B: Six-thirty.

5. A: ________________________________?
   B: Monday.

6. A: ________________________________?
   B: At home.

7. A: ________________________________?
   B: No, he doesn't.

8. A: ________________________________?
   B: No, she isn't.

9. A: ________________________________?
   B: South of the United States.

10. A: ________________________________?
    B: Yes, it is.

11. A: ________________________________?
    B: Yes, they do.
12. A:  
B: In Southeast Asia.

13. A:  
B: Hot in the summer.

14. A:  
B: September.

15. A:  
B: Yes, I do.

EXERCISE 46. Chapter review: let’s talk.

Directions: Which lifestyle do you like the most? Ask your teacher questions to get more information about them. Then decide which you like best and explain why.

Example:

SPEAKER A: Where does Peter live?
TEACHER: On a boat.

SPEAKER B: What does Kathy do?
TEACHER: She teaches skiing.

SPEAKER C: Where does Ron work?
TEACHER: At a jewelry store.

SPEAKER D: What pets does Lisa have?
TEACHER: She has a snake.

Continue asking questions until your chart is complete.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where does she/he live?</th>
<th>What does she/he do?</th>
<th>Where does she/he work?</th>
<th>What pets does she/he have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETER</td>
<td>on a boat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KATHY</td>
<td></td>
<td>teaches skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RON</td>
<td></td>
<td></td>
<td>at a jewelry store</td>
<td></td>
</tr>
<tr>
<td>LISA</td>
<td></td>
<td></td>
<td></td>
<td>a snake</td>
</tr>
<tr>
<td>JACK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 47. Chapter review: error analysis.

Directions: Correct the errors.

1. Yoko ____ live ____ in Japan.

2. Ann comes usually to class on time.

3. Peter ____ use ____ his cell phone often.

4. Amy ___ carry ___ a notebook computer to work every day.

5. She ___ enjoy ___ her job.

6. I ___ no know ___ Joe.

7. Mike ____ don’t ____ like milk. He never drink it.

8. Tina ___ does ___ speak Chinese. She speaks Spanish.

9. You ___ a student?

10. Does your roommate sleeps with the window open?

11. A: Do you like strong coffee?

      B: Yes, I ____ like ___.

12. Where your parents ___ live?

13. What time is your English class begins?

14. Olga ___ need ___ a car. She have a bicycle.

15. Do Pablo ____ does ___ his homework every day?
CHAPTER 4
Using the Present Progressive

4-1 \( \text{BE} \ + \ \text{-ING: THE PRESENT PROGRESSIVE TENSE} \)

- **am + -ing**
  - (a) I am sitting in class right now.
- **is + -ing**
  - (b) Rita is sitting in class right now.
- **are + -ing**
  - (c) You are sitting in class right now.

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

\[ \text{am, is, are} \ + \ \text{-ing} = \text{the present progressive tense} \]

\[ \text{sitting} = \text{the main verb} \]

**Exercise 1. Let's talk: class activity.**

*Directions:* Your teacher will perform and describe some actions. Listen for the form of the verb. Answer questions about these actions.

**Example:** read

TEACHER: \( \text{(pantomimes reading)} \) I am reading. What am I doing?

STUDENT: You are reading.

1. write
2. sit
3. stand
4. count
5. wave
6. look at the ceiling

**Exercise 2. Let's talk: pairwork.**

*Directions:* Work with a partner. What are the animals in the following pictures doing?

**Partner A:** Choose any picture and describe the activity. Use the present progressive (\( \text{is} + \ \text{-ing} \)).

**Partner B:** Point to the picture described by your partner.
Example: horse

PARTNER A: The horse is sleeping.

PARTNER B: (points to the horse in the picture)

PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>mouse</td>
</tr>
<tr>
<td>cat</td>
<td>horse</td>
</tr>
<tr>
<td>dog</td>
<td>monkey</td>
</tr>
<tr>
<td>elephant</td>
<td>rabbit</td>
</tr>
<tr>
<td>giraffe</td>
<td>tiger</td>
</tr>
<tr>
<td></td>
<td>drink a cup of tea</td>
</tr>
<tr>
<td></td>
<td>drive a car</td>
</tr>
<tr>
<td></td>
<td>eat a carrot</td>
</tr>
<tr>
<td></td>
<td>sing</td>
</tr>
<tr>
<td></td>
<td>paint a picture</td>
</tr>
<tr>
<td></td>
<td>play the piano</td>
</tr>
<tr>
<td></td>
<td>read a newspaper</td>
</tr>
<tr>
<td></td>
<td>sleep</td>
</tr>
<tr>
<td></td>
<td>take a bath</td>
</tr>
<tr>
<td></td>
<td>talk on the phone</td>
</tr>
</tbody>
</table>

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EXERCISE 3. Let's talk: class activity.

Directions: Answer questions about what you are wearing today and what your classmates are wearing. Use the present progressive (am/is/are + wearing).

Example:

TEACHER: Rosa, what are you wearing today?
SPEAKER A: I'm wearing a white blouse and a blue skirt.
TEACHER: What is Jin Won wearing?
SPEAKER A: He's wearing jeans and a sweatshirt.
TEACHER: What color is his sweatshirt?
SPEAKER A: It's gray with red letters.
TEACHER: What else is Jin Won wearing?
SPEAKER B: He's wearing sneakers, white socks, and a wristwatch.
Etc.

EXERCISE 4. Let's talk: pairwork.

Directions: Work with a partner. Identify who is wearing particular articles of clothing. If no one is wearing that piece of clothing, say "no one."

Example:

PARTNER A: brown shoes
PARTNER B: Marco is wearing brown shoes. Or
Marco and Abdul are wearing brown shoes. Or
No one is wearing brown shoes.

PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a T-shirt</td>
<td>1. a white shirt</td>
</tr>
<tr>
<td>2. blue jeans</td>
<td>2. a skirt (or dress)</td>
</tr>
<tr>
<td>3. earrings</td>
<td>3. a necklace</td>
</tr>
<tr>
<td>4. boots</td>
<td>4. running shoes</td>
</tr>
<tr>
<td>5. pants</td>
<td>5. a belt</td>
</tr>
</tbody>
</table>

EXERCISE 5. Let's talk: class activity.

Directions: Act out the directions the teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your books for this activity.

Example: Smile.

TEACHER: (Student A), please smile. What are you doing?
SPEAKER A: I'm smiling.
TEACHER: (Speaker A) and (Speaker B), please smile. (Speaker A), what are you and (Speaker B) doing?

SPEAKER A: We’re smiling.

TEACHER: (Speaker C), what are (Speaker A and Speaker B) doing?

SPEAKER C: They’re smiling.

TEACHER: (Speaker A), please smile. (Speaker B), what is (Speaker A) doing?

SPEAKER A: He/She is smiling.

1. Stand up.
2. Sit down.
3. Stand in the middle of the room.
4. Sit in the middle of the room.
5. Stand in the back of the room.
6. Stand between ( . . . ) and ( . . . ).
7. Touch the floor.
8. Touch the ceiling.
9. Touch your toes.
10. Open/Close the door/window.
11. Speak in your native language.
12. Shake hands with ( . . . ).
13. Stand up and turn around in a circle.
15. Hold up your right hand.
16. Hold up your left hand.
17. Touch your right ear with your left hand.
18. Clap your hands.

☐ EXERCISE A.  Let’s talk: pairwork.

Directions: Work with a partner. Look around your classroom. Make sentences about people in the room. Use their names. You can use the verbs in the list to help you.

Example: the name of a student near you

PARTNER A: Maria’s sitting near me.

PARTNER B: Yes. And she is talking to Po.

PARTNER A: Your turn now.

daydream  read  stand  watch
help  sit  talk  wear
listen  speak English  think in English  write

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the name of the teacher</td>
<td>1. the name of a student near the door</td>
</tr>
<tr>
<td>2. the names of two classmates near you</td>
<td>2. the names of two classmates on the other side of the room</td>
</tr>
<tr>
<td>3. the name of a classmate</td>
<td>3. the names of three classmates</td>
</tr>
<tr>
<td>4. yourself (Use “I.”)</td>
<td>4. yourself and your partner</td>
</tr>
</tbody>
</table>
EXERCISE 7. Listening.

Directions: Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answers. Compare your answers with your classmates’ answers.

Tony is not a serious student. He is lazy. He doesn’t go to class much. He likes to sit in the cafeteria. Sometimes he sits alone, and sometimes he visits with friends from his country. He is in the cafeteria right now. What is he doing?

Example: Tony is talking on his cell phone. (yes) no

1. yes no 6. yes no
2. yes no 7. yes no
3. yes no 8. yes no
4. yes no 9. yes no
5. yes no 10. yes no

EXERCISE 8. Present.

Directions: Write the -ing form for the following words.

1. smile smiling
2. ride
3. run
4. stop
5. rain
6. sleep
7. push
8. count
9. fix
10. write
11. grow
12. wait
## 4-2 Spelling of -ing

<table>
<thead>
<tr>
<th>Rule</th>
<th>End of Verb</th>
<th>&quot;ing&quot; Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1</td>
<td>A CONSONANT* + -e</td>
<td>DROP THE -e AND ADD -ing</td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td>smiling</td>
</tr>
<tr>
<td></td>
<td>write</td>
<td>writing</td>
</tr>
<tr>
<td>Rule 2</td>
<td>ONE VOWEL* + ONE CONSONANT</td>
<td>DOUBLE THE CONSONANT AND ADD -ing**</td>
</tr>
<tr>
<td></td>
<td>sit</td>
<td>sitting</td>
</tr>
<tr>
<td></td>
<td>run</td>
<td>running</td>
</tr>
<tr>
<td>Rule 3</td>
<td>TWO VOWELS + ONE CONSONANT</td>
<td>ADD -ing; DO NOT DOUBLE THE CONSONANT</td>
</tr>
<tr>
<td></td>
<td>read</td>
<td>reading</td>
</tr>
<tr>
<td></td>
<td>rain</td>
<td>raining</td>
</tr>
<tr>
<td>Rule 4</td>
<td>TWO CONSONANTS</td>
<td>ADD -ing; DO NOT DOUBLE THE CONSONANT</td>
</tr>
<tr>
<td></td>
<td>stand</td>
<td>standing</td>
</tr>
<tr>
<td></td>
<td>push</td>
<td>pushing</td>
</tr>
</tbody>
</table>

*Vowels = a, e, i, o, u; Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, w, x, y, z.

**Exception to Rule 2: Do not double s, x, and y.

### Exercise 9: Spelling Practice

**Directions:** Write the -ing forms for the following words.

1. take ________ 7. hurt ________
2. come ________ 8. plan ________
3. dream ________ 9. dine ________
4. bite ________ 10. snow ________
5. hit ________ 11. study ________
6. join ________ 12. warn ________
EXERCISE 10. Spelling practice.

Directions: Your teacher will say a sentence. Write the word that ends in -ing.

Close your book for this activity.

Example: wave
TEACHER: I'm waving.
STUDENTS: waving

1. smile 9. eat
2. fly 10. run
3. laugh 11. sing
4. sit 12. read
5. stand 13. drink
6. sleep 14. sneeze
7. clap 15. cry
8. write 16. cut a piece of paper

EXERCISE 11. Let's talk: class activity.

Directions: Practice using the present progressive to describe actions. Your teacher will give directions. One student acts out the directions, and another describes it.

Example: erase the board
TEACHER: (Student A), please erase the board.
STUDENT A: (erases the board)
TEACHER: What is (Student A) doing?
STUDENT B: He/She is erasing the board.

1. draw a picture on the board 11. tear a piece of paper
2. clap your hands 12. sing, hum, or whistle
3. walk around the room 13. sleep
4. wave at (name of a student) 14. snore
5. sign your name on the board 15. stand up and stretch
6. count your fingers out loud 16. sneeze
7. hit your desk with your hand 17. cough
8. carry your book on the top of your head to the front of the room
9. bite your finger
10. look at the ceiling 18. chew gum
19. hold your grammar book between your ankles
20. (two students) throw and catch (something in the room)
### 4-3 THE PRESENT PROGRESSIVE: NEGATIVES

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am <strong>not</strong> sleeping. I am awake.</td>
<td>Ben <strong>isn't</strong> listening. He's daydreaming.</td>
<td>Mr. and Mrs. Brown <strong>aren't</strong> watching TV. They're reading.</td>
</tr>
</tbody>
</table>

Present progressive negative:
- *am* → *is* + *not* + *-ing*
- *are* → *

**EXERCISE 12. Sentence practice.**

**Directions:** Use the present progressive to make two sentences about each situation, one negative and one affirmative.

**Example:** Nancy: standing up / sitting down

**Written:**
- Nancy isn't standing up.
- She's sitting down.

1. Otto: watching the news / talking on the phone

Otto isn’t ________________________________________

He's ____________________________________________
2. Anita: listening to music / playing the piano
Anita
She's

3. Sophia: reading a magazine / reading a book
Sophia
She's

4. The birds: flying / sitting on a telephone wire
The birds
They're
EXERCISE 13. Let's talk: pairwork.

Directions: Work with a partner. Make sentences about your classmates' activities right now. In the first sentence, describe what is not true. In the second sentence, describe what is true.

Example:

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not wearing a white shirt</td>
<td>1. not sitting near us</td>
</tr>
</tbody>
</table>

PARTNER A: Toshi is not wearing a white shirt. He's wearing a blue shirt.

Your turn now.

PARTNER B: Olga is not sitting near us. She's sitting near the teacher. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not standing up</td>
<td>1. not writing</td>
</tr>
<tr>
<td>2. not holding a piece of chalk</td>
<td>2. not looking out the window</td>
</tr>
<tr>
<td>3. not talking to (name of a classmate)</td>
<td>3. not sitting on the floor</td>
</tr>
<tr>
<td>4. not wearing T-shirts</td>
<td>4. not standing next to each other (names of classmates)</td>
</tr>
</tbody>
</table>


Directions: Write the names of people you know. Write two sentences about each person. Write about:
(1) what they are doing right now and
(2) what they are not doing right now.
Use your own paper. Share a few of your sentences with the class.

Example: your neighbor
- Mrs. Martinez is working at her office right now.
- She is not working in her garden.

1. someone in your family
2. the leader of your country
3. your favorite actor, writer, or sports star
4. a friend from childhood

Using the Present Progressive 101
### 4-4 THE PRESENT PROGRESSIVE: QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>→</th>
<th>SHORT ANSWER (+ LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>be</em> + <em>subject</em> + <em>-ing</em></td>
<td>→</td>
<td>Yes, <em>she</em> is. (She’s sleeping.)</td>
</tr>
<tr>
<td>Is Mary sleeping?</td>
<td>→</td>
<td>No, <em>she’s</em> not. (She’s not sleeping.)</td>
</tr>
<tr>
<td>(b) <em>be</em> + <em>subject</em> + <em>-ing</em></td>
<td>→</td>
<td>No, <em>she isn’t</em>. (She isn’t sleeping.)</td>
</tr>
<tr>
<td>Are you watching TV?</td>
<td>→</td>
<td>Yes, <em>I am</em>. (I’m watching TV.)</td>
</tr>
<tr>
<td>(c) <em>be</em> + <em>subject</em> + <em>-ing</em></td>
<td>→</td>
<td>No, <em>I’m not</em>. (I’m not watching TV.)</td>
</tr>
<tr>
<td><em>Q-WORD</em> + <em>be</em> + <em>subject</em> + <em>-ing</em></td>
<td>→</td>
<td>In bed. (She’s sleeping in bed.)</td>
</tr>
<tr>
<td>(c) Where is Mary sleeping?</td>
<td>→</td>
<td>A movie. (Ted is watching a movie.)</td>
</tr>
<tr>
<td>(d) What is Ted watching?</td>
<td>→</td>
<td>Because <em>I like this program</em>. (I’m watching TV because I like this program.)</td>
</tr>
<tr>
<td>(e) Why are you watching TV?</td>
<td>→</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 16. Let's talk: pairwork.

Directions: Work with a partner. You and your partner have different pictures.
Ask and answer questions about your partner's picture.
Partner A: Look at the pictures in Exercise 2, p. 93.
Partner B: Look at the pictures below. Find the differences.

Example:

Partner A: Is the rabbit eating a carrot in your picture?
Partner B: No, it isn't. It's eating an ice-cream cone.
Partner A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the rabbit . . .?</td>
<td>1. Is the elephant . . .?</td>
</tr>
<tr>
<td>2. Is the cat . . .?</td>
<td>2. Is the tiger . . .?</td>
</tr>
<tr>
<td>3. Is the giraffe . . .?</td>
<td>3. Is the monkey . . .?</td>
</tr>
<tr>
<td>4. Is the horse . . .?</td>
<td>4. Is the bird . . .?</td>
</tr>
<tr>
<td>5. Is the dog . . .?</td>
<td>5. Is the mouse . . .?</td>
</tr>
</tbody>
</table>

1  
2  
3  
4  
5  
6  
7  
8  
9  

Using the Present Progressive 103
EXERCISE 17. Let’s talk: small groups.

Directions: Work in small groups. Ask yes/no questions using the present progressive. Use the verbs in the list. Ask two questions for each verb: Are you...? and Is (name of a group member)...? Take turns asking questions.

Example: Write
SPEAKER A: Are you writing?
SPEAKER B: Yes, I am. OR No, I’m not.
SPEAKER A: Is (Speaker B) writing?
SPEAKER C: Yes, she/he is. OR No, she/he’s not.
SPEAKER A: Your turn now, (Speaker B).

1. sit 6. speak English
2. stand 7. look out the window
3. smile 8. write in your/her/his book
4. answer questions 9. talk to (name of a classmate)
5. sleep 10. ask me a question

EXERCISE 18. Question practice.

Directions: Create questions with where, why, and what.

1. A: __________________________  What are you reading?
   B: My grammar book. (I’m reading my grammar book.)

2. A: __________________________
   B: Because we’re doing an exercise. (I’m reading my grammar book because we’re doing an exercise.)

3. A: __________________________
   B: A sentence in my grammar book. (I’m writing a sentence in my grammar book.)

4. A: __________________________
   B: In the back of the room. (Scung is sitting in the back of the room.)

5. A: __________________________
   B: In an apartment. (I’m living in an apartment.)

6. A: __________________________
   B: Jeans and a sweatshirt. (Roberto is wearing jeans and a sweatshirt today.)

7. A: __________________________
   B: Because I’m happy. (I’m smiling because I’m happy.)
EXERCISE 19. Question practice.

Directions: Make questions. Give short answers to yes/no questions.

1. A: What ___________ are you writing?
   B: A letter. (I'm writing a letter.)

   B: No, ___________ he isn't/he's not. (Ali isn't reading a book.)

3. A: ___________ (Anna is eating lunch.)
   B: Yes, ___________ (Anna is eating lunch.)

4. A: Where ___________ (She's eating lunch at the Red Bird Cafe.)
   B: At the Red Bird Cafe. (She's eating lunch at the Red Bird Cafe.)

5. ___________ (Mike isn't drinking a cup of coffee.)
   B: No, ___________ (Mike isn't drinking a cup of coffee.)

6. A: What ___________ (He's drinking a cup of tea.)
   B: A cup of tea. (He's drinking a cup of tea.)

7. A: ___________ (The girls aren't playing in the street.)
   B: No, ___________ (The girls aren't playing in the street.)
8. A: Where ____________________________
   B: In the park. (They’re playing in the park.)

9. A: Why ______________________________
   B: Because they don’t have school today. (They’re playing in the park because they don’t have school today.)

---

**4-5 THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE**

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>QUESTIONS</th>
<th>NEGATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I <strong>sit</strong> in class every day.</td>
<td>(c) Do you <strong>sit</strong> in class every day?</td>
<td>(i) I <strong>don’t sit</strong> in class every day.</td>
</tr>
<tr>
<td>(b) I <strong>am sitting</strong> in class right now.</td>
<td>(d) Are you <strong>sitting</strong> in class right now?</td>
<td>(j) I’m <strong>not sitting</strong> in class right now.</td>
</tr>
<tr>
<td>(c) The teacher <strong>writes</strong> on the board every day.</td>
<td>(e) Does the teacher <strong>write</strong> on the board every day?</td>
<td>(k) The teacher <strong>doesn’t write</strong> on the board every day.</td>
</tr>
<tr>
<td>(d) The teacher is <strong>writing</strong> on the board right now.</td>
<td>(f) Is the teacher <strong>writing</strong> on the board right now?</td>
<td>(l) The teacher <strong>isn’t writing</strong> on the board right now.</td>
</tr>
</tbody>
</table>

- The **SIMPLE PRESENT** expresses habits or usual activities, as in (a), (c), and (e).
- The **PRESENT PROGRESSIVE** expresses actions that are happening right now, while the speaker is speaking, as in (b), (d), and (f).

- The **SIMPLE PRESENT** uses **do** and **does** as helping verbs in questions.
- The **PRESENT PROGRESSIVE** uses **am, is,** and **are** in questions.

- The **SIMPLE PRESENT** uses **do** and **does** as helping verbs in negatives.
- The **PRESENT PROGRESSIVE** uses **am, is,** and **are** in negatives.
**EXERCISE 20. Sentence practice.**

**Directions:** Complete the sentences with the words in parentheses.

1. Ahmed (talk) ____________ talks ________ to his classmates every day in class. Right now he (talk) _______________ to Yoko. He (talk, not) _____________ _______________ to his friend Omar right now.

2. It (rain) _______________ a lot in this city, but it (rain, not) _______________ _______________ right now. The sun (shine) _______________.
   (it, rain) _______________ a lot in your hometown?

3. Hans and Anna (sit) __________ next to each other in class every day, so they often (help) _______________ each other with their grammar exercises. Right now Anna (help) _______________ Hans with an exercise on present verb tenses.

4. Roberto (cook) _______________ his own dinner every evening. Right now he is in his kitchen. He (cook) _______________ rice and beans. (he, cook) _______________ meat for his dinner tonight too? No, he is a vegetarian. He (eat, not) _______________ meat. (you, eat) _______________ _______________ meat? (you, be) _______________ a vegetarian?

**EXERCISE 21. Listening.**

**Directions:** Listen to the sentences. Circle the correct completions.

**Examples:**
- John sleeps late . . . . now every day
- John is sleeping . . . . now every day

1. now every day 5. now every day
2. now every day 6. now every day
3. now every day 7. now every day
4. now every day 8. now every day
EXERCISE 22. Let’s talk: pairwork.

Directions: Work with a partner. Take turns asking and answering questions about Anna’s activities. Use the present progressive and the simple present.

Example: read a newspaper
PARTNER A: Is Anna reading a newspaper?
PARTNER B: Yes, she is.
PARTNER A: Does she read a newspaper every day?
PARTNER B: Yes, she does.
PARTNER A: Your turn now.

drink tea ride her bicycle talk on the phone
listen to music say “hello” to her neighbor watch TV
play tennis swim
play the guitar take a walk

EXERCISE 23. Sentence practice.

Directions: Complete the sentences. Use words from the list.

am is are do does

1. ________ you ready? The bus ________ leaving right now.
2. ________, you have enough money for the bus?
3. Oh, no. It ___________ raining again. __________ it rain often in this city?

4. Excuse me, what time ___________. you have?

5. No one is here. ___________ I early or late?

6. I ___________ looking for the registration office. ___________ you know where it is?

7. When ___________ the registration office close?

8. Where ___________ your school?

9. Where ___________ you live?

10. ___________ your classmates live near you?

Exercise 24. Question practice.
Directions: Complete the sentences with the words in parentheses.

1. A: Tom is on the phone.
   B: (he, talk) ___________ ___________ to his wife?
      A: Yes.
      B: (he, talk) ___________ ___________ often?
      A: Yes, he (talk) ___________ talk ___________ to her every day during his lunch break.

2. A: I (walk) ___________ to school every day. (take, not) ___________ ___________ the bus. (you, take) ___________ ___________ the bus?
   B: No, I don’t.

3. A: Anna is in the hallway.
   B: (she, talk) ___________ ___________ to her friends?
      A: No, she isn’t. She (run) ___________ ___________ to her next class.

4. A: I (read) ___________ the newspaper every day.
   B: How about your grammar book? (you, read) ___________ ___________ your grammar book every day?
      A: No, I don’t. I (read, not) ___________ ___________ my grammar book every day.

5. A: What (you, read) ___________ ___________ right now?
   B: I (read) ___________ ___________. my grammar book.
6. A: (you, want) ______________ your coat?
   B: Yes.
   A: (be, this) ______________ your coat?
   B: No, my coat (hang) ______________ in the closet.

EXERCISE 25. listening.

Directions: Listen to each conversation. Complete the sentences with the words you hear.

Example:
You will hear: Is Ann here today?
You will write: ______________ Ann here today?
You will hear: No. She's working at her uncle's bakery today.
You will write: No. ______________ at her uncle's bakery today.

1. A: ______________ Tom ______________ a black hat?
   B: Yes.
   A: ______________ it every day?
   B: No.
   A: ______________ it right now?
   B: I ______________. Why do you care about Tom's hat?
   A: I found a hat in my apartment. Someone left it there. I ______________
      that it belongs to Tom.

2. A: ______________ animals ______________?
   B: I don’t know. I suppose so. Animals ______________ very different from
      human beings in lots of ways.
   A: Look at my dog. She ______________. Her eyes ______________
      closed. At the same time, she ______________ and ______________
      her head and her front legs. I ______________ sure that
      she ______________ right now. I'm sure that
      animals ______________.
EXERCISE 26. Listening.
Directions: Listen to the conversation. Complete the sentences with the words you hear.

Example:
You will hear: Are you doing an exercise?
You will write: ________________ an exercise?
You will hear: Yes, I am.
You will write: Yes, ________________

Speaker A: What are you doing? ________________ on your English paper?

Speaker B: No, ________________ an e-mail to my sister.

Speaker A: ________________ to her often?

Speaker B: Yes, but I ________________ a lot of e-mails to anyone else.

Speaker A: ________________ to you often?

Speaker B: Yes. I ________________ an e-mail from her several times a week.

How about you? ________________ a lot of e-mails?

Speaker A: Yes. I ________________ to send e-mails to friends all over the world.

4-6 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

(a) I'm hungry right now. I want an apple.
INCORRECT: I am wanting an apple.
(b) I hear a siren. Do you hear it too?
INCORRECT: I'm hearing a siren. Are you hearing it too?

NONACTION VERBS

dislike
hate
like
love
need
want

hear
see
smell
taste

believe
know
think (meaning believe)*

Some verbs are NOT used in the present progressive. They are called "nonaction verbs." In (a): Want is a nonaction verb. Want expresses a physical or emotional need, not an action. In (b): Hear is a nonaction verb. Hear expresses a sensory experience, not an action.

* Sometimes think is used in progressive tenses. See Chart 4-8, p. 117, for a discussion of think about and think that.
EXERCISE 27. Sentence practice.

Directions: Use the words in parentheses to complete the sentences. Use the simple present or the present progressive.

1. Alice is in her room right now. She (read) ______ is reading______ a book. She (like) ______ likes ______ the book.

2. It (snow) ______________ right now. It's beautiful! I (like) ______ ______ this weather.

3. I (know) ____________ Jessica Jones. She's in my class.

4. The teacher (talk) ______________ to us right now. I (understand) ______________ everything she's saying.

5. Mike is at a restaurant right now. He (eat) ______________ dinner. He (like) ______ ______ the food. It (taste) ____________ good.

6. Sniff-sniff. I (smell) ______________ gas. (you, smell) ______________ ____________ it too?

7. Jason (tell) ______________ us a story right now. I (believe) ______________ his story. I (think) ______________ that his story is true.

8. Ugh! Someone (smoke) ______________ a cigar. It (smell) ______________ terrible! I (hate) ______________ cigars.

9. Look at Mr. Allen. He (hold) ______________ a kitten in his hand. He (love) ______________ the kitten. Mr. Allen (smile) ________________.
### EXERCISE 28. Let's talk: interview.

**Directions:** Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What do babies around the world like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What do you want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What do children around the world want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What do you love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What do teenagers around the world love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What do you dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What do people around the world dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What do you need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What do elderly people around the world need?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO

<table>
<thead>
<tr>
<th>See, Look at, and Watch</th>
<th>Hear and Listen To</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I see many things in this room.</td>
<td>In (d): hear = a nonaction verb. Hearing is an unplanned act. It expresses a physical reaction.</td>
</tr>
<tr>
<td>(b) I'm looking at the clock. I want to know the time.</td>
<td>In (c): listen (to) = an action verb. Listening happens for a purpose.</td>
</tr>
<tr>
<td>(c) Bob is watching TV.</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 29. Let’s Talk: Class Activity

**Directions:** Your teacher will ask you questions. Your book is closed.

**Example:**

**Teacher:** Look at the floor. What do you see?

**Speaker:** I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 103 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the chalkboard. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?
6. What animals do you like to watch when you go to the zoo?
7. What do you hear at night in the place where you live?
8. What do you listen to when you go to a concert?
9. What do you listen to when you are at home?
EXERCISE 30. Verb review.

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

1. I (sit) am sitting in class right now. I (sit, always) always sit in the same seat every day.

2. Ali (speak) Arabic, but right now he (speak) English.

3. Right now we (do) an exercise in class. We (do) exercises in class every day.


5. The person on the bench in the picture on p. 116 is Barbara. She’s an accountant. She (work) for the government. She (have) an hour for lunch every day. She (eat, often) lunch in the park. She (bring, usually) a sandwich and some fruit with her to the park. She (sit, usually) on a bench, but sometimes she (sit) on the grass. While she’s at the park, she (watch) people and animals. She (watch) joggers and squirrels. She (relax) when she eats at the park.
6. Right now I (look) __________ at a picture of Barbara. She (be, not) __________ at home in the picture. She (be) __________ at the park.

She (sit) __________ on a bench. She (eat) __________ __________ her lunch. A jogger (run) __________ on a path through the park. A squirrel (sit) __________ on the ground in front of Barbara. The squirrel (eat) __________ a nut.

Barbara (watch) __________ the squirrel. She (watch, always) __________ squirrels when she eats lunch in the park.

Some ducks (swim) __________ in the pond in the picture, and some birds (fly) __________ in the sky. A police officer (ride) __________ a horse. He (ride) __________ a horse through the park every day. Near Barbara, a family (have) __________ a picnic. They (go) __________ on a picnic every week.
## THINK ABOUT AND THINK THAT

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I think about my family every day.</td>
<td>In (a): Ideas about my family are in my mind every day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) I am thinking about grammar right now.</td>
<td>In (b): My mind is busy now. Ideas about grammar are in my mind right now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) I think that Sue is lazy.</td>
<td>In (c): In my opinion, Sue is lazy. I believe that Sue is lazy. People use think that when they want to say (to state) their beliefs. The present progressive is often used with think about. The present progressive is almost never used with think that.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Sue thinks that I am lazy.</td>
<td>INCORRECT: I am thinking that Sue is lazy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) I think that the weather is nice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(f) I think that Mike is a nice person.

(g) I think Mike is a nice person.

(f) and (g) have the same meaning. People often omit that after think, especially in speaking.

### EXERCISE 31. Sentence practice.

**Directions:** Use I think (that) to give your opinion. Share a few of your opinions with the class.

1. English grammar is easy / hard / fun / interesting. __________  
   English grammar is __________

2. People in this city are friendly / unfriendly / kind / cold.
   __________

3. The food at (name of a place) is delicious / terrible / good / excellent / awful.
   __________

4. Baseball / football / soccer / golf is interesting / boring / confusing / etc.
   __________
EXERCISE 32. Sentence practice.
Directions: Make sentences.

PART I. Complete the sentences with your own words.

1. I think that the weather today is ________________________________
2. I think my classmates are ________________________________
3. Right now I’m thinking about ________________________________
4. In my opinion, English grammar is ________________________________
5. In my opinion, soccer is ________________________________
6. I think that my parents are ________________________________
7. I think this school ________________________________
8. I think about ________________________________
9. I think that ________________________________
10. In my opinion, ________________________________

PART II. Share a few of your completions with the class.

EXERCISE 33. Let’s talk: small groups.
Directions: Work in small groups. Take turns stating an opinion about each of the following topics.

Example: books
Response: I think that War and Peace is an excellent novel. OR
          In my opinion, War and Peace is an excellent novel.

1. this city
2. your English classes
3. music
4. movies
5. cars
6. the food in this country
7. the weather in this area
8. a current local, national, or international news story
EXERCISE 34. Chapter review.

Directions: Choose the correct completions.

1. Anita and Pablo _____ TV right now.
   A. watch  B. watching  C. are watching

2. " _____ you writing a letter to your parents?"
   "No. I'm studying."
   A. Do  B. Are  C. Don't

3. I _____ like to write letters.
   A. no  B. am not  C. don't

4. "Jack has six telephones in his apartment."
   "I _____ you. No one needs six telephones in one apartment."
   A. am believe  B. am not believing  C. don't believe

5. When I want to know the time, I _____ a clock.
   A. see  B. look at  C. watch

6. "Do you know Fatima?"
   "Yes, I do. I _____ she is a very nice person."
   A. am thinking  B. thinking  C. think

7. Where _____ John? Upstairs or downstairs?
   A. does  B. is  C. lives

8. Oh no. Ron _______. He is allergic to cats.
   A. is sneezing  B. doesn't sneeze  C. sneezes

9. The teacher often _____ on time.
   A. doesn't start  B. isn't starting  C. don't start

10. "You look sad."
    "Yes, I _____ about my family back in my country. I miss them."
    A. think  B. am thinking  C. thinking

EXERCISE 35. Chapter review: error analysis.

Directions: Correct the errors.

1. It's raining today. I no like the rain.

2. I like New York City. I am thinking that it is a wonderful city.

3. Does Abdul be sleeping right now?
4. Why you are going downtown today?

5. I'm listening you.

6. Are you hearing a noise outside the window?

7. Kunio at a restaurant right now. He usually eat at home, but today he eattting
   dinner at a restaurant.

8. I am liking flowers. They are smelling good.

9. Alex is sitting at his desk. He writting a letter.

10. Where do they are sitting today?
CHAPTER 5
Talking About the Present

EXERCISE 1. Preview: Listening.

Directions: Write the answers to the questions.

Example:
You will hear: What time is it?
You will write: It's ________.

1. It's ________.
2. It's ________.
3. It's ________.
4. It's ________.
5. It's ________.

5-1 USING IT TO TALK ABOUT TIME

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What day is it?</td>
<td>It's Monday.</td>
</tr>
<tr>
<td>(b) What month is it?</td>
<td>It's September.</td>
</tr>
<tr>
<td>(c) What year is it?</td>
<td>It's ______.</td>
</tr>
<tr>
<td>(d) What's the date today?</td>
<td>It's September 15th.</td>
</tr>
<tr>
<td>(e) What time is it?</td>
<td>It's 9:00.*</td>
</tr>
<tr>
<td></td>
<td>It's nine o'clock.</td>
</tr>
<tr>
<td></td>
<td>It's nine (o'clock) A.M.</td>
</tr>
</tbody>
</table>

In English, people use it to express (to talk about) time.

*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.
EXERCISE 2. Question practice.

Directions: Make questions. Begin each question with What.

1. A: What day is it?
   B: It's Tuesday.

2. A: ________________________
   B: It's March 14th.

3. A: ________________________
   B: Ten-thirty.

4. A: ________________________
   B: March.

5. A: ________________________
   B: It's six-fifteen.

6. A: ________________________
   B: Wednesday.

7. A: ________________________
   B: The 1st of April, 2 ______.

8. A: ________________________
   B: It's two thousand and __________.

9. A: ________________________
   B: It's seven A.M.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Non</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
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<td>23</td>
<td>24</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

a calendar page
<table>
<thead>
<tr>
<th><strong>5-2 PREPOSITIONS OF TIME</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>at</strong></td>
</tr>
<tr>
<td>(a) We have class at one o’clock.</td>
</tr>
<tr>
<td>(b) I have an appointment with the doctor at 3:00.</td>
</tr>
<tr>
<td>(c) We sleep at night.</td>
</tr>
<tr>
<td>at + a specific time on the clock.</td>
</tr>
<tr>
<td>at + night</td>
</tr>
<tr>
<td><strong>in</strong></td>
</tr>
<tr>
<td>(d) My birthday is in October.</td>
</tr>
<tr>
<td>(e) I was born in 1989.</td>
</tr>
<tr>
<td>(f) We have class in the morning.</td>
</tr>
<tr>
<td>(g) Bob has class in the afternoon.</td>
</tr>
<tr>
<td>(h) I study in the evening.</td>
</tr>
<tr>
<td>in + a specific month</td>
</tr>
<tr>
<td>in + a specific year</td>
</tr>
<tr>
<td>in + the morning</td>
</tr>
<tr>
<td>in + the afternoon</td>
</tr>
<tr>
<td>in + the evening</td>
</tr>
<tr>
<td><strong>on</strong></td>
</tr>
<tr>
<td>(i) I have class on Monday.</td>
</tr>
<tr>
<td>(j) I was born on October 31, 1991.</td>
</tr>
<tr>
<td>on + a specific day of the week</td>
</tr>
<tr>
<td>on + a specific date</td>
</tr>
<tr>
<td><strong>from . . . to</strong></td>
</tr>
<tr>
<td>(k) We have class from 1:00 to 2:00.</td>
</tr>
<tr>
<td>from (a specific time) to (a specific time)</td>
</tr>
</tbody>
</table>

**EXERCISE 3. Sentence practice.**

*Directions:* Complete the sentences with prepositions of time.

1. We have class _______ ten o’clock.
2. We have class _______ ten _______ eleven.
3. I have class _______ the morning, and I work _______ the afternoon.
4. I study _______ the evening.
5. I sleep _______ night.
6. I was born _______ May.
7. I was born _______ 1988.
8. I was born _______ May 21.
9. I was born _______ May 21, 1988.
10. The post office isn’t open _______ Sundays.
11. The post office is open _______ 8:00 A.M. _______ 5:00 P.M.

Monday through Saturday.
12. The post office closes _______ 5:00 P.M.
EXERCISE 4. Listening and sentence practice.

Directions: Identify the people in the pictures.

PART I. Listen to each description. Write the name of the person who is described.

Example:
You will hear: I was born on June 2, 1986. I go to class in the morning.
My name is ________

You will write: _____ Lisa _____

1. ________________
2. ________________
3. ________________
4. ________________

PART II. Use the information in the pictures to complete the sentences.

1. I was born _________ July. I was born _________ July 7. My name is _________.
2. I was born _________ 1980. I was born _________ June 24, 1980. My name is _________.
3. I go to class _________ the morning. I go to class _________ 7:00. My name is _________.
4. Hi, my name is _________. I was born _________ July. I was born _________ July 24. I go to class _________ the morning.
5-3 USING IT TO TALK ABOUT THE WEATHER

(a) It’s sunny today.
(b) It’s hot and humid today.
(c) It’s a nice day today.

(d) What’s the weather like in Istanbul in January?
(e) How’s the weather in Moscow in the summer?

In English, people usually use it when they talk about the weather.

People commonly ask about the weather by saying What’s the weather like? or How’s the weather?

EXERCISE 5. Let’s talk: pairwork.
Directions: How’s the weather today? Circle yes or no. Share your answers with a partner. Do your answers agree? Report to the class.

1. hot yes no
2. warm yes no
3. cool yes no
4. chilly yes no
5. cold yes no
6. freezing yes no
7. below freezing yes no
8. sunny yes no
9. nice yes no
10. clear yes no
11. partly cloudy yes no
12. humid* yes no
13. windy yes no
14. stormy yes no

EXERCISE 6. Let’s talk: small groups.
Directions: Change the Fahrenheit (F) temperatures to Celsius (C) by choosing temperatures from the list. Then describe the temperature in words.

<table>
<thead>
<tr>
<th>FAHRENHEIT</th>
<th>CELSIUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>38° C</td>
<td>24° C</td>
</tr>
<tr>
<td>0° C</td>
<td>-18° C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAHRENHEIT</th>
<th>CELSIUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 50° F</td>
<td>10°C</td>
</tr>
<tr>
<td>2. 32° F</td>
<td></td>
</tr>
<tr>
<td>3. 100° F</td>
<td></td>
</tr>
<tr>
<td>4. 75° F</td>
<td></td>
</tr>
<tr>
<td>5. 0° F</td>
<td></td>
</tr>
</tbody>
</table>

DESCRIPTION
1. cool, chilly
2.    
3.    
4.    
5.    

*Humid = hot and wet

Talking About the Present 125
**EXERCISE 7. Let's Talk: Small Groups.**

*Directions:* Work in small groups. Read the chart and follow the instructions.

"Approximate" means "close but not exact." Here is a fast way to get an **approximate** number when you convert from one temperature system to another.*

<table>
<thead>
<tr>
<th>To change <strong>Celsius to Fahrenheit</strong></th>
<th>DOUBLE THE CELSIUS NUMBER AND ADD 30.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>12°C × 2 = 24 + 30 = <strong>54°F</strong>.</td>
<td>(Exact numbers: 12°C = 53.6°F.)</td>
</tr>
<tr>
<td>20°C × 2 = 40 + 30 = <strong>70°F</strong>.</td>
<td>(Exact numbers: 20°C = 68°F.)</td>
</tr>
<tr>
<td>35°C × 2 = 70 + 30 = <strong>100°F</strong>.</td>
<td>(Exact numbers: 35°C = 95°F.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To change <strong>Fahrenheit to Celsius</strong></th>
<th>SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>60°F − 30 = 30 ÷ 2 = <strong>15°C</strong>.</td>
<td>(Exact numbers: 60°F = 15.6°C.)</td>
</tr>
<tr>
<td>80°F − 30 = 50 ÷ 2 = <strong>25°C</strong>.</td>
<td>(Exact numbers: 80°F = 26.7°C.)</td>
</tr>
<tr>
<td>90°F − 30 = 60 ÷ 2 = <strong>30°C</strong>.</td>
<td>(Exact numbers: 90°F = 32.2°C.)</td>
</tr>
</tbody>
</table>

*To get exact numbers, use these formulas: C = 5/9 (°F − 32) or F = 9/5 (°C) + 32.

Change the following from Celsius to Fahrenheit and Fahrenheit to Celsius. Calculate the **approximate** numbers.

1. 22°C → ____________________________  
   22°C = approximately 74°F (22°C × 2 = 44 + 30 = 74°F)

2. 2°C → ____________________________

3. 30°C → ____________________________

4. 10°C → ____________________________

5. 16°C → ____________________________

6. 45°F → ____________________________

7. 70°F → ____________________________

8. 58°F → ____________________________

9. 109°F → ____________________________

10. 20°F → ____________________________
**EXERCISE 8. Interview and paragraph practice.**

*Directions:* Find out information about your classmates’ hometowns. Use the information to write a report. Ask questions about the name of the hometown, its location, its population, its weather and average temperature in a particular month (of your choosing).

*Example:*

**SPEAKER A:** What's your hometown?
**SPEAKER B:** Athens.
**SPEAKER A:** Where is it located?
**SPEAKER B:** In southeastern Greece near the Aegean Sea.
**SPEAKER A:** What's the population of Athens?
**SPEAKER B:** Almost four million.
**SPEAKER A:** What's the weather like in Athens in May?
**SPEAKER B:** It's mild. Sometimes it's a little rainy.
**SPEAKER A:** What's the average temperature in May?
**SPEAKER B:** The average temperature is around 21°C Celsius.

*Chart for recording information about three of your classmates’ hometowns.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Spyros</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hometown</td>
<td>Athens</td>
</tr>
<tr>
<td>Location</td>
<td>SE Greece</td>
</tr>
<tr>
<td>Population</td>
<td>almost 4 million</td>
</tr>
<tr>
<td>Weather</td>
<td>mild in May, around 21°C, in the mid-seventies Fahrenheit</td>
</tr>
</tbody>
</table>
## THERE + BE

| THERE + BE + SUBJECT + PLACE | THERE + BE is used to say that something exists in a particular place. Notice: The subject follows be: 
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) There is a bird in the tree.</td>
<td>there + is + singular noun</td>
</tr>
<tr>
<td>(b) There are four birds in the tree.</td>
<td>there + are + plural noun</td>
</tr>
</tbody>
</table>

| (c) There's a bird in the tree. |
| (d) There're four birds in the tree. |

<table>
<thead>
<tr>
<th>CONTRACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>there + is = there's</td>
</tr>
<tr>
<td>there + are = there're</td>
</tr>
</tbody>
</table>

### EXERCISE 9. Sentence practice.

**Directions:** Complete the sentences with is or are. Then circle yes or no. Compare your answers with your classmates' answers.

1. There **is** a butterfly in this picture.  
   
2. There **are** two trees in this picture.  
   
3. There **is** a bird in this picture.  
   
4. There **are** seven flowers in this picture.  

5. There **is** a grammar book on my desk.  
   
6. There **are** many grammar books in this room.  
   
7. There **are** comfortable chairs in this classroom.  
   
8. There **is** a nice view from the classroom window.  

---

128  **CHAPTER 5**
9. There _______ interesting places to visit in this area.  yes  no
10. There _______ a good place to eat near school.   yes  no
11. There _______ fun activities to do on weekends in this area.  yes  no
12. There _______ difficult words in this exercise.   yes  no

□ EXERCISE 10. Let’s talk: pairwork.
Directions: Work with a partner. Complete the sentences with the words in the list or your own words. When you speak, look at your partner.

<table>
<thead>
<tr>
<th>a book</th>
<th>a map</th>
<th>a notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>some books</td>
<td>some papers</td>
<td>some notebooks</td>
</tr>
<tr>
<td>tall buildings</td>
<td>a park</td>
<td>some restaurants</td>
</tr>
<tr>
<td>a bulletin board</td>
<td>a pen</td>
<td>a sink</td>
</tr>
<tr>
<td>a calendar</td>
<td>a pencil</td>
<td>many stores</td>
</tr>
<tr>
<td>some chairs</td>
<td>a pencil sharpener</td>
<td>several students</td>
</tr>
<tr>
<td>a chalkboard</td>
<td>many people</td>
<td>a teacher</td>
</tr>
<tr>
<td>a clock</td>
<td>a picture</td>
<td>a whiteboard</td>
</tr>
<tr>
<td>a coffee shop</td>
<td>some pictures</td>
<td>a window</td>
</tr>
<tr>
<td>some desks</td>
<td>a post office</td>
<td>some windows</td>
</tr>
<tr>
<td>some light switches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. PARTNER A: There is . . . on this desk.
PARTNER B: There are . . . on that desk.
2. PARTNER A: There are . . . on that wall.
PARTNER B: There is . . . on this wall.
3. PARTNER A: There are . . . in this room.
PARTNER B: There is also . . . in this room.
4. PARTNER A: There is . . . near our school.
PARTNER B: There are also . . . near our school.

□ EXERCISE 11. Let’s talk: small groups.
Directions: Work in small groups. After everybody puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom, describe the items on the table. Use There is . . . and There are . . .

Examples:
SPEAKER A: There are three dictionaries on the table.
SPEAKER B: There are some keys on the table.
SPEAKER C: There is a pencil sharpener on the table.
EXERCISE 12. Listening.

*Directions:* Listen to each sentence. Circle the word you hear. Note: You will hear contractions for *There is* and *There are*.

*Example:* ______ several windows in this room. 

1. There's  
2. There's  
3. There's  
4. There's  
5. There're  
6. There's  
7. There's  
8. There's  

EXERCISE 13. Let's talk: small groups.

*Directions:* Work in small groups. Choose a leader. Take turns making sentences. Begin your sentence with *There*.

*Example:*

LEADER: . . . in this building.

SPEAKER A: There are five floors in this building.

SPEAKER B: There are many classrooms in this building.

SPEAKER C: There are stairs in this building.

LEADER: There is an elevator in this building.

Etc.

1. . . . in my home.
2. . . . in this city.
3. . . . in my country.
4. . . . in the world.
5. . . . in the universe.

5–5 THERE + BE: YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
</table>
| *Is there* any juice in the refrigerator? | → Yes, there *is*.  
| | → No, there *isn’t*. |
| *Are there* any eggs in the refrigerator? | → Yes, there *are*.  
| | → No, there *aren’t*. |

Directions: Work with a partner. Ask questions about the contents of the refrigerator in the picture. Use the nouns in the list in your questions. Use Is there . . . ? or Are there . . . ?

Example:

PARTNER A: Is there any cheese in the refrigerator?
PARTNER B: Yes, there is.
PARTNER A: Your turn now.
PARTNER B: Are there any onions in the refrigerator?
PARTNER A: No, there aren't.
PARTNER B: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cheese</td>
<td>1. onions</td>
</tr>
<tr>
<td>2. eggs</td>
<td>2. strawberries</td>
</tr>
<tr>
<td>3. bread</td>
<td>3. oranges</td>
</tr>
<tr>
<td>4. apples</td>
<td>4. oranges juice</td>
</tr>
<tr>
<td>5. butter</td>
<td>5. fruit</td>
</tr>
<tr>
<td>6. potatoes</td>
<td>6. flour</td>
</tr>
<tr>
<td>7. vegetables</td>
<td>7. pickles</td>
</tr>
</tbody>
</table>

EXERCISE 15. Let's talk: small groups.

Directions: Work in small groups. Take turns asking and answering questions using there is / are. Ask questions about this city. Use Is there . . . ? or Are there . . . ? If the answer is "I don't know," ask someone else.

Example: a zoo

SPEAKER A: Is there a zoo in (name of this city)?
SPEAKER B: Yes, there is. / No, there isn't.
SPEAKER C: (to Speaker C) Is there an airport near (name of this city)?
SPEAKER C: I don't know.
SPEAKER C: (to Speaker D) Is there an airport near (name of this city)?
SPEAKER D: Yes, there is. / No, there isn't.
Etc.

1. a zoo
2. an airport
3. any lakes
4. any good restaurants
5. a good Chinese restaurant
6. an art museum
7. an aquarium
8. any interesting bookstores
9. a subway system
10. any public swimming pools
11. a good public transportation system
12. any movie theaters
### EXERCISE 16. Let's talk class activity.

**Directions:** Solve the puzzle. Teacher's Note: Use the grid on p. 509 of the Answer Key to answer your students' questions.

The Johnson family needs to decide where to stay for their summer vacation. They want a hotel that has everything in the list below. Your teacher has information about several hotels. Ask her/him questions using the list. Then write yes or no in the correct column of the chart. Which hotel has everything that the Johnsons want?

**Example:**

**SPEAKER A:** Is there a swimming pool at Hotel 1?
**TEACHER:** Yes, there is.

**SPEAKER B:** Are there tennis courts at Hotel 3?
**TEACHER:** Yes, there are.

**SPEAKER C:** Are there ocean-view rooms at Hotel 5?
**TEACHER:** Yes, there are.

<table>
<thead>
<tr>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>a beach</td>
</tr>
<tr>
<td>horses to ride</td>
</tr>
<tr>
<td>ocean-view rooms</td>
</tr>
<tr>
<td>a swimming pool</td>
</tr>
<tr>
<td>tennis courts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>a swimming pool</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>HOTEL 1</td>
</tr>
<tr>
<td>HOTEL 2</td>
</tr>
<tr>
<td>HOTEL 3</td>
</tr>
<tr>
<td>HOTEL 4</td>
</tr>
<tr>
<td>HOTEL 5</td>
</tr>
</tbody>
</table>
5–6  **THERE + BE: ASKING QUESTIONS WITH HOW MANY**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong> How many chapters are there in this book?</td>
<td>Sixteen. (There are 16 chapters in this book.)</td>
</tr>
<tr>
<td><strong>(b)</strong> How many provinces are there in Canada?</td>
<td>Ten. (There are ten provinces in Canada.)</td>
</tr>
<tr>
<td><strong>(c)</strong> How many words do you see? Notice: The noun that follows how many is plural.</td>
<td>Incorrect: How many word do you see?</td>
</tr>
</tbody>
</table>

**□ EXERCISE 17.** Let’s talk: class activity.

*Directions:* Ask and answer questions about this room. Use *How many* and the given words.

*Example:* desks

**SPEAKER A:** How many desks are there in this room?

**SPEAKER B:** Thirty-two. Or There are thirty-two desks in this room.

**SPEAKER A:** That’s right. Or No, I count thirty-three desks.

1. windows
2. desks
3. students
4. teachers
5. women
6. men
7. grammar books
8. dictionaries

**□ EXERCISE 18.** Let’s talk: pairwork.

*Directions:* Work with a partner. Ask questions with *How many*.

*Example:* days in a week

**PARTNER A:** How many days are there in a week?

**PARTNER B:** Seven. Or There are seven days in a week.

**PARTNER A:** Right. There are seven days in a week. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chapters in this book</td>
<td>1. pages in this book</td>
</tr>
<tr>
<td>2. doors in this room</td>
<td>2. people in this room</td>
</tr>
<tr>
<td>3. floors in this building</td>
<td>3. letters in the English alphabet (26)</td>
</tr>
<tr>
<td>4. states in the United States (50)</td>
<td>4. provinces in Canada (10)</td>
</tr>
<tr>
<td>5. countries in North America (3)</td>
<td>5. continents in the world (7)</td>
</tr>
</tbody>
</table>
### 5-7 PREPOSITIONS OF PLACE

<table>
<thead>
<tr>
<th>(a)</th>
<th>My book is <strong>on</strong> my desk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Tom lives <strong>in</strong> the United States. He lives <strong>in</strong> New York City.</td>
</tr>
<tr>
<td>(c)</td>
<td>He lives <strong>on</strong> Hill Street.</td>
</tr>
<tr>
<td>(d)</td>
<td>He lives <strong>at</strong> 4472 Hill Street.</td>
</tr>
</tbody>
</table>

In (a): **on** is a preposition  
**my desk** = object of the preposition  
**on my desk** = a prepositional phrase

A person lives: **in** a country and **in** a city  
**on** a street, avenue, road, etc.  
**at** a street address

(See Chart 12-8, p. 374, for more information about using **in** and **at**.)

---

**EXERCISE 19. Sentence practice.**

Directions: Complete the sentences with **in**, **on**, or **at**.

Write about Pablo.

1. Pablo lives **in** Canada.
2. He lives **on** Toronto.
3. He lives **at** Lake Street.
4. He lives **in** 5541 Lake Street  
   **in** Toronto, Canada.

Write about Dr. Lee.

5. Dr. Lee lives on **at**.
6. He lives **in**.
7. He lives **at**.

Write about yourself.

8. I live **in** *(name of country)*.
9. I live **in** *(name of city)*.
10. I live **in** *(name of street)*.
11. I live **in** *(street address)*.
## 5-8 SOME PREPOSITIONS OF PLACE: A LIST

<table>
<thead>
<tr>
<th>Position</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>behind</td>
</tr>
<tr>
<td>Around</td>
<td>beside</td>
</tr>
<tr>
<td>At</td>
<td>between</td>
</tr>
<tr>
<td>Behind</td>
<td>far (away)</td>
</tr>
<tr>
<td>Below</td>
<td>in</td>
</tr>
<tr>
<td>In</td>
<td>in back of</td>
</tr>
<tr>
<td>In front of</td>
<td>in front of</td>
</tr>
<tr>
<td>In the middle of</td>
<td>in the back of</td>
</tr>
<tr>
<td>Near</td>
<td>next to</td>
</tr>
<tr>
<td>On</td>
<td>on top of</td>
</tr>
<tr>
<td>On top of</td>
<td>outside</td>
</tr>
<tr>
<td>Under</td>
<td>under</td>
</tr>
</tbody>
</table>

(a) The book is **beside** the cup.
(b) The book is **next to** the cup.
(c) The book is **near** the cup.
(d) The book is **between** two cups.

(e) The book is **far away from** the cup.
(f) The cup is **on** the book.
(g) The cup is **on top of** the book.

(h) The cup is **under** the book.
(i) The cup is **above** the book.
(j) The hand is **around** the cup.

(k) The man is **in back of** the bus.
(l) The man is **behind** the bus.
(m) The man is **in the back of** the bus.

(n) The man is **in front of** the bus.
In (k), (l), and (n): the man is **outside** the bus.
(o) The man is **in the front of** the bus.

(p) The man is **in the middle of** the bus.
In (m), (o), and (p): the man is **inside** the bus.
EXERCISE 20. Sentence practice.

Directions: Describe the pictures by completing the sentences with prepositional expressions of place. There may be more than one possible completion.

1. The apple is __________ the plate.
   - on, on top of

2. The apple is __________ the plate.

3. The apple is __________ the plate.

4. The apple is __________ the glass.

5. The apple isn’t near the glass. It is __________ the glass.

6. The apple is __________ the glass.

7. The apple is __________ two glasses.

8. The hand is __________ the glass.

9. The dog isn’t inside the car. The dog is __________ the car.

Directions: Work with a partner. Choose a small object (a pen, pencil, coin, etc.).
Give and follow directions. You can look at your book before you speak. When you
speak, look at your partner.
Partner A: Give your partner directions. Your book is open.
Partner B: Follow the directions. Your book is closed.

Example: (a small object such as a coin)

PARTNER A (book open): Put it on top of the desk.
PARTNER B (book closed): (Partner B puts the coin on top of the desk.)

1. Put it on your head.
2. Put it above your head.
3. Put it between your fingers.
4. Put it near me.
5. Put it far away from me.
7. Put it below your knee.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to give directions.

12. Put it in front of me.
13. Put it behind me.
16. Put your hand around it.

Talking About the Present 137
EXERCISE 22. Let’s talk: pictionary.

Directions: Work with a partner. Ask and answer questions about the picture. Practice using **Is there/Are there, Where, and How many.** Use the vocabulary in the list to help you.

<table>
<thead>
<tr>
<th>bikes</th>
<th>cars</th>
<th>flowers</th>
<th>a picnic bench</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bird</td>
<td>chickens</td>
<td>a guitar</td>
<td>a picnic table</td>
</tr>
<tr>
<td>a boat</td>
<td>clouds</td>
<td>hills</td>
<td>rabbits</td>
</tr>
<tr>
<td>boats</td>
<td>dogs</td>
<td>a knife</td>
<td>a river</td>
</tr>
<tr>
<td>a bridge</td>
<td>a fish</td>
<td>motorcycles</td>
<td>a train</td>
</tr>
<tr>
<td>butterflies</td>
<td>a fishing pole</td>
<td>people</td>
<td>trees</td>
</tr>
</tbody>
</table>

Example:
PARTNER A: **Are there** any dogs in the picture?
PARTNER B: No, there aren’t any dogs in the picture.
PARTNER A: Your turn to ask.

EXERCISE 23. Listening.

Directions: Listen to the sentences about the picture in Exercise 22. Circle the correct answers.

Example: The bike is in the water.   yes no

| 1. yes no 6. yes no 11. yes no |
| 2. yes no 7. yes no 12. yes no |
| 3. yes no 8. yes no 13. yes no |
| 4. yes no 9. yes no 14. yes no |
| 5. yes no 10. yes no 15. yes no |

138 CHAPTER 5
EXERCISE 24. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>burn</th>
<th>a bowl</th>
<th>meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat dinner</td>
<td>a bowl of salad</td>
<td>a piece of meat</td>
</tr>
<tr>
<td>have a steak for dinner</td>
<td>a candle</td>
<td>a plate</td>
</tr>
<tr>
<td>hold a knife and a fork</td>
<td>a cup of coffee</td>
<td>a saucer</td>
</tr>
<tr>
<td>a fork</td>
<td>a glass</td>
<td>a spoon</td>
</tr>
<tr>
<td>a glass of water</td>
<td>a knife</td>
<td>a steak</td>
</tr>
<tr>
<td>a vase of flowers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What do you see on the table?
3. What is Mary holding in her right hand? in her left hand?
4. What is in the bowl?
5. What is on the plate?
6. What is in the cup?
7. What is burning?
8. Is Mary eating breakfast?
9. Is Mary at home? Where is she?
10. What is she cutting?

PART II. Complete the sentences.

11. Mary is sitting _______ a table.
12. There is a candle _______ the table.
13. There is coffee _______ the cup.
14. Mary _______ holding a knife _______ her right hand.
15. She’s _______ a restaurant.
16. She _______ at home.
17. She _______ eating breakfast.
EXERCISE 25. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

| read a book | the circulation desk |
| study at the library | a librarian |
| take notes | a shelf (singular) |
| shelves (plural)* |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing?  4. Is John reading a newspaper?
2. What do you see in the picture?  5. Where is the librarian standing?
3. Is John at home? Where is he?  6. Is John right-handed or left-handed?

PART II. Complete the sentences.

7. John is studying _______ the library.
8. He is sitting _______ a table.
9. He is sitting _______ a chair.
10. His legs are _______ the table.
11. There are books _______ the shelves.
12. John is writing _______ a piece of paper.
13. He's taking notes _______ a piece of paper.
14. He _______ reading a newspaper.
15. The librarian _______ standing _______ the circulation desk.
16. Another student is sitting _______ John.

*See Chart 6-5, p. 173, for information about nouns with irregular plural forms.
EXERCISE 26. Review: Chapters 4 and 5.

Directions: Talk about the picture. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>the date</th>
<th>a bank</th>
<th>first name / given name</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign a check</td>
<td>cash</td>
<td>middle initial</td>
</tr>
<tr>
<td>sign her name</td>
<td>a check</td>
<td>last name / family name / surname</td>
</tr>
<tr>
<td>write a check*</td>
<td></td>
<td>name and address</td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is Mary's address?
3. What is Mary's full name?
4. What is Mary's middle initial?
5. What is Mary's last name?
6. How much money does Mary want?

![Check Image]

7. What is in the upper-left corner of the check?
8. What is in the lower-left corner of the check?

PART II. Complete the sentences.

10. Mary is writing a ____________.
11. She is signing __________ name.
12. The name __________ the bank is First National Bank.
13. Mary lives __________ 3471 Tree Street.
15. Mary's name and address are ________ the upper-left corner ________ the check.

*Check (American English) is spelled cheque in British and Canadian English. The pronunciation of check and cheque is the same.
EXERCISE 27. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

| cash a check | a bank teller | a man (singular) |
| stand in line | a counter | men (plural)* |
| a line | | people (plural)* |
| | | a woman (singular) |
| | | women (plural)* |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. Is Mary at a store? Where is she?
3. What do you see in the picture?
4. Who is standing behind Mary, a man or a woman?
5. Who is standing at the end of the line, a man or a woman?
6. How many men are there in the picture?
7. How many women are there in the picture?
8. How many people are there in the picture?
9. How many people are standing in line?

PART II. Complete the sentences.

10. Mary is _________ a bank.
11. Four people _________ standing in line.
12. Mary is standing _________ the counter.
13. The bank teller is standing _________ the counter.
15. Mary _________ standing _________
    the end _________ the line.
16. A man _________ standing _________
    the end _________ the line.
17. A businessman _________
    standing _________ the woman
    in the dress and the young man with the beard.

*See Chart 6-5, p. 173, for information about nouns with irregular plural forms.
### 5-9 NEED AND WANT + A NOUN OR AN INFINITIVE

| (a) We need food. | Need is stronger than want. Need gives the idea that something is very important. |
| (b) I want a sandwich. | Need and want are followed by a noun or by an infinitive. |
| (c) We need to eat. | An infinitive = to + the simple form of a verb.* |
| (d) I want to eat a sandwich. | |

*The simple form of a verb = a verb without -s, -ed, or -ing. Examples of the simple form of a verb: come, help, answer, write.

### EXERCISE 28. Sentence practice.

**Directions:** Add to where necessary.

1. I want some water. *(no change)*
   - to
2. I want to drink some water.
3. Linda wants go to the bookstore.
4. Linda wants a new dictionary.
5. I need make a telephone call.
6. I need a telephone.
7. Do you want go to the movie with us?
8. Do you need a new notebook?

### EXERCISE 29. Let’s talk: class activity.

**Directions:** Your teacher will ask you questions using need and want. Think about your day tomorrow. Close your book for this activity

**Example:**

- **TEACHER:** What do you need to do tomorrow morning?
- **STUDENT A:** I need to go to school at 8:00.
- **TEACHER:** *(to Student B)* What do you need to do?
- **STUDENT B:** I need to eat breakfast.
- **TEACHER:** *(to Student C)* What does (Student B) need to do?
- **STUDENT C:** He/She needs to eat breakfast.
What do you . . .
1. need to do tomorrow morning?
2. want to do tomorrow morning?
3. need to do in the afternoon tomorrow?
4. want to do in the afternoon?
5. want to do in the evening?
6. need to do tomorrow evening?

**Exercise 30: Sentence practice.**
*Directions: Use the words in the list or your own words to complete the sentences. Use an infinitive (to + verb) in each sentence. Some words can be used more than once.*

<table>
<thead>
<tr>
<th>buy</th>
<th>go</th>
<th>pay</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>listen to</td>
<td>play</td>
<td>wash</td>
</tr>
<tr>
<td>cash</td>
<td>marry</td>
<td>take</td>
<td>watch</td>
</tr>
<tr>
<td>do</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Anna is sleepy. She wants _______ to bed.
2. I want __________ downtown today because I need __________ a new coat.
3. Mike wants __________ TV. There's a good program on Channel 5.
4. Do you __________ soccer with us at the park this afternoon?
5. I need __________ Jennifer on the phone.
6. I want __________ to the bank because I need __________ a check.
7. James doesn't want __________ his homework tonight.
8. My clothes are dirty. I need __________ them.
9. John loves Mary. He wants __________ her.
10. Helen needs __________ an English course.
11. Where do you __________ for lunch?
12. Do you want __________ some music on the radio?
13. It's a nice day. I don't want ________________ the bus home today. I want ________________ home instead.
14. David's desk is full of overdue bills. He needs ________________ his bills.

EXERCISE 31. Listening.
Directions: Listen to the conversations and complete the sentences.

Example:
You will hear: Do you want to go downtown this afternoon?
You will write: _____ Do you want to go _____ downtown this afternoon?
You will hear: Yes, I do. I need to buy a winter coat.
You will write: Yes, I do. _____ I need to buy _____ a winter coat.

1. A: Where __________________ for dinner tonight?
   B: Rossini's Restaurant.

2. A: What time __________________ to the airport?
   B: Around five. My plane leaves at seven.

3. A: Jean __________________ to the baseball game.
   B: Why not?
   A: Because __________________ for a test.

4. A: I'm getting tired. __________________ a break for a few minutes.
   B: Okay. Let's take a break. We can finish the work later.

5. A: __________________ to class on Friday.
   B: Why not?
   A: It's a holiday.

6. A: Peter __________________ to his apartment.
   B: Why?
   A: Because __________________ his clothes before he goes to the party.
7. A: Where __________________________ for your vacation?
   B: __________________________ Niagara Falls, Quebec, and Montreal.

8. A: May I see your dictionary? __________________________ a word.
   B: Of course. Here it is.
   A: Thanks.

9. A: __________________________ with us to the park?
   B: Sure. Thanks. __________________________ some exercise.

5-10 **WOULD LIKE**

| (a) I’m thirsty. I want a glass of water. | (a) and (b) have the same meaning, but *would like* is usually more polite than *want*. *Would like* is a nice way of saying *I want*. |
| (b) I’m thirsty. I would like a glass of water. | |
| (c) I would like a glass of water. You would like a glass of water. He would like a glass of water. We would like a glass of water. They would like a glass of water. | Notice in (c): There is no final -s on *would*. There is no final -s on *like*. |
| (d) CONTRACTIONS
  
  I’d = I would
  you’d = you would
  she’d = she would
  he’d = he would
  we’d = we would
  they’d = they would
  
  Would is often contracted with pronouns in both speaking and writing. In speaking, *would* is usually contracted with nouns too. WRITTEN: Tom would like to come. SPOKEN: "Tom’d like to come." |
| (e) I would like to eat a sandwich. | Notice in (e): *would like* can be followed by an infinitive. |
| (f) Would you like some tea? | In a question, *would* comes before the subject. |
| (g) Yes, I would. (I would like some tea.) | *Would* is used alone in short answers to questions with *would like*. It is not contracted in short answers. |
EXERCISE 32. Sentence practice and listening activity.
Directions: Make sentences.

PART I. Change the sentences by using would like.

1. Tony wants a cup of coffee.
   \rightarrow _____ Tony would like or Tony'd like _____ a cup of coffee.

2. He wants some sugar in his coffee.
   \rightarrow _____ He would like or He'd like ______________ some sugar in his coffee.

3. Ahmed and Anita want some coffee too.
   \rightarrow ______________ some coffee too.

4. They want some sugar in their coffee too.
   \rightarrow ______________ some sugar in their coffee too.

5. A: Do you want a cup of coffee?
   B: Yes, I do. Thank you.
   \rightarrow A: ______________ a cup of coffee?
   B: Yes, ______________. Thank you.

6. I want to thank you for your kindness and hospitality.
   \rightarrow ______________ you for your kindness and hospitality.

7. My friends want to thank you too.
   \rightarrow ______________ you too.

8. A: Does Robert want to ride with us?
   B: Yes, he does.
   \rightarrow A: ______________ with us?
   B: Yes, ______________.

PART II. Listen to the sentences for contractions with would. Practice repeating them.
**EXERCISE 33.** Let’s talk: class activity.

Directions: Your teacher will ask you questions. Close your book for this activity.

1. Who’s hungry right now? (…), are you hungry? What would you like?
2. Who’s thirsty? (…), are you thirsty? What would you like?
3. Who’s sleepy? What would you like to do?
4. What would you like to do this weekend?
5. What would you like to do after class today?
6. What would you like to have for dinner tonight?
7. What countries would you like to visit?
8. What cities would you like to visit in (the United States, Canada, etc.)?
9. What languages would you like to learn?
10. You listened to your classmates. What would they like to do? Do you remember what they said?
11. Pretend that you are a host at a party at your home and your classmates are your guests. Ask them what they would like to eat or drink.
12. Think of something fun to do tonight or this weekend. Using *would you like*, invite a classmate to join you.

---

5-11 **WOULD LIKE VS. LIKE**

(a) I would like to go to the zoo.

(b) I like to go to the zoo.

In (a): I *would like* means I want to go to the zoo. I *would like* indicates that I want to do something now or in the future.

**Would like** indicates that I want to do something now or in the future.

**Like** indicates that I always, usually, or often *enjoy* something.

---

**EXERCISE 34. **Listening.

Directions: Listen to the sentences and circle the verbs you hear. Some sentences have contractions.

Example: I ____ some tea.  

<table>
<thead>
<tr>
<th></th>
<th>like</th>
<th>'d like</th>
<th></th>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>like</td>
<td>'d like</td>
<td>6.</td>
<td>likes</td>
</tr>
<tr>
<td>2.</td>
<td>like</td>
<td>'d like</td>
<td>7.</td>
<td>like</td>
</tr>
<tr>
<td>3.</td>
<td>like</td>
<td>'d like</td>
<td>8.</td>
<td>like</td>
</tr>
<tr>
<td>4.</td>
<td>likes</td>
<td>'d like</td>
<td>9.</td>
<td>like</td>
</tr>
<tr>
<td>5.</td>
<td>like</td>
<td>'d like</td>
<td>10.</td>
<td>like</td>
</tr>
</tbody>
</table>

148  **CHAPTER 5**
EXERCISE 35. Let's talk: class activity.

Directions: Discuss possible completions for the sentences. Use your own words.

1. I need to ____________________________ every day.
2. I want to ____________________________ today.
3. I like to ____________________________ every day.
4. I would like to ____________________________ today.
5. I don't like to ____________________________ every day.
6. I don't want to ____________________________ today.
7. Do you like to ____________________________?
8. Would you like to ____________________________?
9. I need to ____________________________ and ____________________________ today.
10. ____________________________ would you like to ____________________________ this evening?

EXERCISE 36. Let's talk: pairwork.

Directions: Work in pairs. Ask and answer questions. Look at your partner when you speak.

Example:
PARTNER A: Do you like apples?
PARTNER B: Yes, I do. OR No, I don't.
PARTNER A: Would you like an apple right now?
PARTNER B: Yes, I would. OR Yes, thank you. OR No, but thank you for asking.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like coffee? Would you like a cup of coffee?</td>
<td>1. Do you like chocolate? Would you like some chocolate right now?</td>
</tr>
<tr>
<td>2. Do you like to go to movies? Would you like to go to a movie with me later today?</td>
<td>2. Do you like to go shopping? Would you like to go shopping with me later today?</td>
</tr>
<tr>
<td>3. What do you like to do on weekends? What would you like to do this weekend?</td>
<td>3. What do you like to do in your free time? What would you like to do in your free time tomorrow?</td>
</tr>
<tr>
<td>4. What do you need to do this evening? What would you like to do this evening?</td>
<td>4. Do you like to travel? What countries would you like to visit?</td>
</tr>
</tbody>
</table>
EXERCISE 37. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

| cook | a kitchen | bread |
| cook dinner | a list/a grocery list | butter |
| make dinner | a pepper shaker | coffee |
| taste (food) | a pot | an egg |
| a refrigerator | pepper | salt |
| a salt shaker | salt |
| a stove |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing? 6. Where is the refrigerator?
2. What do you see in the picture? 7. What is on the refrigerator?
3. Where is John? 8. Is the food on the stove hot or cold?
4. Is John tasting his dinner? 9. Is the food in the refrigerator hot or cold?
5. Is John a good cook?

PART II. Complete the sentences.

10. John is making dinner. He's __________ the kitchen.
11. There is a pot __________ the stove.
12. The stove is __________ the refrigerator.
13. There is a grocery list __________ the refrigerator door.
14. John needs __________ to the grocery store.
15. A salt shaker and a pepper shaker are __________ the stove.
16. There is hot food __________, top __________ the stove.
17. There is cold food __________ the refrigerator.
EXERCISE 38. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>sing</th>
<th>a cat</th>
<th>a living room</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit on a sofa</td>
<td>a dog</td>
<td>a rug</td>
</tr>
<tr>
<td>sleep</td>
<td>a fish</td>
<td>a singer</td>
</tr>
<tr>
<td>swim</td>
<td>a fishbowl</td>
<td>a sofa</td>
</tr>
<tr>
<td>watch TV/television</td>
<td>a floor</td>
<td>a TV set/television set</td>
</tr>
<tr>
<td></td>
<td>a lamp</td>
<td></td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?
2. What do you see in the picture?
3. Are John and Mary in the kitchen? Where are they?
4. Where is the lamp?
5. Where is the rug?
6. Where is the dog?
7. Where is the cat?
8. Is the cat walking? What is the cat doing?
9. What is the dog doing?
10. What is on top of the TV set?
11. Is the fish watching TV?
12. What is on the TV screen? What are John and Mary watching?

PART II. Complete the sentences.

13. John and Mary _______ watching TV. They like _______ watch TV.

14. They _______ sitting _______ a sofa.

15. They _______ sleeping.

16. There is a rug _______ the floor.

17. A dog _______ sleeping _______ the rug.

18. A cat _______ sleeping _______ the sofa.
Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>draw a picture</th>
<th>an arrow</th>
<th>a piece of paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>smile</td>
<td>a calendar</td>
<td>a telephone book</td>
</tr>
<tr>
<td>talk on the phone</td>
<td>a heart</td>
<td>a wall</td>
</tr>
<tr>
<td>talk to (someone)</td>
<td>a phone/a telephone</td>
<td></td>
</tr>
<tr>
<td>talk to each other</td>
<td>a picture</td>
<td>a picture of a mountain</td>
</tr>
</tbody>
</table>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?  
2. What do you see in the picture?  
3. Is John happy? Is Mary happy? Are John and Mary smiling?  
4. Are they sad?  
5. Who is standing? Who is sitting?  
6. Is John in his bedroom? Where is John?  
7. What is Mary drawing?  
8. What is on Mary’s table?  
9. What is on the wall next to the refrigerator?  
10. Where is the clock?  
11. What time is it?  
12. What is on the wall above the table?

**PART II.** Complete the sentences.

13. John and Mary _______ talking _______ the phone.  
   They _______ talking to _______ other.  
15. John is _______ the kitchen. He’s standing _______ _______ the refrigerator.  
16. There is a calendar _______ the wall next to the refrigerator.  
17. Mary _______ sitting _______ a table. She’s _______ _______ a picture.  
18. Mary likes to _______ to John on the phone.  
19. There is a telephone book _______ the table.  
20. There is picture _______ a mountain _______ the table.
**EXERCISE 40. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>sleep</th>
<th>a bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>a dream</td>
</tr>
<tr>
<td>dream about (someone/something)</td>
<td>a head</td>
</tr>
<tr>
<td></td>
<td>a pillow</td>
</tr>
</tbody>
</table>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is John doing?
3. What are Mary and John doing?
4. What do you see in the picture?
5. Is Mary in her bedroom?
6. Is John in class? Where is he?
7. Is John standing or lying down?
8. Is Mary dreaming?
9. Are Mary and John dreaming about each other?
10. Are John and Mary in love?

**PART II.** Complete the sentences.

11. John and Mary ________ sleeping. They are ________ bed.
12. John ________ dreaming ________ Mary. Mary ________ dreaming ________ John. They ________ dreaming ________ each other.
13. Mary's head is ________ a pillow.
14. John and Mary ________ in the living room.
15. They ________ asleep. They ________ awake.
16. John and Mary love each other. They are ________ love.
17. They would like ________ get married someday.
EXERCISE 41. Let's talk: pairwork.
Directions: Work with a partner. Bring to class one or two pictures of your country (or any interesting picture). Ask your partner to describe the picture(s).

EXERCISE 42. Paragraph practice.
Directions: Choose one of the pictures your classmates brought to class. Describe the picture in a paragraph.

EXERCISE 43. Chapter review.
Directions: Circle the correct completions.

1. Jack lives ______ China.
   A. in B. at C. on

2. I need _____ a new notebook.
   A. buy B. to buy C. buying

3. “_____ a cup of tea?”
   “Yes, thank you.”
   A. Would you like B. Do you like C. Are you like

4. There ______ twenty-two desks in this room.
   A. be B. is C. are

5. Pilots sit ______ an airplane.
   A. in front of B. in the front of C. front of

6. I live ______ 6601 Fourth Avenue.
   A. in B. on C. at

7. The students ______ do their homework.
   A. don’t want B. aren’t wanting C. don’t want to

8. ______ a TV in Jane’s bedroom?
   A. Are there B. There C. Is there

EXERCISE 44. Chapter review: error analysis.
Directions: Correct the errors.

1. Do you want go downtown with me?

2. There’s many problems in big cities today.
3. I'd like to see a movie tonight.

4. We are needing to find a new apartment soon.

5. Mr. Rice would like to have a cup of tea.

6. How many students are in your class?

7. Yoko and Ivan are studying grammar right now. They want to learn English.

8. I am like to leave now. How about you?

9. Please put the chair in the middle of the room.

10. The teacher needs to check our homework now.

Exercise 45 Review: Chapters 4 and 5.

Directions: Complete the sentences with your own words. Use your own paper.

1. I need ____ because ____.
2. I want ____ because ____.
3. I would like ____.
4. Would you like ____?
5. Do you like ____?
6. There is ____.
7. There are ____.
8. I'm listening to ____ but I also hear ____.
9. I'm looking at ____ but I also see ____.
10. I'm thinking about ____.
11. I think that ____.
12. In my opinion, ____.
13. How many ____ are there ____?
14. Is there ____?
15. Are there ____?
EXERCISE 46. Review: Chapters 1 – 5.

Directions: Complete the sentences. Use the words in parentheses. Use the simple present or the present progressive. Use an infinitive where necessary.

The baby = Bobby
the daughter = Ellen
the son = Paul
the mother = Mrs. Smith
the father = Mr. Smith
the cat = Puss
the bird = Tweetie
the mouse = Mickey

The Smiths are at home. It is evening. Paul (sit) __________ on the sofa. He (read) __________ a newspaper. Ellen (sit) __________ at the desk. She (study) __________.

While she is studying, she (listen to) __________ music on her radio. Paul (hear) __________ the music, but he (listen to, not) __________ it right now. He (read) __________ the weather report in the newspaper.

Ellen (study) __________ her chemistry text. She (like) __________ chemistry. She (think) __________ that chemistry is easy.

She (think about) __________ chemical formulas. She (understand) __________ the formulas.

Mrs. Smith is in the kitchen. She (cook) __________ dinner. She (make) __________ a sauce for the pasta. Steam (rise) __________.
from the pot on the stove. Mrs. Smith (like, not) to
cook, but she (know) that her family has to eat good food. While
she (make) dinner, Mrs. Smith (think about)
a vacation on the beach. Sometimes Mrs.
Smith (get) tired of cooking all the time, but she (love)
her family very much and (want) to (take)
care of their health.

Mr. Smith (stand) near the front door. He
(take off) his coat. Under his coat, he (wear)
a suit. Mr. Smith is happy to be home. He (think about)
(dinner). After dinner, he (want)
(watch) television. He (need)
(go) to bed early tonight because he has a busy
day at work tomorrow.

In the corner of the living room, a mouse (eat) a piece
of cheese. The mouse (think) that the cheese (taste)
good.

Puss (see, not) the mouse. She (smell, not)
the mouse. Puss (sleep) a mouse.

Bobby is in the middle of the living room. He (play) with a toy train. He (see, not)
the mouse because he
(look at) his toy train. The bird, Tweety, (sing)
Bobby (listen to, not) the bird. He is busy with his train.
EXERCISE 1. Let's talk: small groups.

Directions: Work in small groups. Name things that belong to each category. Make lists. Compare your lists with other groups' lists. All of the words you use in this exercise are called nouns.

1. Name clothing you see in this room. (shirt)
2. Name kinds of fruit. (apple)
3. Name things you drink. (coffee)
4. Name parts of the body. (head)
5. Name kinds of animals. (horse)
6. Name cities in the United States and Canada. *(New York, Montreal, etc.)*
7. Name languages. *(English)*
8. Name school subjects. *(history)*

### 6-1 NOUNS: SUBJECTS AND OBJECTS

| (a) Birds | Fly |
| subject | verb |

| (b) John | is holding | a pen |
| subject | verb | object |

A noun is used as the **subject** of a sentence.

A noun is used as the **object** of a verb.*

In (a): *Birds* is a noun. It is used as the subject of the sentence.

In (b): *pen* is a noun. It has the article a in front of it; a *pen* is used as the object of the verb *is holding*.

| (c) Birds | fly | in | the sky |
| subject | verb | prep. | object of prep. |

| (d) John | is holding | a pen | in | his hand |
| subject | verb | prep. | object of prep. |

A noun is also used as the **object** of a **preposition**.

In (c): *in* is a **preposition** (prep.). The noun *sky* (with the article the in front) is the object of the preposition in.


*Some verbs are followed by an object. These verbs are called **transitive verbs** (n. i. in a dictionary). Some verbs are not followed by an object. These verbs are called **intransitive verbs** (n. i. in a dictionary).

*The names of cities and languages begin with capital letters.

Directions: Check (√) the words that are nouns.

1. ___ eat
2. ___ dog
3. ___ beautiful
4. ___ have
5. ___ eyes
6. ___ English
7. ___ think
8. ___ mathematics
9. ___ flowers
10. ___ juice
11. ___ Paris
12. ___ wonderful

EXERCISE 3. Sentence practice.

Directions: Describe the grammatical structure of the sentences as shown in items 1 and 2. Then identify each noun. Is the noun used as
- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Marie studies chemistry.

<table>
<thead>
<tr>
<th>Marie</th>
<th>studies</th>
<th>chemistry</th>
<th>(none)</th>
<th>(none)</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

→ Marie = a noun, subject of the sentence
   chemistry = a noun, object of the verb "studies"

2. The children are playing in the park.

<table>
<thead>
<tr>
<th>The children</th>
<th>are playing</th>
<th>(none)</th>
<th>in</th>
<th>the park</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

→ children = a noun, subject of the sentence
   park = a noun, object of the preposition "in"

3. Children like candy.

| subject | verb | object of verb | preposition | object of prep. |

4. The teacher is erasing the board with her hand.

| subject | verb | object of verb | preposition | object of prep. |
5. Mike lives in Africa.

6. The sun is shining.

7. Robert is reading a book about butterflies.

8. Tom and Ann live with their parents.


10. Mary and Bob help Sue with her homework.

11. Ships sail across the ocean.

### 6-7 Adjective - Noun

(a) I don’t like **cold** weather.

(b) Alex is a **happy** child.

(c) The **hungry** boy has a **fresh** apple.

(d) The weather is **cold**.

An adjective (adj.) describes a noun. In grammar, we say that adjectives "modify" nouns. The word "modify" means "change a little." Adjectives give a little different meaning to a noun: **cold** weather, **hot** weather, **nice** weather, **bad** weather.

Adjectives come in front of nouns.

<table>
<thead>
<tr>
<th>COMMON ADJECTIVES</th>
<th></th>
<th>COMMON ADJECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful - ugly</td>
<td></td>
<td>good - bad</td>
<td></td>
</tr>
<tr>
<td>big - little</td>
<td></td>
<td>happy - sad</td>
<td></td>
</tr>
<tr>
<td>big - small</td>
<td></td>
<td>large - small</td>
<td></td>
</tr>
<tr>
<td>boring - interesting</td>
<td></td>
<td>long - short</td>
<td></td>
</tr>
<tr>
<td>cheap - expensive</td>
<td></td>
<td>noisy - quiet</td>
<td></td>
</tr>
<tr>
<td>clean - dirty</td>
<td></td>
<td>old - new</td>
<td></td>
</tr>
<tr>
<td>cold - hot</td>
<td></td>
<td>old - young</td>
<td></td>
</tr>
<tr>
<td>dangerous - safe</td>
<td></td>
<td>poor - rich</td>
<td></td>
</tr>
<tr>
<td>dry - wet</td>
<td></td>
<td>sour - sweet</td>
<td></td>
</tr>
<tr>
<td>easy - hard</td>
<td></td>
<td>strong - weak</td>
<td></td>
</tr>
</tbody>
</table>

Reminder: An adjective can also follow **be**; the adjective describes the subject of the sentence. (See Chart 1-6, p. 12.)

### Exercise 4. Sentence Practice.

**Directions:** Find the adjectives and nouns.

1. Jim has an expensive bicycle.
   
   → Jim = a noun; expensive = an adjective; bicycle = a noun

2. My sister has a beautiful house.

3. We often eat at an Italian restaurant.

4. Maria sings her favorite songs in the shower.

5. Olga likes American hamburgers.

6. You like sour apples, but I like sweet fruit.

7. Political leaders make important decisions.

8. Heavy traffic creates noisy streets.
9. Poverty causes serious problems in the world.

10. Young people have interesting ideas about modern music.

EXERCISE 5. Let's talk: small groups.

Directions: Work in small groups. Take turns adding adjectives to the sentences. Use any adjectives that make sense. Think of at least three possible adjectives to complete each sentence.

1. I don't like _______ cold / hot / wet / rainy / bad / etc. _______ weather.

2. Do you like _______ __________ _____ food?

3. I admire ___________ ___________ people.

4. ___________ ___________ people make me angry.

5. Pollution is a/an ___________ ___________ problem in the modern world.

6. I had a/an ___________ ___________ experience yesterday.

7. I don't like ___________ ___________ cities.

8. I had a/an ___________ ___________ dinner last night.


Directions: Find each noun. Is the noun used as
• the subject of the sentence?
• the object of the verb?
• the object of a preposition?

1. Bob and his wife like coffee with their breakfast.
   → Bob = a noun, subject of the sentence
   wife = a noun, subject of the sentence
   coffee = a noun, object of the verb “like”
   breakfast = a noun, object of the preposition “with”

2. Jack doesn’t have a radio in his car.

3. Monkeys and apes have thumbs.

4. Does Janet work in a large office?

5. Scientists don’t agree on the origin of the earth.
6. Egypt has hot summers and mild winters.

7. Many Vietnamese farmers live in small villages near their fields.

8. Large cities face many serious problems.

9. These problems include poverty, pollution, and crime.

10. An hour consists of 60 minutes. Does a day consist of 1440 minutes?

□ EXERCISE 7. Let’s talk: small groups.

Directions: Work in groups. When you are done, you will have a list of adjectives for different countries.

PART I. Complete each sentence with the name of a country and the appropriate adjective.

1. Food from ____________ is ____________ food.

2. Food from ____________ is ____________ food.

3. Food from ____________ is ____________ food.

4. Food from ____________ is ____________ food.

5. Food from ____________ is ____________ food.

6. Food from ____________ is ____________ food.

7. Food from ____________ is ____________ food.

8. Food from ____________ is ____________ food.

PART II. What is the favorite ethnic food in your group? Give an example of this kind of food.

Example: Favorite ethnic food?

GROUP A: Italian

Example: An example of Italian food?

GROUP A: spaghetti

Favorite ethnic food in our group: ____________________________________________________________________

An example of this kind of food: __________________________________________________________________

PART III. Find out the most popular ethnic food in other groups too.

PART IV. Working as a class, make a list of adjectives of nationality.
### Subject Pronouns and Object Pronouns

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I speak English.</td>
<td>(b) Bob knows me.</td>
<td>I — me</td>
<td>you — you</td>
</tr>
<tr>
<td>(c) You speak English.</td>
<td>(d) Bob knows you.</td>
<td>you — you</td>
<td>she — her</td>
</tr>
<tr>
<td>(e) She speaks English.</td>
<td>(f) Bob knows her.</td>
<td>she — her</td>
<td>he — him</td>
</tr>
<tr>
<td>(g) He speaks English.</td>
<td>(h) Bob knows him.</td>
<td>he — him</td>
<td>it — it</td>
</tr>
<tr>
<td>(i) It starts at 8:00.</td>
<td>(j) Bob knows it.</td>
<td>it — it</td>
<td>we — us</td>
</tr>
<tr>
<td>(k) We speak English.</td>
<td>(l) Bob talks to us.</td>
<td>we — us</td>
<td>you — you</td>
</tr>
<tr>
<td>(m) You speak English.</td>
<td>(n) Bob talks to you.</td>
<td>you — you</td>
<td>they — them</td>
</tr>
<tr>
<td>(o) They speak English.</td>
<td>(p) Bob talks to them.</td>
<td>they — them</td>
<td>— —</td>
</tr>
</tbody>
</table>

Directions: Complete the sentences. Use pronouns (I, me, he, him, etc.).

1. Rita has a book. _________ bought _________ last week.

2. I know the new students, but Tony doesn’t know _________ yet.

3. I wrote a letter, but I can’t send _________ because I don’t have a stamp.

4. Tom is in Canada. _________ is studying at a university.

5. Bill lives in my dorm. I eat breakfast with _________ every morning.

6. Ann is my neighbor. I talk to _________ every day. _________ and _________ have interesting conversations.

7. I have two pictures on my bedroom wall. I like _________ . _________ are beautiful.

8. Ann and I have a dinner invitation. Mr. and Mrs. Brown want _________ to come to dinner at their house.

9. Judy has a new car. _________ is a Toyota.

10. My husband and I have a new car. _________ got _________ last month.

EXERCISE 10. Let’s talk: find someone who . . .

Directions: Interview your classmates. Find someone who can answer yes to a question. Then ask the follow-up question using the appropriate object pronoun.

Example:

Speaker A: Do you send e-mails?
Speaker B: No, I don’t.
Speaker A: (Ask another student.) Do you send e-mails?
Speaker C: Yes, I do.
Speaker A: When do you send them?
Speaker C: I send them in the evenings.

1. Do you do your homework? When do you . . .?

2. Do you visit friends? When do you . . .?

3. Do you read newspapers or magazines? When do you . . .?

4. Do you talk to (name of female classmate)? When do you . . .?

5. Do you watch TV? When do you . . .?

6. Do you buy groceries? When do you . . .?

7. Do you wear boots? When do you . . .?

8. Do you use a computer? When do you . . .?
**Exercise 11. Sentence Practice.**

*Directions:* Complete the sentences. Use pronouns.

1. A: Do you know Kate and Jim?
   B: Yes, I do. I live near them.

2. A: Is the chemical formula for water H₂O?
   B: No, it isn’t. H₂O is H₂O.

3. A: Would Judy and you like to come to the movie with us?
   B: Yes, I would. Judy and I would enjoy going to the movie with you.

4. A: Do Mr. and Mrs. Kelly live in the city?
   B: No, they don’t. They live in the suburbs. I visited them last month.

5. A: Do you know how to spell "Mississippi"?
   B: Sure! I can spell Mississippi. It is easy to spell.

6. A: Is Paul Cook in your class?
   B: Yes, he is. I sit next to him.

**Exercise 12. Listening Practice.**

*Directions:* Listen to the sentences. Note that the "h" in *her* and *him* is often dropped in spoken English. The "th" in *them* can also be dropped. Discuss the pronunciation changes.

1. Sara knows Joe. She knows him very well.
2. Where does Shelley live? Do you have her address?
3. There’s Sam. Let’s go talk to him.
4. There’s Bill and Julie. Let’s go talk to them.
5. The teacher is speaking with Lisa because she doesn’t have her homework.
6. I need to see our airline tickets. Do you have them?
EXERCISE 13. LISTENING.

**Directions:** Listen to each conversation and complete the sentences.

*Example:*
You will hear: How is Mr. Adams doing?
You will write: How ______ is ______ Mr. Adams doing?
You will hear: Great! I see him every week at the office.
You will write: Great! I see ______ ______ every week at the office.

1. A: Yoko and ______ ______ ______ downtown this afternoon. Do you want to come ______ ______ ______?
   B: I don’t think so, but thanks anyway. Chris and ______ ______ _______________ to the library. ______ ______ study for our test.

2. A: Hi, Ann. How do you like your new apartment?
   B: ______ ______ very nice.
   A: Do you have a roommate?
   B: Yes. Maria Hall is my roommate. Do you ______ ______ ______?
      ______ ______ ______ Miami.
   A: No, I don’t ______ ______ _______. Do you get along ______ ______ ______?
   B: Yes. ______ ______ ______ living together. You must ______ ______ ______ ______ sometime. Maybe ______ ______ can come over for dinner soon.
   A: Thanks. ______ ______ ______ that.

3. A: Do George and Mike come over to your house often?
   B: Yes, ______ ______ _______. I invite ______ ______ _________. We like to play cards.
   A: Who usually wins your card games?
   B: Mike. ______ ______ a really good card player. We can’t beat ______ ______ _______.

---

Nouns and Pronouns 167
## 6-4 Nouns: Singular and Plural

### Singular | Plural
--- | ---
(a) one pen | two pens<br>one apple | three apples<br>one cup | four cups<br>one elephant | five elephants<br>To make the plural form of most nouns, add -s.
(b) baby | babies<br>city | cities<br>(c) boy | boys<br>key | keys<br>(d) wife | wives<br>thief | thieves<br>(e) dish | dishes<br>match | matches<br>class | classes<br>box | boxes<br>(f) tomato | tomatoes<br>potato | potatoes<br>zoo | zoos<br>radio | radios


### Exercise 14. Sentence Practice

**Directions:** Complete the sentences. Use the plural form of the words in the lists. Use each word only once.

**List A.**

- baby<br>- cowboy<br>- lady<br>- boy<br>- dictionary<br>- party<br>- city<br>- key<br>- tray<br>- country

1. Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two ____________.

2. The students in my class come from many ________________.

3. Women give birth to ________________.

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4. My money and my ____________ are in my pocket.

5. I know the names of many ____________ in the United States and Canada.

6. I like to go to ____________ because I like to meet and talk to people.

7. People carry their food on ____________ in a cafeteria.

8. We always use our ____________ when we write compositions.

9. Good evening, ____________ and gentlemen.

10. ____________ ride horses

LIST B.

<table>
<thead>
<tr>
<th>knife</th>
<th>life</th>
<th>wife</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>thief</td>
<td></td>
</tr>
</tbody>
</table>

11. It is fall. The ____________ are falling from the trees.

12. Sue and Ann are married. They have husbands.

   They are ____________.

13. We all have some problems in our ____________.

14. Police officers catch ____________.

15. Please put the ____________ forks, and spoons on the table.
16. Bob drinks eight ______________ of water every day.
17. There are two ____________: male and female.
18. Please put the _______________ and the silverware on the table.
19. All citizens pay money to the government every year. They pay their _________________.
20. I can see trees and ______________ outside the window.
21. I want to light the candles. I need some _________________.
22. When I make a salad, I use lettuce and _________________.
23. Sometimes Sue has a hamburger and French-fried ______________ for dinner.
24. We often eat _________________ for lunch.
25. Mehmet is a student. He likes his _________________.
26. Some animals live all of their lives in _____________.

Exercise 15. Pronunciation practice.

Directions: Listen to the pronunciation of final -s/-es. Practice saying the words.

Group A. Final -s is pronounced /z/ after voiced sounds.*

1. taxicabs 7. years
2. beds 8. lives
3. dogs 9. trees
4. balls 10. cities
5. rooms 11. boys
6. cousins 12. days

* For more information on voiced sounds, see Chart 3-8, p. 66.
GROUP B. Final -s is pronounced /s/ after voiceless sounds.*

13. books
14. desks
15. cups
16. groups
17. cats
18. students

GROUP C. Final -s/-es is pronounced /z/.  

- after “s” sounds:  
  19. classes
  20. glasses
  21. horses
  22. places
  23. sentences

- after “z” sounds:  
  24. sizes
  25. exercises
  26. noises

- after “sh” sounds:  
  27. dishes
  28. bushes

- after “ch” sounds:  
  29. matches
  30. sandwiches

- after “ge/dge” sounds:  
  31. pages
  32. oranges
  33. bridges

EXERCISE 16. Listening.

Directions: Listen to each word. Circle the noun you hear.

1. toy (toys)
2. table (tables)
3. face (faces)
4. hat (hats)
5. office (offices)
6. box (boxes)
7. package (packages)
8. chair (chairs)
9. edge (edges)
10. top (tops)

* For more information on voiceless sounds, see Chart 3-8, p. 66.
EXERCISE 17. Listening.

Directions: Listen to each sentence. Circle the noun you hear.

1. desk  
2. place  
3. sandwich  
4. sentence  
5. apple  
6. exercise  
7. piece  
8. rose  
9. bush  
10. college

EXERCISE 18. Pronunciation practice.

Directions: Find the plural noun(s) in each sentence. Pronounce the noun(s). Then read the sentences aloud.

1. The students are carrying books and backpacks.
2. Department stores sell many sizes of clothes.
3. The weather is terrible. It's raining cats and dogs.*
4. The teachers have their offices in this building.
5. Engineers build bridges.
6. At the zoo you can see tigers, monkeys, birds, elephants, bears, and snakes.
7. People have two ears, two eyes, two arms, two hands, two legs, and two feet.
8. Square tables and rectangular tables have four edges.
9. My dictionary has 350 pages.
10. I like apples, bananas, strawberries, and peaches.
11. My apartment has cockroaches in the kitchen.

*The idiom "raining cats and dogs" means "raining very hard."
### 6-5 Nouns: Irregular Plural Forms

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) child</td>
<td>children</td>
<td>Mr. Smith has one child. Mr. Cook has two children. I have a right foot and a left foot. I have two feet.</td>
</tr>
<tr>
<td>(b) foot</td>
<td>feet</td>
<td>I see a man on the street. I see two men on the street. My cat sees a mouse. Cats like to catch mice.</td>
</tr>
<tr>
<td>(c) man</td>
<td>men</td>
<td>My tooth hurts. My teeth are white. There's one woman in our class. There are ten women in your class.</td>
</tr>
<tr>
<td>(d) mouse</td>
<td>mice</td>
<td></td>
</tr>
<tr>
<td>(e) tooth</td>
<td>teeth</td>
<td></td>
</tr>
<tr>
<td>(f) woman</td>
<td>women</td>
<td></td>
</tr>
<tr>
<td>(g) sheep</td>
<td>sheep</td>
<td>Annie drew a picture of one sheep. Tommy drew a picture of two sheep. Bob has an aquarium. He has one fish. Sue has an aquarium. She has seven fish.</td>
</tr>
<tr>
<td>(h) fish</td>
<td>fish</td>
<td></td>
</tr>
</tbody>
</table>

*People* is always plural. It has no singular form.

---

**Exercise 19: Game**

**Directions:** Work in groups or individually. The object of the game on p. 174 is to fill in each list with nouns. If possible, write one noun that begins with each letter of the alphabet. The nouns must belong to the category of the list. When you finish your lists, count the number of nouns you have. That is your score. Who has the highest score?
<table>
<thead>
<tr>
<th></th>
<th>List 1</th>
<th>List 2</th>
<th>List 3</th>
<th>List 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Things in nature</td>
<td>Things you eat and drink</td>
<td>Animals and insects</td>
<td>Things for sale at (name of a local store)</td>
</tr>
<tr>
<td>A</td>
<td>air</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>bushes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>E</td>
<td>earth</td>
<td></td>
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<tr>
<td>F</td>
<td>fish</td>
<td></td>
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<td>G</td>
<td>grass</td>
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<td>O</td>
<td>ocean</td>
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<td>P</td>
<td>plants</td>
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<td>Q</td>
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<td>R</td>
<td>rain</td>
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<tr>
<td>S</td>
<td>stars</td>
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<tr>
<td>T</td>
<td>trees</td>
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<td>V</td>
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<tr>
<td>W</td>
<td>water</td>
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<td>X</td>
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<td>Y</td>
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<tr>
<td>Z</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Score: 13  Score: ______  Score: ______  Score: ______
EXERCISE 20. Let's talk: class activity.

Directions: Your teacher will say a noun. You say the plural form with two. Close your books for this activity.

Example:
TEACHER: one child
STUDENTS: two children

1. one child
2. one woman
3. one tooth
4. one foot
5. one man
6. one mouse
7. one fish
8. one page
9. one place
10. one banana
11. one child
12. one desk

13. one sentence
14. one man
15. one orange
16. one foot
17. one knife
18. one sex
19. one girl
20. one exercise
21. one tooth
22. one woman
23. one boy and

EXERCISE 21. Review.

Directions: Fill in the grammatical structure of the sentences. Item 1 has been completed for you.

1. Mr. Cook is living in a hotel.

   Mr. Cook  is living  (none)  in  a hotel

   subject   verb     object   preposition   object of prep.

2. Anita carries her books in her backpack.

   Anita  carries  her books  in  her backpack

   subject   verb     object   preposition   object of prep.


   Snow  falls  (none)  on  (none)

   subject   verb     object   preposition   object of prep.

4. Monkeys sleep in trees.

   Monkeys  sleep  in  trees

   subject   verb     object   preposition   object of prep.
5. The teacher is writing words on the chalkboard.

| subject | verb | object | preposition | object of prep. |

6. I like apples.

| subject | verb | object | preposition | object of prep. |

☐ **Exercise 22: Review.**

_Directions:_ A _complete sentence_ has a subject and a verb. An _incomplete sentence_ is a group of words that does not have a subject and a verb.

If the words are a complete sentence, change the first letter to a capital letter (a big letter) and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write "Inc." to mean "Incomplete."

1. monkeys like bananas → _Monkeys like bananas._

2. in my garden → _Inc._

3. do you like sour apples → _Do you like sour apples?_

4. this class ends at two o'clock

5. teaches English

6. my mother works

7. in an office

8. my mother works in an office

9. does your brother have a job

10. does not work

11. rain falls

12. my sister lives in an apartment
13. has a roommate
14. the apartment has two bedrooms
15. a small kitchen and a big living room
16. on the third floor

EXERCISE 23. Review.
Directions: Circle the correct completions.

1. My sister and I live together. Our parents often call ______ on the telephone.
   A. us B. them C. we D. they

2. Tom has a broken leg. I visit ______ every day.
   A. he B. him C. them D. it

3. Sue and I are good friends. ______ spend a lot of time together.
   A. They B. You C. We D. She

4. Our children enjoy the zoo. We often take ______ to the zoo.
   A. it B. they C. them D. him

5. Mary drives an old car. She takes good care of ______.
   A. her B. them C. it D. him

6. Jack and ______ don’t know Mr. Wu.
   A. I B. me C. us D. them

7. Ms. Gray is a lawyer in Chicago. Do you know ______?
   A. them B. it C. him D. her

8. Ahmed lives near Yoko and ______.
   A. I B. me C. him D. her

9. My sister and a friend are visiting me. ______ are visiting here for two days.
   A. She B. They C. We D. Them

10. Do ______ have the correct time?
    A. you B. them C. him D. her

Directions: Correct the errors.

1. Omar a car has. → Omar has a car.

2. Our teacher gives tests difficult.

3. Alex helps Mike and I.

4. Babys cry.

5. Mike and Tom in an apartment live.

6. There are seven woman in this class.

7. There are nineteen peoples in my class.

8. Olga and Ivan has three childrens.

9. There is twenty classroom in this building.

10. Mr. Jones is our teacher. I like her very much.
**EXERCISE 1. Preview: noun practice.**

*Directions:* Describe the pictures. Add -s to the ends of the words if necessary. Otherwise, write an "x."

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="One ring" /></td>
<td>1. one ring <em>x</em></td>
</tr>
<tr>
<td><img src="image2" alt="Two rings" /></td>
<td>2. two rings <em>x</em></td>
</tr>
<tr>
<td><img src="image3" alt="Three rings" /></td>
<td>3. three rings <em>x</em></td>
</tr>
<tr>
<td><img src="image4" alt="Some jewelry" /></td>
<td>4. some jewelry <em>x</em></td>
</tr>
<tr>
<td><img src="image5" alt="Two letters" /></td>
<td>5. two letters <em>x</em></td>
</tr>
<tr>
<td><img src="image6" alt="One postcard" /></td>
<td>6. one postcard <em>x</em></td>
</tr>
<tr>
<td><img src="image7" alt="Some mail" /></td>
<td>7. some mail <em>x</em></td>
</tr>
<tr>
<td>Picture</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| ![Image](189x265.png) | 8. one sofa  
| ![Image](651x924.png) | 9. two table  
| ![Image](651x924.png) | 10. some chair  
| ![Image](651x924.png) | 11. some furniture  
| ![Image](651x924.png) | 12. a lot of car  
| ![Image](651x924.png) | 13. a lot of traffic  
| ![Image](651x924.png) | 14. a lot of money  
| ![Image](651x924.png) | 15. a lot of coin  

### Nouns: Count and Noncount

<table>
<thead>
<tr>
<th>COUNT NOUN</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a book</td>
<td>books</td>
<td>a lot of books</td>
</tr>
<tr>
<td>one book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NONCOUNT NOUN</th>
<th>(no plural form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>mail</td>
<td>some mail</td>
</tr>
<tr>
<td></td>
<td>a lot of mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A COUNT NOUN</th>
<th>SINGULAR: a + noun</th>
<th>PLURAL: noun + s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do not use a.</td>
<td>Do not use one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A NONCOUNT NOUN</th>
<th>SINGULAR: Do not use a.</th>
<th>PLURAL: A noncount noun does not have a plural form.</th>
</tr>
</thead>
</table>

#### COMMON NONCOUNT NOUNS
- advice
- furniture
- help
- homework
- information
- jewelry
- luck
- mail
- money
- music
- traffic
- vocabulary
- weather
- work

- bread
- cheese
- coffee
- food
- fruit
- meat
- milk
- pepper
- rice
- salt
- soup
- sugar
- tea
- water

#### Exercise 2: Noun Practice

**Directions:** Look at the italicized words. **Underline the noun.** Is it count or noncount?

1. He sits on a **chair**. **count** noncount
2. He sits on **furniture**. count noncount
3. She has a **coin**. count noncount
4. She has some **money**. count noncount
5. The street is full of **traffic**. count noncount
6. There are a **lot of cars** in the street. count noncount
7. I know **a fact** about bees. count noncount
8. I have **some information** about bees. count noncount
9. The teacher gives us **homework**. count noncount
10. We have an **assignment**. count noncount
11. I like **music**. count noncount
12. Would you like **some coffee**? count noncount
13. Our school has a **library**. count noncount
14. We are learning new vocabulary every day. count noncount
15. I need some advice. count noncount
16. Tom has a good job. count noncount
17. He likes his work. count noncount
18. Maria wears a lot of bracelets. count noncount

**EXERCISE 3. Let's talk: small groups.**
Directions: Work in small groups. List the noncount nouns. Then find the count nouns that are close in meaning. Use *a/an* with the count nouns.

<table>
<thead>
<tr>
<th>advice</th>
<th>furniture</th>
<th>money</th>
</tr>
</thead>
<tbody>
<tr>
<td>assignmet</td>
<td>homework</td>
<td>music</td>
</tr>
<tr>
<td>bracelet</td>
<td>information</td>
<td>song</td>
</tr>
<tr>
<td>cloud</td>
<td>jewelry</td>
<td>suggestion</td>
</tr>
<tr>
<td>coins</td>
<td>job</td>
<td>weather</td>
</tr>
<tr>
<td>desk</td>
<td>✓ letter</td>
<td>work</td>
</tr>
<tr>
<td>fact</td>
<td>✓ mail</td>
<td></td>
</tr>
</tbody>
</table>

**NONCOUNT**

| 1. mail | 2. a letter |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |

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EXERCISE 4. Let's talk: class activity.

Directions: Most nouns are count nouns. Complete the sentences by naming things you see in the classroom.

1. I see a ....
2. I see a ....
3. I see a .... and a ....
4. I see two ....
5. I see five ....
6. I see some ....
7. I see a lot of ....
8. I see many ....

7-2 USING AN vs. A

(a) A dog is an animal.

A and an are used in front of singular count nouns. In (a): dog and animal are singular count nouns.

(b) I work in an office.

(c) Mr. Lee is an old man.

Use an in front of words that begin with the vowels a, e, i, and o: an apartment, an elephant, an idea, an ocean.

In (c): Notice that an is used because the adjective (old) begins with a vowel and comes in front of a singular count noun (man).

(d) I have an uncle.

(e) He works at a university.

Use an if a word that begins with "u" has a vowel sound: an uncle, an ugly picture.

Use a if a word that begins with "u" has a /yu/ sound: a university, a usual event.

(f) I need an hour to finish my work.

(g) I live in a house. He lives in a hotel.

In some words that begin with "u," the "u" is not pronounced. Instead, the word begins with a vowel sound and an is used: an hour, an honor.

In most words that begin with "u," the "u" is pronounced. Use a if the "u" is pronounced.

EXERCISE 5. Sentence practice.

Directions: Complete the sentences. Use a or an.

1. Bob is eating _______ apple.
2. Tom is eating _______ banana.
3. Alice works in _______ office.
4. I have _______ idea.
5. I have _______ good idea.
6. Sue is taking ______ class.
7. Sue is taking ______ easy class.
8. Cuba is ______ island near the United States.
9. ______ hour has sixty minutes.
10. ______ healthy person gets regular exercise.
11. ______ horse has a long nose.
12. Maria is ______ honest worker.
13. Mark needs ______ math tutor.
14. ______ university is ______ educational institution.
15. Ann has ______ unusual job.

Directions: Listen to each sentence. Circle the word you hear.

1. a an  
2. a an  
3. a an  
4. a an  
5. a an  
6. a an  
7. a an  
8. a an  
9. a an  
10. a an
7-3 USING A/AN vs. SOME

(a) I have a pen.       A/An is used in front of singular count nouns.
(b) I have some pens.    In (a): The word pen is a singular count noun.
                        Some is used in front of plural count nouns.
                        In (b): The word pens is a plural count noun.

(c) I have some rice.   Some is used in front of noncount nouns.*
                        In (c): The word rice is a noncount noun.

*Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

Directions: Look at the noun and circle the correct word (a, an, or some). Then decide if the noun is singular count, plural count, or noncount.

<table>
<thead>
<tr>
<th></th>
<th>sing. count</th>
<th>pl. count</th>
<th>noncount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a an <strong>some</strong> letters</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. a an <strong>some</strong> mail</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>a</strong> an <strong>some</strong> letter</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. a an <strong>some</strong> table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. a an <strong>some</strong> tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. a an <strong>some</strong> furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. a an <strong>some</strong> car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. a an <strong>some</strong> automobiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. a an <strong>some</strong> buses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. a an <strong>some</strong> traffic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. a an <strong>some</strong> advice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. a an <strong>some</strong> egg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ EXERCISE 8. Sentence practice.
Directions: Use a/an or some with the count nouns in these sentences. Are the nouns singular or plural?

1. Bob has [ ] book on his desk. → book = a singular count noun
2. Bob has [ ] books on his desk. → books = a plural count noun
3. I see ________ desk in this room.

4. I see ___________ desks in this room.

5. I’m hungry. I would like ____________ apple.

6. The children are hungry. They would like ____________ apples.

7. We are doing ______________ exercise in class.

8. We are doing ______________ exercises in class.

**EXERCISE 9. Sentence practice.**

*Directions: Use a, an, or some with the nouns in these sentences. Are they singular count nouns or noncount nouns?*

1. I need ____ __________ money. → money = a noncount noun

2. I need ____ __________ dollar. → dollar = a singular count noun

3. Alice has __________ mail in her mailbox.

4. Alice has __________ letter in her mailbox.

5. I’m hungry. I would like __________ fruit.

6. I would like __________ apple.

7. Jane is hungry. She would like __________ food.

8. She would like __________ sandwich.

9. I’d like to have __________ soup with my sandwich.

10. I’m thirsty. I’d like __________ water.

**EXERCISE 10. Let’s talk. Small groups.**

*Directions: Work in small groups. Complete the lists with nouns. You may use adjectives with the nouns. Share some of your answers with the class.*

1. Things you can see in an apartment.

   a __________

   an __________

   some __________ (Plural noun)

   some __________ (singular noun)
2. Things you can see in a classroom.
   a __________________________
   an _________________________
   some ________________________ (plural noun)
   some ________________________ (singular noun)

3. Things you can see outdoors.
   a ___________________________
   an __________________________
   some ________________________ (plural noun)
   some ________________________ (singular noun)

☐ EXERCISE 11. Sentence practice.

Directions: Use a/an or some with the nouns in these sentences.

1. Sonya is wearing ______some____ silver jewelry. She's wearing ______a____ necklace and ______some____ earrings.
2. I'm busy. I have __________ homework to do.
3. Jane is very busy. She has __________ work to do.
4. Jane has ___________ job. She is ___________ teacher.
5. We have ___________ table, ___________ sofa, and ___________ chairs in our living room.
6. We have ___________ furniture in our living room.
7. Susan has a CD player. She is listening to ___________ music.
8. I'm hungry. I would like ___________ orange.
9. The children are hungry. They would like ___________ oranges. They would like ___________ fruit.
10. I need ___________ information about the bus schedule.
11. I'm confused. I need __________ advice.

12. I'm looking out the window. I see __________ cars, __________ bus, and __________ trucks on the street. I see __________ traffic.

□ **EXERCISE 12.** Let's talk. pairwork.

_Directions:_ Work with a partner.

Partner A: Your book is open to this page. Use _a, an, or some_ with the given word.

Partner B: Your book is open to p. 515. Help Partner A with the correct response if necessary.

*Example:* desk

PARTNER A: a desk

PARTNER B: Right.

*Example:* desks

PARTNER A: a desks

PARTNER B: Again?

PARTNER A: some desks

PARTNER B: Right.

1. apple 6. flower 11. rice
2. apples 7. man 12. advice
3. child 8. old man 13. hour
5. music 10. island 15. food

**Switch roles.**

Partner B: Your book is open to this page. Use _a, an, or some_ with the given word.

Partner A: Your book is open to p. 515. Help Partner B with the correct response if necessary.

16. animal 21. homework 26. university
17. animals 22. orange 27. uncle
18. chair 23. bananas 28. people
19. chairs 24. banana 29. house
20. furniture 25. fruit 30. bread
EXERCISE 13. SENTENCE PRACTICE.

Directions: Use the word in italics to complete the sentence. Add -s to a count noun (or give the irregular plural form). Do not add -s to a noncount noun.

1. money I need some __________ money __________.
2. desk I see some __________ desks __________ in this room.
3. man Some __________ men __________ are working in the street.
4. music I want to listen to some __________ music __________.
5. flowers Andy wants to buy some __________ flowers __________ for his girlfriend.
6. information I need some __________ information __________.
7. jewelry Fred wants to buy some __________ jewelry __________.
8. children Some __________ children __________ are playing in the park.
9. homework I can't go to the movie because I have some __________ homework __________ to do.
10. advice Could you please give me some __________ advice __________?
11. suggestions I have some __________ suggestions __________ for you.
12. help I need some __________ help __________ with my homework.
13. sandwiches We're hungry. We want to make some __________ sandwiches __________.
14. animals I see some __________ animals __________ in the picture.
15. bananas The monkeys are hungry. They would like some __________ bananas __________.
16. fruit  I’m hungry. I would like some ______________.  

17. weather  We’re having some hot ______________ right now.  

18. picture  I have some ______________ of my family in my wallet.  

19. rice, bean  I usually have some ______________ and ______________ for dinner.


Directions: Change the italicized noun to its plural form if possible, changing a to some. Make other changes in the sentence as necessary.

1. There is a chair in this room. PLURAL FORM ⇒ There are some chairs in this room.

2. There is some furniture in this room. PLURAL FORM ⇒ (none)

3. I have a coin in my pocket.

4. I have some money in my wallet.

5. There’s a lot of traffic on Main Street.

6. There’s a car on Main Street.

7. Our teacher assigns a lot of homework.

8. i like rock music.

9. Hong Kong has a lot of hot weather.

10. I need some information and some advice from you.

11. There’s a dictionary on the shelf.

12. I hope you do well on your exam. Good luck!

13. Here is a flower from my garden.

14. Be careful! There’s some water on the floor.

15. I need an apple for the fruit salad.

16. The soup needs a potato and some salt.
7-4 MEASUREMENTS WITH NONCOUNT NOUNS

(a) I'd like some water.
(b) I'd like a glass of water.
(c) I'd like a cup of coffee.
(d) I'd like a piece of fruit.

Units of measure are used with noncount nouns to express a specific quantity. For example: a glass of, a cup of, a piece of.

In (a): some water = an unspecified quantity.
In (b): a glass of water = a specific quantity.

COMMON EXPRESSIONS OF MEASURE
- a bag of rice
- a bar of soap
- a bottle of olive oil
- a bowl of cereal
- a box of candy
- a bunch of bananas
- a can of corn*
- a carton of milk
- a glass of water
- a head of lettuce
- a jar of pickles
- a loaf of bread
- a piece of cheese
- a sheet of paper
- a tube of toothpaste

*In British English: a tin of corn.

EXERCISE 15. Noun practice.

Directions: Complete the phrase. You are hungry and thirsty. What would you like? Use a piece of, a cup of, a glass of, a bowl of.

1. __________ a cup of / a glass of __________ tea
2. __________ __________ __________ bread
3. __________ __________ __________ water
4. __________ __________ __________ coffee
5. __________ __________ __________ cheese
6. __________ __________ __________ soup
7. __________ __________ __________ meat
8. __________ __________ __________ wine
9. __________ __________ __________ fruit
10. __________ __________ __________ rice

3. I need to find a can of ____________ and a jar of ________________.

4. I need to get a loaf of ______________ and a box of ________________.

5. I would like a head of ________________ if it looks fresh.

6. Finally, I would like a couple of bottles of ___________ and a jar of ____________.

**EXERCISE 18. Review.**

*Directions:* Make a list of everything in the picture by completing the sentence I see ______. Try to use numbers (e.g., three spoons) or other units of measure (e.g., a box of candy). Use a for singular count nouns (e.g., a fly).

*Example:* I see three spoons, a box of candy, a fly, etc.

**EXERCISE 19. Review: pairwork.**

*Directions:* Work in pairs. Pretend that tomorrow you are moving into a new apartment together. What do you need? Ask each other questions.

In writing, list the things you need and indicate quantity (two, some, a lot of, a little, etc.). List twenty to thirty things. Be sure to write down the quantity. You are completing this sentence: We need ______.

*Example:* We need . . .

PARTNER A: a sofa and two beds.
PARTNER B: a can opener.
PARTNER A: some spaghetti.
PARTNER B: a little fruit.
PARTNER A: some bookcases.

Etc.
FXERCISE 20. Let’s talk: pairwork.

Directions: Work with a partner.

Partner A: Your book is open to this page. Complete the sentences by using a, an, or some with the nouns.

Partner B: Your book is open to p. 515. Help Partner A with the correct responses if necessary.

1. I’m hungry. I’d like ...
   a. food.
   b. apple.
   c. sandwich.
   d. bowl of soup.

2. I’m thirsty. I’d like ...
   a. glass of milk.
   b. water.
   c. cup of tea.

3. I’m sick. I need ...
   a. medicine.
   b. ambulance.

4. I’m cold. I need ...
   a. coat.
   b. hat.
   c. warm clothes.
   d. heat.

5. I’m tired. I need ...
   a. sleep.
   b. break.
   c. relaxing vacation.

6. I’m hungry. I’d like ...
   a. snack.
   b. fruit.
   c. orange.
   d. piece of chicken.

7. I’m thirsty. I’d like ...
   a. juice.
   b. bottle of water.
   c. glass of ice tea.

8. I’m sick. I need ...
   a. doctor.
   b. help.

9. I’m cold. I need ...
   a. boots.
   b. blanket.
   c. hot bath.
   d. gloves.

10. I’m tired. I need ...
    a. strong coffee.
    b. break.
    c. vacation.
    d. nap.

Switch roles.

Partner B: Your book is open to this page. Complete the sentences by using a, an, or some with the nouns.

Partner A: Your book is open to p. 515. Help Partner B with the correct responses if necessary.
### 7-5 USING MANY, MUCH, A FEW, A LITTLE

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I don’t get many letters.</td>
<td>In (a): <strong>many</strong> is used with <strong>PLURAL COUNT nouns</strong>.</td>
</tr>
<tr>
<td>(b) I don’t get much mail.</td>
<td>In (b): <strong>much</strong> is used with <strong>NONCOUNT nouns</strong>.</td>
</tr>
<tr>
<td>(c) Ann gets a few letters.</td>
<td>In (c): <strong>a few</strong> is used with <strong>PLURAL COUNT nouns</strong>.</td>
</tr>
<tr>
<td>(d) Tom gets a little mail.</td>
<td>In (d): <strong>a little</strong> is used with <strong>NONCOUNT nouns</strong>.</td>
</tr>
</tbody>
</table>

### EXERCISE 21. Sentence practice.

**Directions:** Change a lot of to **many** or **much** in these sentences.

1. Tom has a lot of problems. → **Tom has many problems.**
2. I don’t have a lot of money. → **I don’t have much money.**
3. I want to visit a lot of cities in the United States and Canada.
4. I don’t put a lot of sugar in my coffee.
5. I have a lot of questions to ask you.
6. Sue and John have a small apartment. They don’t have a lot of furniture.
7. You can see a lot of people at the zoo on Sunday.
8. Dick doesn’t get a lot of mail because he doesn’t write a lot of letters.
9. Chicago has a lot of skyscrapers. Montreal has a lot of tall buildings too.
10. Mary is lazy. She doesn’t do a lot of work.
11. I don’t drink a lot of coffee.
12. Jeff is a friendly person. He has a lot of friends.
13. Do you usually buy a lot of fruit at the market?
14. Does Andy drink a lot of coffee?
15. Do you write a lot of letters?

### EXERCISE 22. Sentence practice.

**Directions:** Complete the questions with **many** or **much**.

1. How ______ **much** ______ money do you have in your wallet?
2. How ______ **many** ______ roommates do you have?
3. How _____________ languages do you speak?
4. How _____________ homework does your teacher usually assign?
5. How _____________ tea do you drink in a day?
6. How _____________ sugar do you put in your tea?
7. How _____________ sentences are there in this exercise?
8. How _____________ water do you need to cook rice?

Exercise 23. Let's talk: pairwork.

Directions: Work with a partner.
Partner A: Your book is open to this page. Make questions with **how many** or **how much** and **are there or is there**.
Partner B: Help Partner A if necessary.

Example: students in this room
**Partner A:** How many students is there in this room?
**Partner B:** Please try again.
**Partner A:** How many students are there in this room?
**Partner B:** Right.

Example: coffee in that pot
**Partner A:** How much coffee is there in that pot?
**Partner B:** Right.

1. restaurants in (name of this city)
2. desks in this room
3. furniture in this room
4. letters in your mailbox today
5. mail in your mailbox today

Switch roles.
Partner B: Your book is open to this page. Make questions with **how many** or **how much** and **are there or is there**.
Partner A: Help Partner B if necessary.

6. chicken in your refrigerator
7. bridges in (name of this city)
8. traffic on the street right now
9. cars in the street outside the window
10. people in this room

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EXERCISE 24. Sentence practice.

Directions: Change some to a few or a little. Use a few with count nouns. Use a little with noncount nouns. (See Chart 7-5, p. 195.)

1. I need some paper. → I need a little paper.
2. I usually add some salt to my food.
3. I have some questions to ask you.
4. Bob needs some help. He has some problems. He needs some advice.
5. I need to buy some clothes.
6. I have some homework to do tonight.
7. I usually get some mail every day.
8. I usually get some letters every day.
9. When I’m hungry in the evening, I usually eat some cheese.
10. We usually do some oral exercises in class every day.

EXERCISE 25. Let’s talk: pairwork.

Directions: Work with a partner. Take turns asking and answering questions. Use the words from your list. Remember, you can look at your book before you speak. When you speak, look at your partner.

Partner A: How much/many... would you like?  
Partner B: I’d like a little/a few, please. Thanks.

Example: chicken  
PARTNER A: How much chicken would you like?  
PARTNER B: I’d like a little, please. Thanks.  
PARTNER A: Your turn now.

Example: pencil  
PARTNER B: How many pencils would you like?  
PARTNER A: I’d like a few, please.  
PARTNER B: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pen</td>
<td>1. salt</td>
</tr>
<tr>
<td>2. tea</td>
<td>2. banana</td>
</tr>
<tr>
<td>3. rice</td>
<td>3. soup</td>
</tr>
<tr>
<td>4. apple</td>
<td>4. coffee</td>
</tr>
<tr>
<td>5. money</td>
<td>5. assignment</td>
</tr>
<tr>
<td>6. help</td>
<td>6. cheese</td>
</tr>
<tr>
<td>7. toy</td>
<td>7. book</td>
</tr>
</tbody>
</table>
EXERCISE 26. Sentence review.

Directions: Complete the sentences with these words. If necessary, use the plural form.

<table>
<thead>
<tr>
<th>bush</th>
<th>glass</th>
<th>match</th>
<th>strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>centimeter</td>
<td>homework</td>
<td>page</td>
<td>thief</td>
</tr>
<tr>
<td>dish</td>
<td>inch</td>
<td>paper</td>
<td>tray</td>
</tr>
<tr>
<td>edge</td>
<td>information</td>
<td>piece</td>
<td>valley</td>
</tr>
<tr>
<td>fish</td>
<td>knife</td>
<td>sex</td>
<td>weather</td>
</tr>
<tr>
<td>foot</td>
<td>leaf</td>
<td>size</td>
<td>woman</td>
</tr>
</tbody>
</table>

1. I want to light a candle. I need some ________________ matches ________.
2. ________________ fall from the trees in autumn.
3. There are two ________________: male and female.
4. There are some ________________, forks, and spoons on the table.
5. I want to take the bus downtown, but I don’t know the bus schedule. I need some ________________ about the bus schedule.
6. I want to write a letter. I have a pen, but I need some _________________.
7. Plates and bowls are called _________________.
8. Married ________________ are called wives.
9. There are a lot of trees and ________________ in the park.
10. Bob is studying. He has a lot of ________________ to do.
11. My dictionary has 437 _________________.
12. This puzzle has 200 _________________.
13. A piece of paper has four _________________.
14. Mountains are high, and ________________ are low.
15. When the temperature is around 35°C (77°F), I’m comfortable. But I don’t like very hot _________________.
16. ________________ steal things: money, jewelry, cars, etc.
17. ________________ are small, red, sweet, and delicious.
18. People carry their food on _____________ at a cafeteria.

19. Sweaters in a store often have four _____________: small, medium, large, and extra large.

20. In some countries, people use cups for their tea. In other countries, they usually use _____________ for their tea.

21. Toshiro has five _____________ in his aquarium.

22. There are 100 _____________ in a meter.

23. There are 12 _____________ in a foot.*

24. There are 3 _____________ in a yard.*

7-6 USING THE

| (a) A: Where's David?  
B: He's in the kitchen.  |
| (b) A: I have two pieces of fruit for us. An apple and a banana. Which do you want?  
B: I'd like the apple, thank you.  |
| (c) A: It's a nice summer day today. The sky is blue. The sun is hot.  
B: Yes, I really like summer.  |
| (d) Mike has a pen and a pencil.  
The pen is blue.  
The pencil is yellow.  |
| (e) Mike has some pens and pencils.  
The pens are blue.  
The pencils are yellow.  |
| (f) Mike has some rice and some cheese.  
The rice is white.  
The cheese is yellow.  |

A speaker uses the when the speaker and the listener have the same thing or person in mind. The shows that a noun is specific.

In (a): Both A and B have the same kitchen in mind.
In (b): When B says “the apple,” both A and B have the same apple in mind.
In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).

The is used with

- singular count nouns, as in (d).
- plural count nouns, as in (e).
- noncount nouns, as in (f).

In other words, the is used with each of the three kinds of nouns.

Notice in the examples: the speaker is using the for the second mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing.

First mention: I have a pen.
Second mention: The pen is blue.

*1 inch = 2.54 centimeters 1 foot = 30.48 centimeters 1 yard = 0.91 meters.
EXERCISE 27. Sentence practice.

Directions: Complete the sentences with the or a/an.

1. I have ______ notebook and ______ grammar book. ______ notebook is brown. ______ grammar book is red.

2. Right now Pablo is sitting in class. He's sitting between ______ woman and ______ man. ______ woman is Graciela. ______ man is Mustafa.

3. Susan is wearing ______ ring and ______ necklace. ______ ring is on her left hand.

4. Tony and Sara are waiting for their plane to depart. Tony is reading ______ magazine. Sara is reading ______ newspaper. When Sara finishes ______ newspaper and Tony finishes ______ magazine, they will trade.

5. In the picture below, there are four figures: ______ circle, ______ triangle, ______ square, and ______ rectangle. ______ circle is next to ______ triangle. ______ square is between ______ triangle and ______ rectangle.

6. Linda and Anne live in ______ apartment in ______ old building. They like ______ apartment because it is big. ______ building is very old. It was built more than one hundred years ago.

7. I gave my friend ______ card and ______ flower for her birthday. ______ card wished her "Happy Birthday." She liked both ______ card and ______ flower.

8. We stayed at ______ hotel in New York. ______ hotel was expensive.
Exercise 28. Let’s talk: pairwork.

Directions: Work with a partner. Read the sentences aloud and complete them with the or a/an. Then change roles. When you have finished speaking, write the answers.

A: Look at the picture below. What do you see?

B: I see ________ chair, ________ desk, ________ window, ________ plant.

A: Where is ________ chair?

B: ________ chair is under ________ window.

A: Where is ________ plant?

B: ________ plant is beside ________ chair.

A: Do you see any people?

B: Yes. I see ________ man and ________ woman. ________ man is standing. ________ woman is sitting down.

A: Do you see any animals?

B: Yes. I see ________ dog, ________ cat, and ________ bird in ________ cage.

A: What is ________ dog doing?

B: It’s sleeping.

A: How about ________ cat?

B: ________ cat is watching ________ bird.
EXERCISE 29. Review.
Directions: Complete the sentences with the or an.

1. A: I need to go shopping. I need to buy ________ coat.
   B: I'll go with you. I need to get ________ umbrella.
   A: Okay. Great! When should we go?

2. A: Hi! Come in!
   B: Hi! ________ weather is terrible today! It's cold and wet outside.
   A: Well, it's warm in here.
   B: What should I do with my coat and umbrella?
   A: You can put ________ coat in that closet. I'll take ________ umbrella
      and put it in ________ kitchen where it can dry.

3. My cousin Jane has ________ good job. She works in ________ office. She
   uses ________ computer.

4. A: How much longer do you need to use ________ computer?
   B: Why?
   A: I need to use it too.
   B: Just five more minutes, then you can have it.

5. A: I need ________ stamp for this letter. Do you have one?
   B: Yes. Here.
   A: Thanks.

6. A: Would you like ________ egg for breakfast?
   B: No thanks. I'll just have ________ glass of juice
      and ________ toast.
7. A: Do you see my pen? I can't find it.
   B: There it is. It's on _________ floor.
   A: Oh. I see it. Thanks.

8. A: Be sure to look at _________ moon tonight.
   B: Why?
   A: _________ moon is full now, and it's beautiful.

9. A: Can I call you tonight?
   B: No. I don’t have _______ telephone in my apartment yet. I just moved in yesterday.

10. A: Could you answer _________ telephone? Thanks.
    B: Hello?

7-7 USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS

(a) Ø Apples are good for you.
(b) Ø Students use Ø pens and Ø pencils.
(c) I like to listen to Ø music.
(d) Ø Rice is good for you.

No article (symbolized by Ø) is used to make generalizations with
• plural count nouns, as in (a) and (b), and
• noncount nouns, as in (c) and (d).

(e) Tom and Ann ate some fruit. 
   The apples were very good, but the bananas were too ripe.

COMPARE: In (a), the word apples is general. It refers to all apples, any apples. No article (Ø) is used.
In (e), the word apples is specific, so she is used in front of it. It refers to the specific apples that Tom and Ann ate.

COMPARE: In (c), music is general. In (f), the music is specific.

(f) We went to a concert last night. 
   The music was very good.

EXERCISE 30. Sentence practice.
Directions: Complete the sentences with the or Ø (no article).

1. _______ sugar is sweet.
2. Could you please pass me _______ sugar?
3. Oranges are orange, and _______ bananas are yellow.

Count and Noncount Nouns 203
4. There was some fruit on the table. I didn’t eat __________ bananas because they were soft and brown.

5. Everybody needs __________ food to live.

6. We ate at a good restaurant last night. __________ food was excellent.

7. __________ salt tastes salty, and __________ pepper tastes hot.

8. Could you please pass me __________ salt? Thanks. And could I have __________ pepper too?

9. __________ coffee is brown.

10. Steven made some coffee and some tea. __________ coffee was very good. I didn’t taste __________ tea.

11. __________ pages in this book are full of grammar exercises.

12. __________ books consist of __________ pages.

13. There was some food on the table. The children ate __________ fruit, but they didn’t want __________ vegetables.

14. I like __________ fruit. I also like __________ vegetables.

EXERCISE 31. Listening.

Directions: Listen to each sentence. Decide if the given noun has a general or a specific use.

1. vegetables (general) specific
2. cats general specific
3. teacher general specific
4. bananas general specific
5. cars general specific
6. keys general specific
7. computers general specific
8. ducks general specific
EXERCISE 32. Listening: article review.

Directions: Listen to the sentences and write the words you hear. Use a, an, or the.

1. A: Do you have _______ pen?
   B: There's one on _______ counter in _______ kitchen.

2. A: Where are _______ keys to _______ car?
   B: I'm not sure, but I have _______ set. You can use mine.

   B: It's just _______ bird outside, probably _______ woodpecker. Don't worry.

4. A: John Jones teaches at _______ university.
   B: I know. He's _______ English professor.
   A: He's also the head of _______ department.

5. A: Hurry! We're late.
   B: No, we're not. It's five o'clock, and we have _______ hour.
   A: No, it isn't. It's six! Look at _______ clock.
   B: Oh my. I need _______ new battery in my watch.

7-8 USING SOME AND ANY

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>(a) Alice has some money.</th>
<th>Use some in affirmative statements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEGATIVE</td>
<td>(b) Alice doesn't have any money.</td>
<td>Use any in negative statements.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>(c) Does Alice have any money? (d) Does Alice have some money?</td>
<td>Use either some or any in a question.</td>
</tr>
<tr>
<td>(e) I don't have any money. (noncount noun)</td>
<td>(f) I don’t have any matches. (plural count noun)</td>
<td>Any is used with noncount nouns and plural count nouns.</td>
</tr>
</tbody>
</table>

Count and Noncount Nouns 205
EXERCISE 33. Sentence practice.

Directions: Use some or any to complete the sentences.

1. Sue has ___ some ___ money.
2. I don’t have ___ any ___ money.
3. Do you have ___ some/any ___ money?
4. Do you need ___ any ___ help?
5. No, thank you. I don’t need ___ any ___ help.
7. Anita usually doesn’t get ___ any ___ mail.
8. We don’t have ___ any ___ fruit in the apartment. We don’t have ___ any ___ apples, ___ any ___ bananas, or ___ any ___ oranges.
9. The house is empty. There aren’t ___ any ___ people in the house.
10. I need ___ any ___ paper. Do you have ___ any ___ paper?
11. Heidi can’t write a letter because she doesn’t have ___ any ___ paper.
12. Steve is getting along fine. He doesn’t have ___ any ___ problems.
13. I need to go to the grocery store. I need to buy ___ any ___ food. Do you need to buy ___ any ___ groceries?
14. I’m not busy tonight. I don’t have ___ any ___ homework to do.
15. I don’t have ___ any ___ money in my purse.
16. There are ___ any ___ beautiful flowers in my garden this year.

EXERCISE 34. Let’s talk: class activity.

Directions: Ask a classmate a question about what he or she sees in this room. Use any in the question.

Examples: desks, monkeys

SPEAKER A: (Speaker B), do you see any desks in this room?
SPEAKER B: Yes, I do. I see some desks / a lot of desks / twenty desks.
SPEAKER B: (Speaker C), do you see any monkeys in this room?
SPEAKER C: No, I don’t. I don’t see any monkeys.

Etc.
EXERCISE 35. Sentence practice.

Directions: Use any or a. Use any with noncount nouns and plural count nouns. Use a with singular count nouns.

1. I don’t have ______ money.
2. I don’t have ______ pen.
3. I don’t have ______ brothers or sisters.
4. We don’t need to buy ______ new furniture.
5. Mr. and Mrs. Kelly don’t have ______ children.
6. I can’t make ______ coffee. There isn’t ______ coffee in the house.
7. Ann doesn’t want ______ cup of coffee.
8. I don’t like this room because there aren’t ______ windows.
9. Amanda is very unhappy because she doesn’t have ______ friends.
10. I don’t need ______ help. I can finish my homework by myself.
11. I don’t have ______ comfortable chair in my dormitory room.
12. I’m getting along fine. I don’t have ______ problems.
13. Joe doesn’t have ______ cat, so he has to take the bus to school.
14. I don’t have ______ homework to do tonight.
15. I don’t need ______ new clothes.*
16. I don’t need ______ new suit.

*Clothes is always plural. The word clothes does not have a singular form.
EXERCISE 36. Chapter review: error analysis.
Directions: Correct the errors.

some
1. I need an advice from you.
2. I don’t like hot weather.
3. I usually have an egg for breakfast.
4. Sun rises every morning.
5. The students in this class do a lot of homework every day.
6. How many language do you know?
7. I don’t have any money.
8. John and Susan don’t have some children.
9. A pictures are beautiful. You’re a good photographer.
10. There isn’t a traffic early in the morning.
11. I can’t find any bowl for my soup.

EXERCISE 37. Review: pairwork.
Directions: Work in pairs. Ask and answer questions about the things and people in the picture on p. 209.

Example:
PARTNER A: How many boys are there in the picture?
PARTNER B: There are three boys in the picture.
PARTNER A: Are there any flowers?
PARTNER B: No, there aren’t any flowers in the picture.
PARTNER A: Are you sure?
PARTNER B: Well, hmmmm. I don’t see any flowers.
PARTNER A: OK?
Etc.
EXERCISE 38. Sentence practice.

Directions: Make the nouns plural where necessary.

   cities
1. Toronto and Bangkok are big cities.
2. I need some information. (no change)
3. Horse are large animals.
4. I like to listen to music when I study.
5. I have two small child.
6. I like to tell them story.
7. There are sixty minute in an hour.
8. Children like to play with toy.
9. My bookcase has three shelf.
10. There are five woman and seven man in this class.
11. Taiwan and Cuba are island.
12. I drink eight glass of water every day.
13. Tomato are red when they are ripe.
15. I have many friend. I don’t have many enemy.

EXERCISE 39. Let’s talk: review.

Directions: Imagine that a new shopping center is coming to your neighborhood. A drugstore and a grocery store are already in place. Decide what other stores you want to add. Your teacher will help you with vocabulary you don’t know.

PART I. Work alone.

Choose any six businesses from the list and write their names in any of the six available spaces on Blueprint #1 on p. 211.
BLUEPRINT #1
(your business locations)

PART II. Work with a partner, but do not look at each other's blueprints. 
Partner A: Ask your partner about the location of his/her new businesses. 
Write your partner's answers on your copy of Blueprint #2.
Partner B: Ask your partner about the location of his/her new businesses. 
Write your partner's answers on your copy of Blueprint #2.

When you are finished, compare your answers. Does your Blueprint #1 match your partner's Blueprint #2?

Question and answer pattern.
PARTNER A: Is there a/an ___________?
PARTNER B: Yes, there is. / No, there isn't.
PARTNER A: Where is the ___________?
PARTNER B: It's next to / beside / in back of / in front of the ___________.

Count and Noncount Nouns 211
Example:
PARTNER A: Is there an exercise gym?
PARTNER B: No, there isn’t.
PARTNER A: Is there a bank?
PARTNER B: Yes, there is.
PARTNER A: Where is the bank?
PARTNER B: It’s in front of the drugstore.

BLUEPRINT #2
(your partner’s business locations)
## 8-1 Using Be: Past Time

<table>
<thead>
<tr>
<th>Present Time</th>
<th>Past Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am in class today.</td>
<td>(b) I was in class yesterday.</td>
</tr>
<tr>
<td>(c) Alice is at the library today.</td>
<td>(d) Alice was at the library yesterday.</td>
</tr>
<tr>
<td>(e) My friends are at home today.</td>
<td>(f) My friends were at home yesterday.</td>
</tr>
</tbody>
</table>

**Simple Past Tense of Be**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>I was</td>
</tr>
<tr>
<td>you were (one person)</td>
<td>you were (more than one person)</td>
</tr>
<tr>
<td>she was</td>
<td>they were</td>
</tr>
<tr>
<td>he was</td>
<td></td>
</tr>
<tr>
<td>it was</td>
<td></td>
</tr>
</tbody>
</table>

- Exercise 1. Sentence practice.
  
  **Directions:** Change the sentences to past time.

  1. Bob is in class today. → He was in class yesterday too.
  2. I’m in class today. → I was in class yesterday too.
  3. Mary is at the library today.
  4. We’re in class today.
  5. You’re busy today.
  6. I’m happy today.
  7. The classroom is hot today.
  8. Ann is in her office today.
  9. Tom is in his office today.
  10. Ann and Tom are in their offices today.
**EXERCISE 2. Let's talk: class activity.**

*Directions:* Talk about today and yesterday. Close your book for this activity.

*Example:*

**TEACHER:** I'm in class.

**SPEAKER A:** I'm in class **today**. I was in class **yesterday too.**

**TEACHER:** (to Speaker B) (Speaker A) is in class.

**SPEAKER B:** (Speaker A) is in class **today.** She/He was in class **yesterday too.**

1. We're in class. 6. ( . . . ) is absent. 10. It's hot/cold.
2. I'm in class. 7. I'm tired.
3. ( . . . ) is in class. 8. ( . . . ) and ( . . . ) are (**in the first row**).
4. ( . . . ) and ( . . . ) are in class. 9. The door is open/closed.
5. ( . . . ) is here.
3. Olga is busy today, but ____________________________

4. Tom is at the library tonight, but ____________________________

5. Alex and Rita are at work this afternoon, but ____________________________

6. You're here today, but ____________________________

7. Dr. Ruckman is in her office this morning, but ____________________________

8. It's cold this week, but ____________________________

□ EXERCISE 4. Let's talk: class activity.

 Directions: Think about your first day in this class. Check (√) the words that describe how you felt. Then answer your teacher's questions.

Example: happy

Teacher: Were you happy the first day of class?

Speaker A: Yes, I was happy.

Speaker B: No, I wasn't happy.

Teacher: (to Speaker C) Tell me about (Speaker A) and (Speaker B).

Speaker C: (Speaker A) was happy. (Speaker B) wasn't happy.

1. √ excited 4. __ relaxed (not nervous)
2. __ scared/afraid 5. ___ quiet
3. ___ nervous 6. ___ talkative

□ EXERCISE 5. Listening.

 Directions: Listen to the sentences. Circle the verbs you hear.

1. was wasn’t 6. were weren’t
2. was wasn’t 7. was wasn’t
3. was wasn’t 8. was wasn’t
4. was wasn’t 9. were weren’t
5. were weren’t 10. were weren’t

□ EXERCISE 6. Let's talk: Find someone who ....

 Directions: Interview your classmates about their days in elementary school. Find people who can answer yes to your questions. Write down their names.

Speaker A: Make a complete question with the given words. Use the past tense. Ask (Speaker B) the question.

Speaker B: Answer the question.
Example: you \ shy

**SPEAKER A:** Were you shy?
**SPEAKER B:** No, I wasn’t.
**SPEAKER A:** (to Speaker C) Were you shy?
**SPEAKER C:** Yes, I was.

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. you \ shy</td>
<td>7. you \ noisy</td>
</tr>
<tr>
<td>2. you \ outgoing (not shy)</td>
<td>8. you \ athletic</td>
</tr>
<tr>
<td>3. you \ talkative</td>
<td>9. you \ active</td>
</tr>
<tr>
<td>4. you \ happy</td>
<td>10. you \ well-behaved</td>
</tr>
<tr>
<td>5. you \ hardworking</td>
<td>11. you \ a serious student</td>
</tr>
<tr>
<td>6. you \ quiet</td>
<td>12. you \ artistic</td>
</tr>
</tbody>
</table>

### 8-3 PAST OF BE: QUESTIONS

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>Were</em> you in class yesterday? * (be) + (subject)</td>
<td>→ V, <em>I was.</em></td>
<td>(I was in class yesterday.)</td>
</tr>
<tr>
<td></td>
<td>→ V, <em>I wasn’t.</em></td>
<td>(I wasn’t in class yesterday.)</td>
</tr>
<tr>
<td>(b) <em>Was</em> Carlos at home last night? * (be) + (subject)</td>
<td>→ V, <em>He was.</em></td>
<td>(He was at home last night.)</td>
</tr>
<tr>
<td></td>
<td>→ V, <em>He wasn’t.</em></td>
<td>(He wasn’t at home last night.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION QUESTIONS</th>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) <em>Where</em> <em>were</em> you yesterday? * (be) + (subject)</td>
<td>→ <em>In class.</em></td>
<td>(I was in class yesterday.)</td>
</tr>
<tr>
<td>(d) <em>Where</em> <em>was</em> Jennifer last night? * (be) + (subject)</td>
<td>→ <em>At home.</em></td>
<td>(She was at home last night.)</td>
</tr>
</tbody>
</table>
EXERCISE 7. Question practice.

Directions: Make questions and give short answers.

1. (you \ at home \ last night)
   A: ______ Were you at home last night? ______
   B: No, ______ I wasn’t ______

2. (Mr. Yamamoto \ absent from class \ yesterday)
   A: ______
   B: Yes, ______

3. (Oscar and Anya \ at home \ last night)
   A: ______
   B: Yes, ______

4. (you \ nervous \ the first day of class)
   A: ______
   B: No, ______

5. (Ahmed \ at the library \ last night)
   A: ______
   B: Yes, ______

6. (Mr. Shin \ in class \ yesterday)
   A: ______
   B: No, ______
   A: Where ______
   B: At home.
7. *(you and your family \ in Canada \ last year)*
   A: ________________________________
   B: No, __________________________
   A: Where ________________________________
   B: In Ireland.

8. *(you \ be \ at the library \ right now)*
   A: ________________________________
   B: No, __________________________
   A: Where ________________________________
   B: In class.

■ **Exercise 8. Let’s talk; pairwork.**

*Directions:* Work with a partner. Ask and answer questions. If your partner answers yes, the exercise item is finished. If your partner answers no, ask a where-question.

*Example:* in class \ now

PARTNER A *(book open):* *(Partner B), are you in class now?*
PARTNER B *(book closed):* Yes, I am.

*Example:* at the library \ last night

PARTNER A *(book open):* *(Partner B), were you at the library last night?*
PARTNER B *(book closed):* No, I wasn’t.
PARTNER A *(book open):* Where were you?
PARTNER B *(book closed):* I was *(at home \ in my room \ at a party, etc.)*.

1. at home \ now
2. at home \ yesterday morning
3. at home \ last night
4. in class \ six hours ago
5. in *(a place in this city) \ now
6. in *(this city) \ last year
7. *(your teacher) \ in class \ yesterday
8. *(two classmates) \ here \ yesterday

*Switch roles.*

Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. in *(this country) \ two weeks ago
10. in *(this country) \ two years ago
11. in *(a city) \ now
12. at *(a park in this city) \ yesterday afternoon

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13. at (a famous place in this city) \ this morning*
14. at (a popular place for students) \ last night
15. at home \ this morning
16. (two students) \ (this building) \ yesterday afternoon

Directions: Make questions and give short answers.

1. (you \ in class \ yesterday)
   A: __________________________________________
   B: Yes, ______ I was, __________________

2. (Anita \ in class \ today)
   A: __________________________________________
   B: No, ______ she isn’t, ____________ She’s absent.

3. (you \ tired \ last night)
   A: __________________________________________
   B: Yes, ________________________________, I went to bed early.

4. (you \ hungry \ right now)
   A: __________________________________________
   B: No, ________________________________, but I’m thirsty.

5. (the weather \ hot in New York City \ last summer)
   A: __________________________________________
   B: Yes, ________________________________, It was very hot.

6. (the weather \ cold in Alaska \ in the winter)
   A: __________________________________________
   B: Yes, ________________________________, It’s very cold.

*If you are asking this question in the morning, use a present verb. If it is now afternoon or evening, use a past verb.
7. (Yoko and Mohammed \ here \ yesterday afternoon)
   A: ________________________________
   B: Yes, __________________________

8. (the students \ in this class \ intelligent)
   A: ________________________________
   B: Of course ______________________! They are very intelligent!

9. (Mr. Toh \ absent \ today)
   A: ________________________________
   B: Yes, __________________________
   A: Where __________________________
   B: ________________________________

10. (Tony and Benito \ at the party \ last night)
    A: ________________________________
    B: No, ____________________________
    A: Where __________________________
    B: ________________________________

11. (Amy \ out of town \ last week)
    A: ________________________________
    B: Yes, ____________________________
    A: Where __________________________
    B: ________________________________
12. (Mr. and Mrs. Rice \ in town \ this week)

A: _____________________________

B: No, _________________. They're out of town.

A: Oh! Where _____________________________

B: _____________________________

8-4 THE SIMPLE PAST TENSE: USING -ED

| SIMPLE PRESENT | SIMPLE PAST | (a) I walk to school every day. | (b) I walked to school yesterday. | verb + -ed = the simple past tense |
| SIMPLE PRESENT | SIMPLE PAST | (c) Ann walks to school every day. | (d) Ann walked to school yesterday. | + walked (verb + -ed) |

EXERCISE 10. Sentence practice.

Directions: Complete the sentences orally in the simple past. Then write the answers.

1. Every day I walk. Yesterday I _____________________________.

2. Every day I work. Yesterday I _____________________________.

3. Every day Omar shaves. Yesterday Omar _____________________________.

4. Every night Paula watches TV. Last night she _____________________________.

5. Every day Mrs. Wu cooks. Last night she _____________________________.

6. Every day people smile. Yesterday they _____________________________.

7. Every week it rains. Last week it _____________________________.

8. Every day we ask questions. Yesterday we _____________________________.

9. Every day I talk on the phone. Yesterday I _____________________________.

10. Every day Tomo listens to music. Yesterday he _____________________________.

Expressing Past Time, Part 1 221
EXERCISE 11. Sentence practice.

Directions: Complete the sentences. Use the words in the list. Use the simple present or the simple past.

<table>
<thead>
<tr>
<th>ask</th>
<th>erase</th>
<th>smile</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>rain</td>
<td>stay</td>
<td>watch</td>
</tr>
<tr>
<td>dream</td>
<td>shave</td>
<td>wait</td>
<td>work</td>
</tr>
</tbody>
</table>

1. It often ______ in the morning. It ______ yesterday.

2. I ______ to school every morning. I ______ to school yesterday morning.

3. Sue often ______ questions. She ______ a question in class yesterday.

4. I ______ a movie on television last night. I usually ______ TV in the evening because I want to improve my English.

5. Mike ______ his own dinner yesterday evening. He ______ his own dinner every evening.

6. I usually ______ home at night because I have to study. I ______ home last night.

7. I have a job at the library. I ______ at the library every evening. I ______ there yesterday evening.

8. When I am asleep, I often ______. I ______ about my family last night.*

9. Linda usually ______ for the bus at a bus stop in front of her apartment building. She ______ for the bus there yesterday morning.

10. The teacher ______ some words from the board a couple of minutes ago. He used his hand instead of an eraser.

*The past of dream can be dreamed or dreamt.
11. Our teacher is a warm, friendly person. She often ______________ when she is talking to us.

12. Rick doesn’t have a beard anymore. He ______________ it five days ago.
   Now he ______________ every morning.

———

**Exercise 12. Let’s talk: pairwork.**

*Directions:* Work with a partner. Check (√) all the activities you did yesterday. Tell your partner. Begin with *yesterday I . . . .*. Share a few of your partner’s answers with the class.

1. ___ ask the teacher a question
2. ___ cook dinner
3. ___ wash some clothes
4. ___ listen to music on the radio
5. ___ use a computer
6. ___ stay home in the evening
7. ___ walk in a park
8. ___ watch TV
9. ___ work at my desk
10. ___ wait for a bus
11. ___ smile at several people
12. ___ talk on a cell phone
13. ___ dream in English
14. ___ dream in my language

———

**Exercise 13. Pronunciation practice.**

*Directions:* Pronounce the words in each group.

**GROUP A:** Final *-ed* is pronounced /t/ if the verb ends in a voiceless sound.*

1. walked 3. laughed 5. missed 7. stretched
2. washed 4. helped 6. stiffed 8. watched

**GROUP B:** Final *-ed* is pronounced /d/ if the verb ends in a voiced sound.

1. closed 3. rubbed 5. filled 7. loved 9. stirred
2. waited 4. turned 6. seemed 8. stayed 10. hugged

**GROUP C:** Final *-ed* is pronounced /ad/ if the verb ends in the letter “d” or “t.”

1. rent 2. need 3. visit 4. add

*See Chart 3-8, p. 66, for information about voiceless and voiced sounds.*
EXERCISE 14. Listening.

Directions: Listen to each sentence and circle the verb you hear.

1. play  plays  (played)
2. play  plays  played
3. watch watches watched
4. enjoy enjoys enjoyed
5. watch watches watched
6. ask asks asked
7. answer answers answered
8. listen listens listened
9. like likes liked
10. work works worked

EXERCISE 15. Let’s talk: class activity.

Directions: Answer the questions your teacher asks you. Practice pronouncing -ed.
Close your book for this activity.

Example: walk to the front of the room
TEACHER: (Speaker A), walk to the front of the room.
SPEAKER A: (walks to the front of the room)
TEACHER: (to Speaker B) What did (Speaker A) do?
SPEAKER B: She/He walked to the front of the room.
TEACHER: (to Speaker A) What did you do?
SPEAKER A: I walked to the front of the room.

1. smile
2. laugh
3. cough
4. sneeze
5. shave (pantomime)
6. erase the board
7. sign your name
8. open the door
9. close the door
10. ask a question
11. wash your hands (pantomime)
12. touch the floor
13. point at the door
14. fold a piece of paper
15. count your fingers
16. push (something in the room)
17. yell (something in the room)
18. yawn
19. pick up your pen
20. add two and two on the board
### Past Time Words: yesterday, last, and ago

<table>
<thead>
<tr>
<th>YESTERDAY</th>
<th>LAST</th>
<th>AGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob was here . .</td>
<td>Sue was here . .</td>
<td>Tom was here . .</td>
</tr>
<tr>
<td>yesterday</td>
<td>last night</td>
<td>five minutes ago</td>
</tr>
<tr>
<td>yesterday morning.</td>
<td>last week</td>
<td>two hours ago</td>
</tr>
<tr>
<td>yesterday afternoon.</td>
<td>last month</td>
<td>three days ago</td>
</tr>
<tr>
<td>yesterday evening.</td>
<td>last year</td>
<td>a (one) week ago</td>
</tr>
<tr>
<td></td>
<td>last spring</td>
<td>six months ago</td>
</tr>
<tr>
<td></td>
<td>last summer</td>
<td>a (one) year ago</td>
</tr>
<tr>
<td></td>
<td>last fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last winter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Wednesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTICE**

In (a): *yesterday* is used with morning, afternoon, and evening.

In (b): *last* is used with night, with long periods of time (*week, month, year*), with seasons (*spring, summer, etc.*), and with days of the week.

In (c): *ago* means "in the past." It follows specific lengths of time (*e.g., two minutes + ago, five years + ago*).

### Exercise 16. Sentence Practice

*Directions:* Complete the sentences. Use *yesterday* or *last*.

1. I dreamed about you ______ last _______ night.
2. I was downtown ________________ morning.
3. Two students were absent _______________ Friday.
4. Ann wasn’t at home ________________ night.
5. Ann wasn’t at home ________________ evening.
6. Carmen was out of town ________________ week.
7. I visited my aunt and uncle ______________ fall.
8. Roberto walked home ________________ afternoon.
9. My sister arrived in Miami ______________ Sunday.
10. We watched TV ________________ night.
11. Ali played with his children __________ evening.
12. Yoko arrived in Los Angeles __________ summer.
13. I visited my relatives in San Francisco __________ month.
14. My wife and I moved into a new house __________ year.
15. Mrs. Porter washed the kitchen floor __________ morning.

**EXERCISE 17. Sentence practice.**
*Directions: Complete the sentences with your own words. Use ago.*

1. I'm in class now, but I was at home __________ ten minutes ago / two hours ago / etc.
2. I'm in class today, but I was absent from class __________
3. I'm in this country now, but I was in my country __________
4. I was in (name of a city) __________
5. I was in elementary school __________
6. I arrived in this city __________
7. There is a nice park in this city. I was at the park __________
8. We finished Exercise 16 __________
9. I was home in bed __________
10. It rained in this city __________

**EXERCISE 18. Listening.**
*Directions: Listen to the sentences and answer the questions.*

**PART I.** Write today's date.

Today's date is __________.

Listen to the sentences and write the dates.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
PART II. Write the correct time.
Right now, the time is ________________.
Listen to the sentences and write the times you hear.
8. ____________________________
9. ____________________________
10. ____________________________

8-6 THE SIMPLE PAST: IRREGULAR VERBS (GROUP 1)
Some verbs do not have -ed forms. Their past forms are irregular.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

(a) I come to class every day.
(b) I came to class yesterday.
(c) I do my homework every day.
(d) I did my homework yesterday.
(e) Ann eats breakfast every morning.
(f) Ann ate breakfast yesterday morning.

☐ EXERCISE 19 Let's talk: class activity
Directions: Practice using irregular verbs. Close your book for this activity.

Example: come–came
TEACHER: come–came. I come to class every day. I came to class yesterday. What did I do yesterday?
STUDENTS: (repeat) come–came. You came to class yesterday.

1. do–did We do exercises in class every day. We did exercises yesterday. What did we do yesterday?
2. eat–ate I eat lunch at 12:00 every day. Yesterday I ate lunch at 12:00. What did I do at 12:00 yesterday?
3. get–got I get up early every day. I got up early yesterday. What did I do yesterday? Did you get up early yesterday? What time did you get up?
4. go—went  I go downtown every day. I went downtown yesterday. What did I do yesterday? Did you go downtown? Where did you go?

5. have—had  I have breakfast every morning. I had breakfast yesterday morning. What did I do yesterday morning? I had toast and fruit for breakfast. What did you have?

6. put—put  I like hats. I put on a hat every day. What did I do yesterday?

7. see—saw  I see my best friend every day. Yesterday I saw my best friend. What did I do yesterday? Did you see your best friend? Who did you see?

8. sit—sat  I usually sit at my desk in the mornings. I sat at my desk yesterday morning. What did I do yesterday morning?

9. sleep—slept  Sometimes I sleep for a long time at night. I slept for 10 hours last night. What did I do last night? Did you sleep for 10 hours last night? How long did you sleep last night?

10. stand—stood  I stand at the bus stop every day. I stood at the bus stop yesterday. What did I do yesterday?

11. write—wrote  I usually write in my journal every day. Yesterday I wrote in my journal. What did I do yesterday? Did you write in your journal? What did you write about?

**EXERCISE 20. Let's Talk: Pairwork.**

**Directions:** Work with a partner. Take turns changing the sentences from the present to the past.

**Example:** I have class every day.

**Partner A:** I have class every day. I had class yesterday. Your turn now.

**Example:** Roberto gets mail from home every week.

**Partner B:** Roberto gets mail from home every week. Roberto got mail from home last week. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rita gets some mail every day.</td>
<td>1. We have lunch every day.</td>
</tr>
<tr>
<td>2. They go downtown every day.</td>
<td>2. I write e-mails to my parents every week.</td>
</tr>
<tr>
<td>3. The students stand in line at the cafeteria every day.</td>
<td>3. Wai-Leng comes to class late every day.</td>
</tr>
<tr>
<td>4. I see my friends every day.</td>
<td>4. I do my homework every day.</td>
</tr>
<tr>
<td>5. Hamid sits in the front row every day.</td>
<td>5. I eat breakfast every morning.</td>
</tr>
<tr>
<td>6. I sleep for eight hours every night.</td>
<td>6. Roberto puts his books in his briefcase every day.</td>
</tr>
</tbody>
</table>

Directions: Complete the sentences. Use the words in parentheses. Use the simple present, the present progressive, or the simple past. Pay attention to spelling.

1. I (get) ________ up at eight o'clock yesterday morning.
2. Mary (talk) _______________ to John on the phone last night.
3. Mary (talk) _______________ to John on the phone right now.
4. Mary (talk) _______________ to John on the phone every day.
5. Jim and I (eat) _______________ lunch at the cafeteria two hours ago.
6. We (eat) _______________ lunch at the cafeteria every day.
7. I (go) _______________ to bed early last night.
8. My roommate (study) _______________ Spanish last year.
9. Sue (write) _______________ an e-mail to her parents yesterday.
10. Sue (write) _______________ an e-mail to her parents every week.
11. Sue is in her room right now. She (sit) _______________ at her desk.
12. Maria (do) _______________ her homework last night.
13. Yesterday I (see) _______________ Fumiko at the library.
14. I (have) _______________ a dream last night. I (dream) _______________ about my friends. I (sleep) _______________ for eight hours.
15. A strange thing (happen) _______________ to me yesterday. I couldn't remember my own telephone number.
16. My wife (come) _______________ home around five every day.
17. Yesterday she (come) _______________ home at 5:15.
18. Our teacher (stand) _______________ in the middle of the room right now.
19. Our teacher (stand) _______________ in the front of the room yesterday.
20. Tom (put) ___________________ the butter in the refrigerator yesterday.

21. He (put) ___________________ the milk in the refrigerator every day.

22. Pablo usually (sit) ___________________ in the back of the room, but yesterday he (sit) ___________________ in the front row. Today he (be) ___________________ absent. He (be) ___________________ absent two days ago too.

**Exercise 22. Listening.**

*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* He did . . .  (his homework)  (a good job)  absent

1. a chair  some rice  some numbers
2. on the floor  a man  together
3. late  yesterday  car
4. an answer  pretty  a book
5. a good grade  last month  a new truck
6. a watch  next to my parents  at the bus stop

**Exercise 23. Let's Talk: Small Groups.**

*Directions:* Work in small groups. Use numbers to put the sentences in correct story order. Then finish the story. Share it with the class.

2. He looked up at the stars.
   ____ He put the postcard down and went to sleep.
   ____ The bear stood next to his tent.
   ____ The next morning, John sat up and rubbed his eyes.

1. One night, John went camping.
   ____ They were beautiful.
   ____ He wrote a postcard to his girlfriend.
   ____ The bear had his postcard.
   ____ He saw a bear.
### 8-7 THE SIMPLE PAST: NEGATIVE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>+ did</th>
<th>+ not</th>
<th>+ MAIN VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I</td>
<td>did</td>
<td>not</td>
<td>walk to school yesterday.</td>
</tr>
<tr>
<td>(b) You</td>
<td>did</td>
<td>not</td>
<td>walk to school yesterday.</td>
</tr>
<tr>
<td>(c) Tom</td>
<td>did</td>
<td>not</td>
<td>eat lunch yesterday.</td>
</tr>
<tr>
<td>(d) They</td>
<td>did</td>
<td>not</td>
<td>come to class yesterday.</td>
</tr>
</tbody>
</table>

**INCORRECT:** I did not walk to school yesterday.  
**INCORRECT:** Tom did not eat lunch yesterday.

(c) I didn’t walk to school yesterday.  
(f) Tom didn’t eat lunch yesterday.

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>she</th>
<th>he</th>
<th>is</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ did not + main verb*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTICE:** The simple form of the main verb is used with did not.

**NEGATIVE CONTRACTION**

did + not = didn’t

---

*INCORPTION: did is NOT used when the main verb is be. See Charts 8-2, p. 214, and 8-3, p. 216.

**CORRECT:** Joe wasn’t here yesterday.

**INCORRECT:** Joe didn’t be here yesterday.

---

### EXERCISE 24. Sentence practice.

**Directions:** Complete the sentences. Use not.

1. I don’t go to the park every day. I went to the park last week, but I _________ didn’t go _______ there yesterday.

2. We don’t have rain every day. We had rain two days ago, but we _________ ________ rain yesterday.

3. Linda doesn’t sit in the front row every day. She sat there yesterday, but she _________ ________ there two days ago.

4. Mrs. Romano and her son don’t talk on the phone every day. They talked to each other last weekend, but they _________ ________ on the phone last night.

### EXERCISE 25. Let’s talk: pairwork.

**Directions:** Work with a partner. Take turns using I don’t . . . every day and I didn’t . . . yesterday.

**Example:** walk to school

**PARTNER A:** I don’t walk to school every day. I didn’t walk to school yesterday. Your turn now.

**PARTNER B:** I don’t listen to the radio

**Example:** listen to the radio

**PARTNER A:** I don’t listen to the radio every day. I didn’t listen to the radio yesterday. Your turn now.
<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat breakfast</td>
<td>1. go to the library</td>
</tr>
<tr>
<td>2. watch TV</td>
<td>2. visit my friends</td>
</tr>
<tr>
<td>3. go shopping</td>
<td>3. see (name of a person)</td>
</tr>
<tr>
<td>4. read a newspaper</td>
<td>4. do my homework</td>
</tr>
<tr>
<td>5. study</td>
<td>5. get on the Internet</td>
</tr>
</tbody>
</table>

**EXERCISE 26. Let’s talk: class activity.**

*Directions:* Practice present and past negatives. Close your books for this activity.

**Speaker A:** Use *I don’t* and *I didn’t*. Use an appropriate past time expression with *didn’t*.

**Speaker B:** Report what Speaker A said. Use *She/He doesn’t* and then *She/He didn’t* with an appropriate past time expression.

**Example:** walk to school every morning

**TEACHER:** walk to school every morning

**SPEAKER A:** I don’t walk to school every morning. I didn’t walk to school yesterday morning.

**TEACHER:** (to Speaker B) Tell me about (Speaker A).

**SPEAKER B:** She/He doesn’t walk to school every morning. She/He didn’t walk to school yesterday morning.

1. eat breakfast every morning
2. watch TV every night
3. talk to (someone) every day
4. play soccer every afternoon
5. study grammar every evening
6. dream in English every night
7. visit my aunts and uncle every year
8. write to my parents every week
9. read the newspaper every morning
10. pay all of my bills every month

**EXERCISE 27. Sentence practice.**

*Directions:* Complete the sentences. Use the words in parentheses. Use simple-present, simple past, or present progressive.

1. Jasmin *(come, not)* __________ *didn’t come* __________ to the meeting yesterday. She *(stay)* __________ in her office.

2. I *(go)* __________ to a movie last night, but I *(enjoy, not)* __________ it. It *(be, not)* __________ very good.
3. Sue (read) _________________ a magazine right now. She (watch, not) _________________ TV. She (like, not) _________________ to watch TV during the day.

4. Toshi is a busy student. Sometimes he (eat, not) _________________ lunch because he (have, not) _________________ enough time between classes. Yesterday he (have, not) _________________ time for lunch. He (get) _________________ hungry during his afternoon class.

□ EXERCISE 28. Let's talk: small groups.

Directions: Work in groups of six to eight students. Tell your group things you didn't do yesterday. Repeat the information from the other students in your group.

Example:

Speaker A: I didn't go to the zoo yesterday.
Speaker B: (Speaker A) didn't go to the zoo yesterday. I didn't have lunch in Beijing yesterday.
Speaker C: (Speaker A) didn't go to the zoo yesterday. (Speaker B) didn't have lunch in Beijing yesterday. I didn't swim in the Pacific Ocean yesterday.

Etc.

Suggestions:
go to (a place) drive to (a place)
walk to (a place) fly to (a place)
have (a meal) study (a subject)
eat (something) buy (something)
swim (in a place) sleep in (a place)
sing (in the shower) wear (something)
visit (a person) see (someone)
talk to (a person) wake up (at a time)
use (something)
## 8-8 THE SIMPLE PAST: YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>DID + SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER + LONG ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did Mary walk to school?</td>
<td>→ Yes, she did. (She walked to school.)</td>
</tr>
<tr>
<td></td>
<td>→ No, she didn't. (She didn't walk to school.)</td>
</tr>
<tr>
<td>(b) Did you come to class?</td>
<td>→ Yes, I did. (I came to class.)</td>
</tr>
<tr>
<td></td>
<td>→ No, I didn't. (I didn't come to class.)</td>
</tr>
</tbody>
</table>

### EXERCISE 29. Question practice.

**Directions:** Make questions. Give short answers.

1. A: Did you walk downtown yesterday?  
   B: Yes, I did. (I walked downtown yesterday.)

2. A: Did it rain last week?  
   B: No, it didn't. (It didn't rain last week.)

3. A:  
   B: I ate lunch at the cafeteria. (I ate lunch at the cafeteria.)

4. A:  
   B: Mr. Kwan didn't go out of town last week. (Mr. Kwan didn't go out of town last week.)

5. A:  
   B: I had a cup of tea this morning. (I had a cup of tea this morning.)

6. A:  
   B: Benito and I went to a party last night. (Benito and I went to a party last night.)

7. A:  
   B: Olga studied English in high school. (Olga studied English in high school.)

8. A:  
   B: Yoko and Ali didn't do their homework last night. (Yoko and Ali didn't do their homework last night.)

9. A:  
   B: I saw Gina at dinner last night. (I saw Gina at dinner last night.)
EXERCISE 30. Listening.

Directions: Listen to the questions and write the words you hear.

Example:
You will hear: Did you eat breakfast this morning?
You will write: Did you eat breakfast this morning?

1. __________________ do well on the test?
2. __________________ finish the assignment?
3. __________________ make sense?
4. __________________ answer your question?
5. __________________ need more help?
6. __________________ understand the homework?
7. __________________ explain the project?
8. __________________ complete the project?
9. __________________ do well?
10. __________________ pass the class?

EXERCISE 31. Let's talk: pairwork.

Directions: Work with a partner. Ask questions about her/his activities this morning.

Example: walk to school
PARTNER A (book open): Did you walk to school this morning?

1. get up at seven
2. eat breakfast
3. study English
4. walk to class
5. talk to (name of a person)
6. see (name of a person)
Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to talk now.
7. make your bed
8. go shopping
9. have a cup of tea
10. watch TV
11. listen to the radio
12. read a newspaper

EXERCISE 32. Let’s talk: find someone who . . .
Directions: Interview your classmates. Find people who can answer yes to your questions. Write down their names.
Speaker A: Make a complete question with the given verb. Use the past tense. Ask (Speaker B) the question.
Speaker B: Answer the question. Give both a short answer and a long answer.
Example: eat ice cream \ yesterday?
SPEAKER A: Did you eat ice cream yesterday?
SPEAKER B: No, I didn’t.
SPEAKER A: (Ask another student.) Did you eat ice cream yesterday?
SPEAKER C: Yes, I did. I ate ice cream yesterday.

<table>
<thead>
<tr>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat rice \ yesterday</td>
</tr>
<tr>
<td>2. do homework \ last night</td>
</tr>
<tr>
<td>3. get an e-mail \ yesterday</td>
</tr>
<tr>
<td>4. go shopping \ yesterday</td>
</tr>
<tr>
<td>5. sleep well \ last night</td>
</tr>
</tbody>
</table>
| 6. a. have coffee for breakfast \ this morning   
b. put sugar in your coffee \ this morning |
| 7. see a good movie \ last week |
| 8. write in English \ today |
| 9. sit on the floor \ yesterday |
| 10. stand in line for something \ last week |
EXERCISE 33. Listening

Directions: Listen to the reductions in spoken English. In spoken questions, did and the pronoun that follows are often reduced.

PART I. Listen to the examples.

1. Did you ("dih-juh") read the paper this morning?
   A: Tom called.
   B: Did he ("dih-de") leave a message?

2. A: Sara called.
   B: Did she ("dih-shay") leave a message?

3. Did it ("dih-dit") rain yesterday?
4. A: The children are watching TV.
   B: Did they ("dih-they") finish their homework?

5. I can’t find my notebook. Did I ("dih-di") leave it on your desk?

PART II. Listen to the sentences. You will hear reduced speech did + pronoun. Write the non-reduced forms.

Examples:
You will hear: "Dih-dit" rain yesterday?
You will write: Did it __________ rain yesterday?
You will hear: "Dih-juh" come to class yesterday?
You will write: Did you __________ come to class yesterday?

1. ____________ finish the homework assignment?
2. ____________ take a long time?
3. ____________ hear my question?
4. ____________ hear my question?
5. ____________ speak loud enough?
6. ____________ understand the information?
7. ____________ understand the information?
8. ____________ want more help?
9. ____________ explain it okay?
10. ____________ do a good job?
8-9 IRREGULAR VERBS (GROUP 2)

<table>
<thead>
<tr>
<th>bring - brought</th>
<th>drive - drove</th>
<th>run - ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy - bought</td>
<td>read - read*</td>
<td>teach - taught</td>
</tr>
<tr>
<td>catch - caught</td>
<td>ride - rode</td>
<td>think - thought</td>
</tr>
<tr>
<td>drink - drank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The past form of read is pronounced the same as the color red.

☐ EXERCISE 34. Let's talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: teach - taught
TEACHER: I teach every day. I taught yesterday. What did I do yesterday?

STUDENTS: Repeat teach - taught. You taught class.

1. **bring - brought** I bring my book to class every day. I brought my book to class yesterday. What did I do yesterday?
2. **buy - bought** I buy books at the bookstore. I bought a book yesterday. What did I do yesterday?
3. **catch - caught** I catch the bus every day. I caught the bus yesterday. What did I do yesterday? Sometimes I catch a cold. Yesterday I caught a bad cold. What did I do yesterday?
4. **think - thought** I often think about my family. I thought about my family yesterday. What did I do yesterday?
5. **review** What did I bring to class yesterday? What did you bring yesterday? What did I buy yesterday? What did you buy yesterday? Did you teach class yesterday? Who did? Did I walk to class yesterday, or did I catch the bus? What did I think about yesterday? What did you think about yesterday?
6. **run - ran** Sometimes I'm late for class, so I run. Yesterday I was late, so I ran. What did I do yesterday?
7. **read - read** I like to read books. I read every day. Yesterday I read a book. What did I do yesterday? What did you read yesterday?
8. **drink - drank** I usually drink a cup of coffee in the morning. I drank a cup of coffee this morning. What did I do this morning? Did you drink a cup of coffee this morning? What do you usually drink in the morning? Do you drink the same thing every morning?
9. **drive - drove** I usually drive my car to school. I drove my car to school this morning. What did I do this morning? Who had a car? Did you drive to school this morning?
10. **ride - rode** Sometimes I ride the bus to school. I rode the bus yesterday morning. What did I do yesterday morning? Who rode the bus to school this morning?
11. **REVIEW:** I was late for class yesterday morning, so what did I do? What did I read yesterday? What did you read yesterday? Did you read a newspaper this morning? What did I drink this morning? What did you drink this morning? I have a car. Did I drive to school this morning? Did you? Did you ride the bus?

**EXERCISE 35. Sentence practice.**

*Directions:* Complete the sentences. Use the words in parentheses.

1. A: Why are you out of breath?
   
   B: I *(ran)* ___________ to class because I was late.

2. A: I *(ride)* ___________ the bus to school yesterday. How did you get to school?
   
   B: I *(drive)* ___________ my car.

3. A: Did you decide to change schools?
   
   B: I *(think)* ___________ about it, but then I decided to stay here.

4. A: *(you, go)* ___________ shopping yesterday?
   
   B: Yes. I *(buy)* ___________ a new pair of shoes.

5. A: *(you, study)* ___________ last night?
   
   B: No, I didn’t. I was tired. I *(read)* ___________ a magazine and then *(go)* ___________ to bed early.

6. A: Do you like milk?
   
   B: No. I *(drink)* ___________ milk when I *(be)* ___________ a child, but I don’t like milk now.

7. A: Did you leave your dictionary at home?
   
   B: No. I *(bring)* ___________ it to class with me.

9. A: Did you enjoy your fishing trip?
   B: I had a wonderful time! I (catch) __________________ a lot of fish.

☐ EXERCISE 36. Let's talk: pairwork.

Directions: Work with a partner. Take turns asking and answering questions about the past.
Partner A: Make a complete question with the given verb. Use the simple past.
   Ask your partner the question.
Partner B: Answer the question. Give both a short answer and a long answer.

Example: drink
PARTNER A: Did you drink a cup of coffee this morning?
PARTNER B: Yes, I did. I drank a cup of coffee this morning. OR
   No, I didn't. I didn't drink a cup of coffee this morning.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>1. sleep</td>
</tr>
<tr>
<td>buy</td>
<td>2. go</td>
</tr>
<tr>
<td>get up</td>
<td>3. talk to</td>
</tr>
<tr>
<td>have</td>
<td>4. walk</td>
</tr>
<tr>
<td>go</td>
<td>5. watch</td>
</tr>
<tr>
<td>study</td>
<td>6. listen to</td>
</tr>
<tr>
<td>drink</td>
<td>7. see</td>
</tr>
<tr>
<td>read</td>
<td>8. think about</td>
</tr>
<tr>
<td>drive</td>
<td>9. rain</td>
</tr>
</tbody>
</table>
Exercise 37. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: He drank . . .
1. bread
2. a fish
3. the children
4. yesterday
5. a good
6. people

Exercise 38. Writing practice.

Directions: Use the expressions in the list below to write sentences about yourself. When did you do these things in the past? Use the simple past tense and past time expressions (yesterday, two days ago, last week, etc.) in all of your sentences.

Example: go downtown with (someone)
Response: I went downtown with Marco two days ago.

1. arrive in (this city)
2. eat at a restaurant
3. buy (something)
4. have a cold
5. be in elementary school
6. drink a cup of tea
7. talk to (someone) on the phone
8. study arithmetic
9. read a newspaper
10. play (soccer, a pinball machine, etc.)
11. see (someone or something)
12. think about (someone or something)
13. be born

8-10 Irregular Verbs (Group 3)

| break – broke | meet – met | sing – sang |
| break – broke | meet – met | sing – sang |
| fly – flew | pay – paid | speak – spoke |
| learn – learned | ring – rang | take – took |
| leave – left | send – sent | wake up – woke up |
EXERCISE 39. Let's talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: break—broke
TEACHER: break—broke. Sometimes a person breaks an arm or a leg.
I broke my arm five years ago. What happened five years ago?
STUDENTS: (repeat) break—broke. You broke your arm.
TEACHER: (to Student A) Did you ever break a bone?
STUDENT A: Yes. I broke my leg ten years ago.

1. fly—flew Sometimes I fly home in an airplane. I flew home in an airplane last month. What did I do last month? When did you fly to this city?

2. hear—heard I hear birds singing every morning. I heard birds singing yesterday. What did I hear yesterday? What did you hear when you woke up this morning?

3. pay—paid I pay the rent every month. I paid the rent last month. What did I do last month? Did you pay your rent last month?

4. send—sent I send my mother a gift every year on her birthday. I sent my mother a gift last year on her birthday. What did I do last year? When did you send a gift to someone?

5. leave—left I leave for school at 8:00 every morning. I left for school yesterday at 8:00 A.M. What did I do at 8:00 A.M. yesterday? What time did you leave for class this morning?

6. meet—met I meet new people every week. Yesterday I met (.)'s friend. What did I do yesterday? Do you know (.)? When did you meet him/her?

7. take—took I take my younger brother to the movies every month. I took my younger brother to the movies last month. What did I do last month? Who has a younger brother or sister? Where and when did you take him/her someplace?

8. wake—woke I usually wake up at six. This morning I woke up at six-thirty. What time did I wake up this morning? What time did you wake up this morning?

9. speak—spoke I speak to many students every day. Before class today, I spoke to (.) Who did I speak to? Who did you speak to before class today?

10. ring—rang The phone in our apartment rings a lot. This morning it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a telephone call this morning? What time did the phone ring?

11. sing—sang I sing in the shower every morning. I sang in the shower yesterday. What did I do yesterday? Do you ever sing? When was the last time?

12. break—broke Sometimes I break things. This morning I dropped a glass on the floor, and it broke. What happened this morning? When did you break something?
EXERCISE 40. Sentence practice.

Directions: Complete the sentences. Use the correct form of the verbs in the list.

breath  leave  ring  speak
fly  meet  send  take
hear  pay  sing  wake

1. A: What happened to your finger?
   B: I _____________ it in a soccer game.

2. A: Who did you talk to at the director's office?
   B: I _____________ to the secretary.

3. A: When did Jessica leave for Europe?
   B: She _____________ for Europe five days ago.

4. A: Did you write Ted a letter?
   B: No, but I _____________ him a postcard.

5. A: Do you know Meg Adams?
   B: Yes. I _____________ her a couple of weeks ago.

6. A: Why did you call the police?
   B: Because I _____________ a burglar!

7. A: Where did you go yesterday?
   B: I _____________ the children to the zoo.

8. A: What time did you get up this morning?
   B: 6:15.
   A: Why did you get up so early?
   B: The telephone _____________.

9. A: Did you enjoy the party?
   B: Yes, I had a good time. We _____________ songs and danced. It was fun.
10. A: You look sleepy.
   B: I am. I ___________ up before dawn this morning and couldn’t get back to sleep.

11. A: A bird ___________ into our apartment yesterday through an open window.
   B: Really? What did you do?
   A: I caught it and took it outside.

12. A: Did you give the painter a check?
   B: No. I ___________ him in cash.

□ EXERCISE 41. Listening.

Directions: Listen to the story. Then read each sentence and circle the best answer.

1. The man was at the doctor’s office. yes no
2. He took some medicine. yes no
3. He was in bed for a short time. yes no
4. The man spoke to the nurse. yes no
5. He is feeling okay now. yes no

8-11 IRREGULAR VERBS (GROUP 4)

<table>
<thead>
<tr>
<th>begin – began</th>
<th>say – said</th>
<th>tell – told</th>
</tr>
</thead>
<tbody>
<tr>
<td>find – found</td>
<td>sell – sold</td>
<td>tear – tore</td>
</tr>
<tr>
<td>lose – lost</td>
<td>steal – stole</td>
<td>wear – wore</td>
</tr>
<tr>
<td>hang – hung</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ EXERCISE 42. Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: begin–began

TEACHER: begin–began. Our class begins at (9:00) every day. Class began at (9:00 this morning). When did class begin (this morning)?

STUDENTS: (repeat) begin–began. Class began (this morning) at (9:00).
1. **lose—lost**  Sometimes I lose things. Yesterday I lost my keys. What did I lose yesterday?

2. **find—found**  Sometimes I lose things. And then I find them. Yesterday I lost my keys, but then I found them in my jacket pocket. What did I do yesterday?

3. **tear—tore**  If we make a mistake when we write a check, we tear the check up. Yesterday I made a mistake when I wrote a check, so I tore it up and wrote a new check. What did I do yesterday?

4. **sell—sold**  People sell things that they don’t need anymore. ( . . . ) has a new bicycle, so he/she sold his/her old bicycle. What did ( . . . ) do?

5. **hang—hung**  I like to hang pictures on my walls. This morning I hung a new picture in my bedroom. What did I do this morning?

6. **tell—told**  The kindergarten teacher likes to tell stories to her students. Yesterday she told a story about a little red train. What did the teacher do yesterday?

7. **wear—wore**  I wear a sweater to class every evening. Last night I wore a jacket as well. What did I wear last night?

8. **steal—stole**  Thieves steal money and other valuables. Last month a thief stole my aunt’s pearl necklace. What did a thief do last month?

9. **say—said**  People usually say “hello” when they answer a phone. When ( . . . ) answered his/her phone this morning, he/she said “hello.” What did ( . . . ) do this morning?

**EXERCISE 43. Sentence practice.**

*Directions: Complete the sentences with the given words.*

<table>
<thead>
<tr>
<th>begin</th>
<th>say</th>
<th>tear</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>sell</td>
<td>tell</td>
</tr>
<tr>
<td>hang</td>
<td>steal</td>
<td>wear</td>
</tr>
<tr>
<td>lose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A: Did you go to the park yesterday?
   B: No. We stayed home because it _____________ to rain.
   A: Oh, that’s too bad.

2. A: Susie is in trouble.
   B: Why?
   A: She _____________ a lie. Her mom and dad are upset.
   B: I’m sure she’s sorry.
3. A: May I please have your homework?
   B: I don’t have it. I ____________ it.
   A: What?
   B: I can’t find it anywhere.

4. A: Where’s my coat?
   B: I ____________ it up in the closet for you.

5. A: Where did you get that pretty shell?
   B: I ____________ it on the beach.

6. A: Do you still have your bicycle?
   B: No. I ____________ it because I needed some extra money.

   B: Excuse me? What did you say?
   A: I ____________, “It’s hot in here.”

8. A: Why did you take the bus to work this morning? Why didn’t you drive?
   B: Because somebody ____________ my car last night.
   A: Did you call the police?
   B: Of course I did.

9. A: Did you wear your blue jeans to the job interview?
   B: Of course not! I ____________ a suit.

10. A: I wrote the wrong amount on the check,
    so I had to write a new check.
    B: What did you do with the first check?
    A: I ____________ it into pieces.
**EXERCISE 44. Listening.**

*Directions:* Listen to the story. Then read each sentence and circle the best answer.

1. The woman lost her mother's ring. **yes** **no**
2. Someone stole the ring. **yes** **no**
3. Her dog found the ring in the garden. **yes** **no**
4. Her mother wore the ring for a while. **yes** **no**
5. The woman was happy at the end of the story. **yes** **no**

**EXERCISE 45. Chapter review.**

*Directions:* You went to a birthday party last night. A friend is asking you questions about it. Complete the sentences with *did*, *was*, or *were.*

1. ________ you go with a friend?
2. ________ your friends at the party?
3. ________ the party fun?
4. ________ many people there?
5. ________ you have a good time?
6. ________ you eat a piece of birthday cake?
7. ________ everyone sing “Happy Birthday”?
8. ________ there a birthday cake?
9. ________ you hungry?
10. ________ you take a present?

**EXERCISE 46. Chapter review.**

*Directions:* Complete the sentences with *was*, *were*, or *did.*

1. I _______ not go to work yesterday. I _______ sick, so I stayed home from the office.

2. Tom __________ not in his office yesterday. He ________ not go to work.
3. A: __________ Mr. Chan in his office yesterday?  
   B: Yes.  
   A: __________ you see him about your problem?  
   B: Yes. He answered all my questions. He __________ very helpful.

4. A: __________ you at the meeting yesterday?  
   B: What meeting?  
   A: __________ you forget about the meeting?  
   B: I guess so. What meeting?  
   A: The meeting with the president of the company about health insurance.  
   B: Oh. Now I remember. No, I __________ not there. __________ you?  
   A: Yes. I can tell you all about it.  
   B: Thanks.

5. A: Where __________ you yesterday?  
   B: I __________ at the zoo.  
   A: __________ you enjoy it?  
   B: Yes, but the weather __________ very hot. I tried to stay out of the sun. Most  
   of the animals __________ in their houses or in the shade. The sun  
   __________, too hot for them too. They __________ not want to be outside.

☐ **EXERCISE 47.** *Chapter review.*  
*Directions:* Make questions and give short answers.

1. A: __________ *Do you live in an apartment?* ____________________________  
   B: __________ Yes, I do. __________ (I live in an apartment.)

2. A: __________ *Do you have a roommate?* ____________________________  
   B: __________ No, I don’t __________ (I don’t have a roommate.)
3. A: ____________________________
   B: ____________________________ (I don’t want a roommate.)

4. A: ____________________________
   B: ____________________________ (I had a roommate last year.)
      It didn’t work out.

5. A: ____________________________
   B: ____________________________ (He was difficult to live with.)
   A: What did he do?
   B: He never picked up his dirty clothes. He never washed his dirty dishes. He
      was always late with his share of the rent.

6. A: ____________________________
   B: ____________________________ (I asked him to keep the apartment clean.)
      He always agreed, but he never did it.

7. A: ____________________________
   B: ____________________________ (I was glad when he left.)
      I like living alone.

□ EXERCISE 48. Class activity.

Directions: Walk around the room. Ask your classmates questions about the present
and the past. Change classmates with every topic.

Example: walk to school
   SPEAKER A: Do you walk to school every day?
   SPEAKER B: Yes, I do. OR No, I don’t.
   SPEAKER A: Did you walk to school this morning?
   SPEAKER B: Yes, I did. I walked with a friend. OR No, I didn’t.

   1. go downtown 9. wear (an article of clothing)
   2. dream in color 10. laugh out loud at least two times
   3. talk to (someone) on the phone 11. speak (a language)
   4. come to grammar class on time 12. go to (a place in this city)
   5. sing in the shower 13. read at least one book
   6. eat at least two pieces of fresh fruit 14. go swimming
   7. think about your family 15. go shopping
**EXERCISE 49. Let's tak: game.**

*Directions:* Your teacher will say the simple form of a verb. Your team will give the past tense. Close your book for this activity.

*Example:*

**TEACHER:** Team A: come

**TEAM A:** *(all together)* came

**TEACHER:** That's one point.

**TEACHER:** Team B: eat

**TEAM B:** *(all together)* ate

**TEACHER:** That's one point.

1. fly 11. pay 21. leave
2. bring 12. hear 22. have
3. read 13. catch 23. pay
4. tell 14. find 24. meet
5. stand 15. sleep 25. sit
6. teach 16. think 26. take
7. drink 17. ride 27. ring
8. wear 18. break 28. write
9. buy 19. say 29. sing
10. speak 20. get 30. wake up

**EXERCISE 50. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. Someone stealed my bicycle two day ago.

2. Did you went to the party yesterday weekend?

3. I hear a really interesting story yesterday.

4. The teacher not ready for class yesterday.

5. Did came Joe to work last week?

6. Yesterday night I staihed home and working on my science project.

7. Several students wasn’t on time for the final exam yesterday.

8. Your fax came before ten minutes. Did you got it?
9. Did you all your friends to your graduation party invite?

10. I sleeped too late this morning and was missed the bus.

11. The market no have any bananas yesterday. I get there too late.

12. Was you nervous about your test the last week?

13. I didn’t saw you at the party. Did you be there?

☐ EXERCISE 51. Review.

Directions: Think about the years your grandparents grew up in. What kinds of things did they do? What kinds of things didn’t they do? Write sentences. Work with a partner or in small groups.

Example: My grandparents didn’t use computers.
My grandfather walked to work.
### CHAPTER 9
Expressing Past Time, Part 2

9-1 THE SIMPLE PAST: USING WHERE, WHEN, WHAT TIME, AND WHY

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did you go downtown?</td>
<td>Yes, I did. / No, I didn't.</td>
</tr>
<tr>
<td>(b) Where did you go?</td>
<td>Downtown.</td>
</tr>
<tr>
<td>(c) Were you downtown?</td>
<td>Yes, I was. / No, I wasn't.</td>
</tr>
<tr>
<td>(d) Where were you?</td>
<td>Downtown.</td>
</tr>
<tr>
<td>(e) Did you run because you were late?</td>
<td>Yes, I did. / No, I didn't.</td>
</tr>
<tr>
<td>(f) Why did you run?</td>
<td>Because I was late.</td>
</tr>
<tr>
<td>(g) Did Ann come at six?</td>
<td>Yes, she did. / No, she didn't.</td>
</tr>
<tr>
<td>(h) When did Ann come?</td>
<td>At six.</td>
</tr>
</tbody>
</table>

**COMPARE**

(i) What time did Ann come?
- At six.
- Seven o'clock.
- Around 9:30.

(j) When did Ann come?
- At six.
- Friday.
- June 15th.
- Last week.
- Three days ago.

**What time** usually asks for a specific time on a clock. The answer to when can be various expressions of time.

---

**EXERCISE 1. Question practice.**

*Directions:* Make questions. Use where, when, what time, or why.

1. A: **Where did you go yesterday?**
   
   B: To the zoo. (I went to the zoo yesterday.)

2. A: ____________________________________________
   
   B: Last month. (Mr. Chu arrived in Canada last month.)
3. A: __________________________________________
   B: At 7:05. (My plane arrived at 7:05.)

4. A: __________________________________________
   B: Because I was tired. (I stayed home last night because I was tired.)

5. A: __________________________________________
   B: Because I stayed up the night before. (I was tired because I stayed up the night before.)

6. A: __________________________________________
   B: To Greece. (Sara went to Greece for her vacation.)

7. A: __________________________________________
   B: Around midnight. (I finished my homework around midnight.)

8. A: __________________________________________
   B: Five weeks ago. (I came to this city five weeks ago.)

9. A: __________________________________________
   B: Because Tony made a funny face. (I laughed because Tony made a funny face.)

10. A: __________________________________________
     B: Upstairs. (Kate is upstairs.)

11. A: __________________________________________
     B: In ten minutes. (The movie starts in ten minutes.)

12. A: __________________________________________
     B: Because she wanted to surprise Joe. (Tina was behind the door because she wanted to surprise Joe.)

13. A: __________________________________________
     B: Because he wants big muscles. (Jim lifts weights because he wants big muscles.)
EXERCISE 2. Let's talk: class activity

Directions: Make questions. Use question words. Close your book for this activity.

Example:
TEACHER: I got up at 7:30.
STUDENT: When/What time did you get up?

1. I went to the zoo.
2. I went to the zoo yesterday.
3. I went to the zoo yesterday because I wanted to see the animals.
4. ( ) went to the park.
5. ( ) went to the park yesterday.
6. ( ) went to the park yesterday because the weather was nice.
7. ( ) was at the park yesterday.
8. I am in class.
9. I came to class (ten minutes ago).
10. I was late because traffic was heavy.
11. ( ) was at home last night.
12. He/She finished his/her homework around midnight.
13. ( ) went to bed at 7:30 last night.
14. He/She went to bed early because he/she was tired.
15. ( ) was at the airport yesterday.
16. He/She went to the airport because a friend came to visit.
17. The plane arrived at 4:30.
18. ( ) and ( ) went to (name of a restaurant) last night.
19. They went to a restaurant because it was ( )'s birthday.
20. They got home around ten-thirty.

EXERCISE 3. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions using the simple past. Ask your partner the question. Your book is open.

Partner A: Make up any question that includes the given verb. Use the simple past. Answer the question. Give a short answer and a long answer. Your book is closed.

Example: speak
PARTNER A (book open): Did you speak to Mr. Lee yesterday?

Example: finish
PARTNER A (book open): What time did you finish your homework last night?
PARTNER B (book closed): Around nine o'clock. I finished my homework around nine o'clock.
1. drink  3. study  5. fly  7. wake up  
2. eat  4. take  6. talk  8. come

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. see  11. work  13. buy  15. watch
10. sleep  12. have  14. send  16. read

**EXERCISE 4. Listening.**

*Directions:* Look at the information on the datebook pages. Write answers to the questions you hear.

<table>
<thead>
<tr>
<th>Tom's Day</th>
<th>Susan's Day</th>
<th>Bill's Day</th>
<th>Nancy's Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>April 4</td>
<td>Mon.</td>
<td>April 4</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>School meeting with teacher</td>
<td>11:00 AM</td>
<td>City Golf</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mon.</td>
<td>April 4</td>
</tr>
<tr>
<td></td>
<td>10:00 AM</td>
<td>Get Burger</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**
You will hear: Where did Nancy go?  
You will write: _______ (To the) gym _______.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
<th>11.</th>
<th>12.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 5. Question practice.

Directions: Complete the questions.

1. A: I didn’t go to class yesterday.
   B: Why didn’t you go to class?
   A: Because I was sick.

2. A: I didn’t finish my homework.
   B: Why didn’t you finish your homework?
   A: Because I didn’t have enough time.

3. A: I didn’t eat breakfast this morning.
   B: Why didn’t you eat breakfast?
   A: Because I wasn’t hungry.

4. A: I didn’t clean my apartment last week.
   B: Why didn’t you clean your apartment?
   A: Because I was too tired.

5. A: I didn’t answer the phone all day.
   B: Why didn’t you answer the phone?
   A: Because I wanted to finish my work.


Directions: Work with a partner. Take turns completing the conversations with questions that begin with why, when, what time, and where.

1. PARTNER A: Where do you want to go for your vacation?
   PARTNER B: Hawaii.

2. PARTNER A: ________________
   PARTNER B: Ten o’clock.

3. PARTNER A: ________________
   PARTNER B: Because I was tired.

4. PARTNER A: ________________
   PARTNER B: South America.
5. PARTNER A: ____________________________________________
   PARTNER B: Last week.

6. PARTNER B: ____________________________________________
   PARTNER A: Because I forgot.

7. PARTNER A: ____________________________________________
   PARTNER B: Downtown.

8. PARTNER B: ____________________________________________
   PARTNER A: Several months ago.

9. PARTNER A: ____________________________________________
   PARTNER B: At a Chinese restaurant.

9-2 QUESTIONS WITH WHAT

What is used in a question when you want to find out about a thing. Who is used when you want to find out about a person. (See Chart 9-3, p. 260, for questions with who.)

<table>
<thead>
<tr>
<th>(QUESTION) + HELPING + SUBJECT + MAIN VERB + ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What Did Carol buy a car? → Yes, she did. (She bought a car.)</td>
</tr>
<tr>
<td>(b) What did Carol buy? → A car. (She bought a car.)</td>
</tr>
<tr>
<td>(c) Is Fred holding a book? → Yes, he is. (He's holding a book.)</td>
</tr>
<tr>
<td>(d) What is Fred holding? → A book. (He's holding a book.)</td>
</tr>
</tbody>
</table>

(e) Carol bought a car. In (e): a car is the object of the verb.

(f) What did Carol buy? In (f): What is the object of the verb.

EXERCISE 7. Question practice.

Directions: Make questions.

1. A: Did you buy a new tape recorder?
   B: Yes, I did. (I bought a new tape recorder.)

2. A: What did you buy?
   B: A new tape recorder. (I bought a new tape recorder.)

Expressing Past Time, Part 2  257
3. A: ________________________________________
   B: Yes, she is. (Mary is carrying a suitcase.)

4. A: ________________________________________
   B: A suitcase. (Mary is carrying a suitcase.)

5. A: ________________________________________
   B: Yes, I do. (I see an airplane.)

6. A: ________________________________________
   B: An airplane. (I see an airplane.)

7. A: ________________________________________
   B: Some soup. (Bob ate some soup for lunch.)

8. A: ________________________________________
   B: Yes, he did. (Bob ate some soup for lunch.)

9. A: ________________________________________
   B: A sandwich. (Bob usually eats a sandwich for lunch.)

10. A: _______________________________________
    B: No, he doesn't. (Bob doesn't like salads.)

11. A: ______________________________________
    B: No, I'm not. (I'm not afraid of snakes.) Are you?

12. A: _____________________________________
    B: The map on the wall. (The teacher is pointing to the map on the wall.)


Directions: Work in pairs. Ask a classmate a question. Use what and either a past or a present verb. Remember, you can look at your book. When you speak, look at your partner.

Example: eat
PARTNER B: (free response)
PARTNER A: Your turn now.
<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>be interested in</td>
</tr>
<tr>
<td>wear</td>
<td>be afraid of</td>
</tr>
<tr>
<td>look at</td>
<td>dream about</td>
</tr>
<tr>
<td>study</td>
<td>have</td>
</tr>
<tr>
<td>think about</td>
<td>need to buy</td>
</tr>
</tbody>
</table>

**EXERCISE 9. Question practice.**

*Directions:* Ask your teacher for the meaning of the given words. Begin your question with *What.*

*Example:* century

STUDENT: What does “century” mean? OR What is the meaning of “century”?

TEACHER: “Century” means “100 years.”

1. muggy
2. awful
3. quiet
4. century
5. murder
6. grocery store
7. empty
8. ill
9. attic
10. simple
11. invitation
12. enjoy
13. forest
14. pretty difficult
15. old-fashioned

**EXERCISE 10. Listening.**

*Directions:* Listen to the questions. Write the words you hear.

*Example:*

You will hear: Where did they go?

You will write: *Where did they ___ go?*

1. _______ arrive?
2. _______ leave?
3. _______ live?
4. _______ want?
5. _______ mean?
6. _______ study?
7. _______ go?
8. _______ end?
### 9-3 QUESTIONS WITH WHO

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th><strong>What</strong> is used to ask questions about things.</th>
<th><strong>Who</strong> is used to ask questions about people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What did they see?</td>
<td>A boat. (They saw a boat.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Who did they see?</td>
<td>Jim. (They saw Jim.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Who did they see?</td>
<td>Jim. (They saw Jim.)</td>
<td>(c) and (d) have the same meaning. Whom is used in formal English as the object of a verb or a preposition. In (c): Who, not Whom, is usually used in everyday English. In (d): Whom is used in very formal English. Whom is rarely used in everyday spoken English.</td>
<td></td>
</tr>
<tr>
<td>(d) Whom did they see?</td>
<td>Jim. (They saw Jim.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th><strong>What</strong> is used to ask questions about things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) Who(m) did they see?</td>
<td>Jim. (They saw Jim.)</td>
<td>In (e): Who(m) is the object of the verb. Usual question word order (question word + helping verb + subject + main verb) is used.</td>
</tr>
<tr>
<td>(f) Who came?</td>
<td>Mary. (Mary came.)</td>
<td>In (f), (g), and (h): Who is the subject of the question. Usual question word order is not used. When who is the subject of a question, do not use does, do, or did. Do not change the verb in any way; the verb form in the question is the same as the verb form in the answer.</td>
</tr>
<tr>
<td>(g) Who lives there?</td>
<td>Ed. (Ed lives there.)</td>
<td></td>
</tr>
</tbody>
</table>

**INCORRECT: Who did come?**

### EXERCISE 11. Question practice.

**Directions:** Make questions for the given answers.

**Example:** The teacher saw John. The teacher talked to John. The teacher helped John.

→ **Who saw John?** The teacher.
→ **Who talked to John?** The teacher.
→ **Who helped John?** The teacher.
→ **Who did the teacher see?** John.
→ **Who did the teacher talk to?** John.
→ **Who did the teacher help?** John.

_____? John.
_____? John.
_____? John.
_____? Yuko.
_____? Yuko.
_____? Yuko.

2. Mary carried the baby. Mary helped the baby. Mary sang to the baby.

_____? The baby.
_____? The baby.
_____? The baby.
_____? Mary.
_____? Mary.
_____? Mary.


_____? Ron.
_____? The children.
_____? Ron.
_____? The children.
_____? Ron.
_____? The children.

☐ EXERCISE 12. Question practice.

Directions: Make questions.

1. A: ____________________________
   B: Mary. (I saw Mary at the party.)
2. A: ____________________________________________
   B: Mary. (Mary came to the party.)

3. A: ____________________________________________
   B: John. (John lives in that house.)

4. A: ____________________________________________
   B: John. (Janet called John.)

5. A: ____________________________________________
   B: My aunt and uncle. (I visited my aunt and uncle.)

6. A: ____________________________________________
   B: My cousin. (My cousin visited me.)

7. A: ____________________________________________
   B: Ken. (I talked to Ken.)

8. A: ____________________________________________
   B: Bob. (Bob helped Ann.)

9. A: ____________________________________________
   B: Ann. (Bob helped Ann.)

10. A: ____________________________________________
    B: Yes, he did. (Bob helped Ann.)

11. A: ____________________________________________
    B: Bob and Ann. (I'm thinking about Bob and Ann.)

12. A: ____________________________________________
    B: No, I'm not. (I'm not confused.)

**Exercise 13. Let's talk: pairwork.**

*Directions:* Work with a partner and make questions. Then change roles and make new questions. When you have finished speaking, write answers.

1. A: ____________________________________________
    B: Yesterday.

2. B: ____________________________________________
    A: My brother.
3. A: ____________________________________________________________
   B: A new pair of sandals.

4. B: ____________________________________________________________
   A: At 7:30.

5. A: ____________________________________________________________
   B: At Rossini's Restaurant.

6. B: ____________________________________________________________
   A: Tomorrow afternoon.

7. A: ____________________________________________________________
   B: In an apartment.

8. B: ____________________________________________________________
   A: My roommate.

9. A: ____________________________________________________________
   B: Because I wanted to.

10. B: __________________________________________________________
    A: Ann.

11. A: __________________________________________________________
    B: A bird.

12. B: __________________________________________________________
    A: The zoo.

EXERCISE 14. Listening.

Directions: Listen to each question and circle the best answer.

Example: Why was John late?  Yesterday.  At the park.  Because he slept too long.

2. Tomorrow morning.  Because it was late.  At midnight.
4. To the store.  At 10:00.  I am.
5. On the bus.  Because her car didn't start.  Mary did.
6. An apartment downtown.  Next week.  Because we like the city.
7. It's down the street.  Two hours ago.  At the theater.
8. Because I didn't have time.  My friends.  It was fun.
9–1 IRREGULAR VERBS (GROUP 5)

<table>
<thead>
<tr>
<th>cost</th>
<th>cost</th>
<th>hit</th>
<th>hit</th>
<th>shut</th>
<th>shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>cut</td>
<td>hurt</td>
<td>hurt</td>
<td>spend</td>
<td>spend</td>
</tr>
<tr>
<td>forget</td>
<td>forget</td>
<td>lend</td>
<td>lend</td>
<td>understand</td>
<td>understand</td>
</tr>
<tr>
<td>give</td>
<td>give</td>
<td></td>
<td>make</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: Irregular verb groups 1 to 4 can be found in Chaps 8–9, p. 227, 8–9, p. 236, 8–10, p. 241, and 8–11, p. 244.

☐ EXERCISE 15. Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: teach—taught  
TEACHER: teach—taught. I teach class every day. I taught class yesterday. What did I do yesterday?  
STUDENTS: (repeat) teach—taught. You taught class.

1. cost—cost I bought a hat yesterday. I paid twenty dollars for it. It cost twenty dollars. What did I buy yesterday? How much did it cost?
2. cut—cut (…) cuts vegetables when he/she makes a salad. Two nights ago, while he/she was making a salad, he/she cut his/her finger with the knife. What happened two nights ago?
3. forget—forgot Sometimes I forget my wallet. Last night, I forgot it at a restaurant. What did I do last night?
4. give—gave People give gifts when someone has a birthday. Last week, (…) had a birthday. I gave him/her (something). What did I do?
5. hit—hit (…) lives in an apartment. The neighbors are very noisy. When they make too much noise, (…) hits the wall with his/her hand. Last night he/she couldn’t get to sleep because of the noise, so he/she hit the wall with his/her hand. What did (…) do last night? What does he/she usually do when the neighbors make too much noise?
6. hurt—hurt When I have a headache, my head hurts. Yesterday I had a headache. My head hurt. How did my head feel yesterday? How does your head feel when you have a headache?
7. lend—lent I lend money to my friends if they need it. Yesterday I lent (an amount of money) to (…). What did I do?
8. make—made I make good chocolate cake. Last week I made a cake for (…)’s birthday. What did I do last week?
9. shut—shut I shut the garage door every night at 10:00 P.M. I shut it early last night. What did I do last night?
10. spend—spent I usually spend Saturdays with my parents. Last Saturday, I spent the day with my friends instead. What did I do last Saturday?
11. understand—understood I always understand (…) when he/she speaks. He/She just said something, and I understood it. What just happened?
EXERCISE 16. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

1. A: How much (a new car, cost) _______________?
   B: It (cost) _______________ a lot! New cars are expensive.

2. A: Did you get a ticket for the rock concert?
   B: Yes, and it was really expensive! It (cost) _______________ fifty dollars.

3. A: Where's your history book?
   B: I (give) _______________ it to Robert.

4. A: I had a car accident yesterday morning.
   B: What happened?
   A: I (hit) _______________ a telephone pole.

5. A: May I have your homework, please?
   B: I'm sorry, but I don't have it. I (forget) _______________ it.
   A: You (forget) _______________ it?

6. A: Did you eat breakfast?
   B: Yeah. I (make) _______________ some scrambled eggs and toast for myself.

7. Jack (put) _______________ on his clothes every morning.

8. Jack (put) _______________ on his clothes this morning after he got up.

9. A: Did you enjoy going into the city to see a show?
   B: Yes, but I (spend) _______________ a lot of money. I can't afford to do that very often.

10. A: May I see your dictionary?
    B: I don't have it. I (lend) _______________ it to George.
11. A: Is that knife sharp?
   B: It's very sharp. It (cut) __________ anything easily.

12. A: Why are you wearing a bag over your head?
   B: I went to a barber this morning. He (cut) __________ my hair too short.
   A: Let me see. Oh, it looks fine.

EXERCISE 17. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: John made . . . [his lunch] [furniture] in the morning
1. the answer the conversation the teacher
2. money to her house some furniture
3. your hair some paper between
4. tomorrow a tree an animal
5. remember his appointment the question

9-5 IRREGULAR VERBS (GROUP 6)

| blow — blew | grow — grew | swim — swam |
| drew — drew | keep — kept | throw — threw |
| fall — fell  | know — knew | win — won    |

EXERCISE 18. Let's talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: fall-fell
   Students: (repeat) fall-fell. You fell (down).

1. blow — blew  The sun shines. Rain falls. Wind blows. Last week we had a storm. It rained hard, and the wind blew hard. Tell me about the storm last week.
2. **drew** I draw once a week in art class. Last week I drew a portrait of myself. What did I do in art class last week?

3. **fell** Sometimes I fall down. Yesterday I fell down. I felt bad when I fell down. What happened to me yesterday?

4. **felt** You can feel an object. You can also feel an emotion or sensation. Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?

5. **grew** Trees grow. Flowers grow. Vegetables grow. Usually I grow vegetables in my garden, but last year I grew only flowers. What did I grow in my garden last year?

6. **kept** Now I keep my money in (name of a local bank). Last year I kept my money in (name of another local bank). Where did I keep my money last year?

7. **knew** (...) knows a lot about English grammar. On the grammar test last week, she/he knew all the answers. What did (...) know last week?

8. **swam** I swim in (name of a lake, sea, ocean, or local swimming pool) every summer. I swam in (name of a lake, sea, ocean, or local swimming pool) last summer. What did I do last summer?

9. **threw** I can hand you this (piece of chalk), or I can throw it to you. I just threw this (piece of chalk) to (...). What did I just do?

10. **won** You can win a game or lose a game. Last weekend (name of a local sports team) won a game against (name of another team). How did (name of the local sports team) do last weekend? Did they win or lose?

### EXERCISE 19. Sentence practice.

**Directions:** Complete the sentences. Use the past form of the verbs in the list.

<table>
<thead>
<tr>
<th>blow</th>
<th>grow</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
<td>keep</td>
<td>throw</td>
</tr>
<tr>
<td>fall</td>
<td>know</td>
<td>win</td>
</tr>
<tr>
<td>feel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A: Did you enjoy your tennis game with Jackie?
   B: Yes, but I lost. Jackie __________,________.

2. A: How did you break your leg?
   B: I __________ down on the ice on the sidewalk.

3. A: Did you give the box of candy to your girlfriend?
   B: No, I didn’t. I __________ it and ate it myself.
4. A: That’s a nice picture.
   B: I agree. Anna ___________ it. She’s a good artist.

5. A: Did you have a garden when you lived at home?
   B: Yes. I ______________ vegetables and flowers

   B: Did you put ice on it?
   A: No. I ___________ on it.

7. A: Did you finish the test?
   B: No. I ______________ all of the answers, but I ran out of time.

8. A: Did you have fun at the beach?
   B: Lots of fun. We sunbathed and ___________ in the ocean.

9. A: What’s the matter? You sound like you have a frog in your throat.
   B: I think I’m catching a cold. I ______________ okay yesterday, but I don’t feel very good today.

10. A: How did you break the window, Tommy?
    B: Well, I ______________ a ball to Annie, but I missed Annie and hit the window instead.

**EXERCISE 20. Listening.**

*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* Tim knew . . . (the answer) a ball (my father)

1. tomorrow on a car in the park
2. the game a prize lost
3. on the paper a picture with some chalk
4. happy in the morning excited
5. a ball not a pillow
9–6  IRREGULAR VERBS (GROUP 7)

<table>
<thead>
<tr>
<th>become - became</th>
<th>build - built</th>
<th>hide - hid</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend - bent</td>
<td>feed - fed</td>
<td>hold - held</td>
</tr>
<tr>
<td>bite - bit</td>
<td>fight - fought</td>
<td>shake - shook</td>
</tr>
</tbody>
</table>

EXERCISE 21  Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: hold-held


STUDENTS: (repeat) hold-hold. You held your book open.

1. become-became When strangers meet, they can become friends. I met ( . . . ) (a length of time) ago. We became friends. What happened between ( . . . ) and me?

2. bend-bent When I drop something, I bend over to pick it up. I just dropped my pen, and then I bent over to pick it up. What did I do?

3. bite-bit Sometimes dogs bite people. Yesterday my friend’s dog bit my hand while we were playing. What happened to my hand?

4. build-built I have some friends who know how to build houses. They built their own house next to the river. What did my friends do?

5. feed-fed I have a (dog, cat, parrot, etc.). I have to feed it every day. Yesterday I fed it once in the morning and once in the evening. What did I do yesterday?

6. fight-fought People fight in wars. People fight diseases. They fight for freedom and equality. My country fought a war against (name of another country) in (a time period). What happened in (that time period)?

7. hide-hid I have a coin in my hand. Close your eyes while I hide it. Okay, open your eyes. I hid the coin. Where’s the coin? Why don’t you know?

8. hold-held When it rains, I hold my umbrella. Yesterday it rained. I held my umbrella. What did I do yesterday?

9. shake-shook People sometimes shake their finger or their head. Sometimes they shake when they’re cold. Right now I’m shaking my (finger/head). What did I just do?
Exercise 22. Sentence practice.

Directions: Complete the sentences. Use the past form of the verbs in the list.

become, build, hide
bend, feed, hold
bite, fight, shake

1. When my dog got out of the lake, it _______________ itself. Dogs always do that when they're wet.

2. I _______________ my husband's birthday present in the closet yesterday. I didn't want him to find it.

3. Nancy and Tom saved money. They didn't buy a bookcase for their new apartment. They _______________ one.

4. The baby is sleeping peacefully. She's not hungry. Her mother _______________ her before she put her in bed.

5. David is a Canadian citizen. Maria was born in Puerto Rico, but when she married David, she _______________ a Canadian citizen too.

6. Doug is a new father. He felt very happy when he _______________ his baby in his arms for the first time.

7. Many countries in the world _______________ in World War II.

8. A: Ow!
   B: What's the matter?
   A: I _______________ my tongue.

9. We saw a strong man at the circus. He _______________ an iron bar with his bare hands.
Exercise 23. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: I bent . . . (my arm) a building the road

1. the dog happy her baby
2. next week usually a new house
3. a stick my hand sad
4. in the bedroom behind a tree their money
5. some chalk the classroom some papers

Exercise 24. Class activity.

Directions: Answer the questions the teacher asks you. Use a short response and a long response. Close your book for this activity.

Example:

Teacher: Did you write a letter yesterday?

Student: Yes, I did. I wrote a letter yesterday.

1. Did you fly to (this city)?
2. Did you drink a cup of tea this morning?
3. Did you come to class yesterday?
4. Did you go downtown yesterday?
5. Did you eat breakfast this morning?
6. Did you lend some money to ( . . . )?
7. Did you lose your pen yesterday? Did you find it?
8. Did you give your dictionary to ( . . . )?
9. Did you throw your eraser to ( . . . )? ( . . . ), did you catch it?
10. Did someone steal your wallet? Did you get it back?
11. Did you wake up at seven this morning?
12. Did you get up at seven this morning?
13. Did the wind blow yesterday?
14. Did you shut the door?
15. Did class begin at ( . . . )?
16. Did you say hello to ( . . . )?
17. Did you tell ( . . . ) to sit down? ( . . . ), did you sit down?
18. Did you hear my last question?
19. Did you teach your daughter/son to count to ten?
20. Did you bring your books to class today?
21. Did you forget your books?
22. Did you see ( . . . ) yesterday?
23. Did you meet ( . . . )'s wife?
24. Did you leave your sunglasses at the restaurant?
25. Did you read the newspaper this morning?
26. Did you get shopping yesterday?
27. Did you drive your car to school today?
28. Did you ride a horse to school today?
29. Did a barber cut your hair?
30. Did you run to class this morning?
31. Did your pen cost (an amount of money)?
32. Did you understand my question?
33. Did you come to class yesterday?
34. Did you make a mistake?
35. Did you take the bus to school today?
36. Did you write a letter yesterday? Did you send it?
37. Did the telephone ring?
38. Did you break your arm?
39. Did you shake your head?
40. Did you draw a picture?
41. Did you bend your elbow?
42. Did you win a million dollars?
43. Did you feel good yesterday?
44. Did you feed the birds at the park?
45. Did you bite your finger?
46. Did you hurt your finger?
47. Did you hold ( . . . )'s hand?
48. Did you build a bookcase?
49. Did you stand at the bus stop?
50. Did you sing in the shower this morning?
51. Did you grow up in (name of a country)?
52. Did you become an adult?
53. Did (name of a sports team) win yesterday?
54. Did you fall down yesterday?
55. Did you think about me yesterday?
56. Did you fight yesterday?
57. Which pen do you want? Did you choose this one?
58. Did you hide your money under your mattress?
59. Did your car hit a telephone pole yesterday?
60. Did you put your books under your desk?
### 9-7 BEFORE AND AFTER IN TIME CLAUSES

<table>
<thead>
<tr>
<th>S</th>
<th>v</th>
<th>(a) <em>I ate breakfast.</em> = a main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>v</td>
<td>(b) <em>before I went to class</em> = a time clause</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(c) <em>I had breakfast</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(d) <em>Before I went to class</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>A clause is a group of words that has a subject and a verb.</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>A time clause can begin with <em>before</em> or <em>after.</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td><em>before</em> + S + V = a time clause</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td><em>after</em> + S + V = a time clause</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(e) <em>We took a walk</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(f) <em>After we finished our work</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>A time clause can follow a main clause, as in (c) and (e). A time clause can come in front of a main clause, as in (d) and (f).*</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>There is no difference in meaning between (c) and (d) or (e) and (f).</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(g) <em>We cooked</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td><em>we had a cup of coffee.</em></td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>Before and after don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-3, p. 18, and 6-1, p. 158, for information about prepositional phrases.</td>
</tr>
<tr>
<td>s</td>
<td>v</td>
<td>(h) <em>Before I cooked</em></td>
</tr>
</tbody>
</table>

*Note: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

### EXERCISE 25

**Sentence practice.**

**Directions:** Find the main clauses and the time clauses.

1. Before I ate the bananas, I peeled it.
   - *main clause = I peeled it*
   - *time clause = before I ate the banana*

2. We arrived at the airport before the plane landed.

3. I went to a movie after I finished my homework.

4. After the children got home from school, they watched TV.

5. Before I moved to this city, I lived at home with my parents.
**EXERCISE 26. Sentence practice.**

*Directions:* Add a capital letter and period to the complete sentences. Write "Inc." to mean "Incomplete" if the group of words is a time clause and not a complete sentence.

1. we went home → *We went home.*
2. after we left my uncle's house → *Inc.*
3. we went home after we left my uncle's house
   → *We went home after we left my uncle's house.*
4. before we ate our picnic lunch
5. we went to the zoo
6. we went to the zoo before we ate our picnic lunch
7. the children played games after they did their work
8. the children played games
9. after they did their work
10. the lions killed a zebra
11. after the lions killed a zebra
12. they ate it
13. after the lions killed a zebra, they ate it

**EXERCISE 27. Let's talk: small groups.**

*Directions:* Work in small groups. Combine the two ideas into one sentence by using before and after to introduce time clauses. Make four sentences for each item.

*Example:* I put on my coat. I went outside.

**SPEAKER A:** Before I went outside, I put on my coat.
**SPEAKER B:** I put on my coat before I went outside.
**SPEAKER C:** After I put on my coat, I went outside.
**SPEAKER D:** I went outside after I put on my coat.
1. She ate breakfast.

2. He did his homework.

3. We bought tickets.

She went to work.

He went to bed.

We entered the movie theater.
EXERCISE 28. SENTENCE PRACTICE.

Directions: Use the given words to write sentences of your own. Use the simple past.

Example: after I
   → I went to college after I graduated from high school.
   → After I finished dinner, I watched TV.
   Etc.

1. before I came here
2. after I got home last night
3. I went _____ before I
4. after we
5. before they
6. Mr. _____ after he

9-8 WHEN IN TIME CLAUSES

(a) When the rain stopped, we took a walk. OR
   We took a walk when the rain stopped.

(b) When Tom was a child, he lived with his aunt. OR
   Tom lived with his aunt when he was a child.

When can introduce a time clause.
when + s + v = a time clause
In (a): When the rain stopped is a time clause.
In (b): Notice that the noun (Tom) comes before the pronoun (he).

COMPARE
(c) When did the rain stop? = a question
(d) when the rain stopped = a time clause

When is also used to introduce questions.* A question is a complete sentence, as in (c). A time clause is not a complete sentence, as in (d).

*See Charts 3-12, p. 80, and 9-1, p. 252, for information about using when in questions.

EXERCISE 29. SENTENCE PRACTICE.

Directions: Make sentences by combining the ideas in Column A with those in Column B. Then change the position of the time clause.

Example: When the phone rang,
   → When the phone rang, I answered it.*
   → I answered the phone when it rang.

* NOTE: If a sentence with a when-clause talks about two actions, the action in the when-clause happens first. (See Chart 9-12, p. 284.) In the sentence When the phone rang, I answered it, first the phone rang, and then I answered it. Not logically possible: When I answered the phone, it rang.

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**Column A**

1. When the phone rang,
2. When I was in Japan,
3. Maria bought some new shoes
4. I took a lot of photographs
5. Jim was a soccer player
6. When the rain stopped,
7. The antique vase broke

**Column B**

A. when I dropped it.
B. I closed my umbrella.
C. when he was in high school.
D. I answered it.
E. when she went shopping yesterday.
F. I stayed in a hotel in Tokyo.
G. when I was in Hawaii.

**EXERCISE 30. Sentence practice.**

*Directions:* Add a capital letter and a question mark to complete the sentences. Write "Inc." to mean "Incomplete" if the group of words is a time clause and not a question.

1. when did Jim arrive → **W**hen did Jim arrive?
2. when Jim arrived → Inc.
3. when you were a child
4. when were you in Iran
5. when did the movie end
6. when the movie ended
7. when Mr. Wang arrived at the airport
8. when Khalid and Bakir went to a restaurant on First Street yesterday
9. when I was a high school student
10. when does the museum open

**EXERCISE 31. Sentence practice.**

*Directions:* Complete the sentences with your own words. Don’t change the order of the given words.

1. When did _____________________________________________
2. When I ________________________________________________
3. I ___________________________________ when ____________________________
4. When were ____________________________________________
5. When the _____________________________________________
6. The _____________________________________________ when ____________________________
### The Present Progressive and the Past Progressive

**PRESENT PROGRESSIVE** (in progress right now)

(a) It’s 10:00 now. Boris *is sitting* in class.

**PAST PROGRESSIVE** (in progress yesterday)

(b) It was 10:00. Boris *was sitting* in class.

**PRESENT PROGRESSIVE FORM: AM, IS, ARE + -ING**

(c) It’s 10:00. I *am sitting* in class. Boris *is sitting* in class. We *are sitting* in class.

**PAST PROGRESSIVE FORM: WAS, WERE + -ING**

(d) It was 10:00. Boris *was sitting* in class. We *were sitting* in class.

The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 92.

In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00.

The past progressive describes an activity in progress at a particular time in the past.

In (b): Boris began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class *was in progress.*

The present progressive uses the present forms of *be: am, is, are + -ing.*

The past progressive uses the past forms of *be: was and were + -ing.*

---

Boris *is sitting* in class right now at ten o’clock.

Boris *was sitting* in class yesterday at ten o’clock.
EXERCISE 32. Sentence practice.

Directions: Use the words in parentheses to complete the sentences. Discuss the meaning of the phrase "in progress."

1. Paul started to eat dinner at 7:00. At 7:05, Mary came. Paul (eat) __________________ when Mary (come) __________________ at 7:05.

2. Bobby was at home yesterday evening. His favorite program was on television last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called.
   When Kristin (call) __________________ at 8:30, Bobby (watch) __________________ ______ TV.

3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00. At 10:00, Rosa (play) __________________ her guitar.
EXERCISE 33. Let's talk: class activity.

Directions: Look at the picture. Use the past progressive to describe the activities that were in progress.

Mr. and Mrs. Gold invited some friends to their house for the weekend. A thief stole Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?
9-10 USING **WHILE** WITH THE PAST PROGRESSIVE

(a) The phone rang **while** I was sleeping. or
(b) **While** I was sleeping, the phone rang.*

**while** + subject + verb = a time clause
*While* I was sleeping is a time clause.

A **while**-clause describes an activity that was in progress at the time another activity happened. The verb in a **while**-clause is often past progressive (e.g., **was sleeping**).

*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.*

EXERCISE 34. **Let’s talk: class activity.**

**Directions:** Combine the sentences. Use **while**.

1. I was studying last night.
   Rita called.
   → **While** I was studying last night, Rita called.

2. Someone knocked on my apartment door.
   I was eating breakfast yesterday morning.

3. I was cooking dinner yesterday evening.
   I burned my hand.

4. Yoko raised her hand.
   The teacher was talking.

5. A tree fell on my car.
   I was driving home yesterday.

6. I was studying last night.
   A mouse suddenly appeared on my desk.
9-11 **WHILE VS. WHEN IN PAST TIME CLAUSES**

| (a) The mouse appeared while I was studying. | The verb in a while-clause is often past progressive, as in (a) and (b). |
| (b) While I was studying, the mouse appeared. | The verb in a when-clause is often simple past, as in (c) and (d). |
| (c) When the mouse appeared, I was studying. |  |
| (d) I was studying when the mouse appeared. |  |

**EXERCISE 35. Sentence practice.**

*Directions:* Complete the sentences. Use the past progressive in the while-clauses. Use the simple past in the when-clauses.

1. While I *(wash)* __ __ **was washing** __ dishes last night, I *(get) __ **got** __ a phone call from my best friend.

2. When my best friend *(call) __ **called** __ last night, I *(wash) __ **washed** __ dishes.

3. My friend Jessica *(come) __ **came** __, while I *(eat) __ **ate** __ dinner last night.

4. I *(eat) __ **ate** __ dinner when my friend Jessica *(come) __ **came** __ last night.

5. My friend Ricardo *(come) __ **came** __ while I *(watch) __ **watched** __ **something** __, a rented movie on my VCR last night. I *(invite) __ **invited** __ him to join me.

6. I *(watch) __ **watched** __ a rented movie on my VCR last night when my friend Ricardo *(come) __ **came** __ .

7. Jason *(wear) __ **wore** __ a suit and tie when I *(see) __ **saw** __ him yesterday.
8. While I (watched) ______________ TV last night and (relaxed) ______________ after a long day, my new puppy (took) ______________ my wallet from my bedside table.

☐ EXERCISE 36. Let’s talk: class activity

Directions: Perform and describe actions using while-clauses or when-clauses. Close your book for this activity.

Student A: Perform the action your teacher gives you. Then use the present progressive to describe what you are doing. Continue to perform the action.

Student B: Perform your action, then stop.

Student A: After Student B stops, you stop too.

Example: A: Erase the board.
   B: Open the door.
   TEACHER: (Student A), please erase the board. What are you doing?
   STUDENT A: I’m erasing the board right now.
   TEACHER: (Student B), would you please open the door?
   STUDENT B: (open the door)
   TEACHER: Thank you. You may both sit down. (Student C), will you please describe the two actions we saw?
   STUDENT C: While (Student A) was erasing the board, (Student B) opened the door. OR (Student A) was erasing the board when (Student B) opened the door.

1. A: Write on the board.
   B: Drop a book on the floor.
2. A: Walk around the room.
   B: Say hello to (Student A).
3. A: Look out the window.
   B: Take (Student A)’s grammar book.
   B: Ask (Student A) a question.
9-12  SIMPLE PAST VS. PAST PROGRESSIVE:

(a) Jane called me yesterday.
(b) I talked to Jane for an hour last night.
(c) We went to Jack’s house last Friday.
(d) What time did you get up this morning?

The **simple past** describes activities or situations that began and ended at a particular time in the past (e.g., yesterday, last night).

(e) I was studying when Jane called me yesterday.
(f) While I was studying last night, Jane called.

The **past progressive** describes an activity that was in progress (was happening) at the time another action happened.
In (e) and (f): The studying was in progress when Jane called.

(g) I opened my umbrella when it began to rain.

If both the when-clause and the main clause in a sentence are simple past, it means that the action in the when-clause happened first, and the action in the main clause happened second.
In (g): First, it began to rain; second, I opened my umbrella.

**COMPARE**

(h) When the phone rang, I answered it.
(i) When the phone rang, I was studying.

In (h): First, the phone rang; second, I answered it.
In (i): First, the studying was in progress; second, the phone rang.

**EXERCISE 37. Sentence practice.**

_Directions:_ Complete the sentences. Use the simple past or the past progressive.

1. While my cousin and I (have) ___________ dinner at the
   restaurant last night, we (see) ___________ a friend of mine. I (introduce)
   ___________ her to my cousin.

2. When I (hear) ___________ a knock at the door last night, I (walk)
   ___________ to the door and (open) ___________ it. When I (open)
   ___________ the door, I (see) ___________ my brother. I (greet)
   ___________ him and (ask) ___________ him to come in.
3. My cousin and I \(\text{watched}\) a movie on TV last night when my brother \(\text{came}\). He \(\text{watched}\) the end of the movie with us.

4. While I \(\text{walked}\) to class yesterday morning, I \(\text{saw}\) Abdullah. We \(\text{said}\) hello and \(\text{walked}\) the rest of the way to school together.

\section*{EXERCISE 38. Sentence practice.}

\textit{Directions:} Complete the sentences. Use the simple past or the past progressive.

1. Mrs. Reed \(\text{turned}\) on the radio in her car while she \(\text{drove}\) home yesterday. She \(\text{listened}\) to some music when she suddenly \(\text{heard}\) a siren. When she \(\text{looked}\) in her rear-view mirror, she \(\text{saw}\) an ambulance behind her. She immediately \(\text{pulled}\) her car to the side of the road and \(\text{waited}\) for the ambulance to pass.
2. A: I (be) __________ at my friends' house last night. While we (eat) __________ dinner, their cat (jump) __________ on the table. My friends (seem, not) __________ __________ to care, but I lost my appetite.

B: What (you, say) ________________?

A: Nothing.

B: Why (you, ask, not) ________________ your friends to get their cat off the table?

A: I (want, not) ________________ to be impolite.

B: I think your friends were impolite to let their cat sit on the table during dinner.

☐ EXERCISE 39. Sentence practice.

Directions: Use the information in the timeline to make sentences with the simple past and past progressive. Use while, when, before, and after.

Example: 1967. entered Lakeside School

→ In 1967, Bill Gates entered Lakeside School.

→ While he was studying at Lakeside, he began to work with computers.

Bill Gates: a brief history

1955: was born

1967: entered Lakeside School

1967–1973: studied at Lakeside School

1968: wrote his first computer program

1970: started his first software company

1973: graduated from Lakeside
1973–1977: studied at Harvard University
1975: began to design programs for personal computers
1975: started Microsoft
1975–2000: worked as Chief Executive Officer for Microsoft
1977: left Harvard
1994: got married
1996: his first child was born

**EXERCISE 40. Listening**

*Directions:* Listen to the story. Complete the sentences with the verbs you hear.

I ________ a strange experience yesterday. I ________ my book on the bus when a man ________ down next to me and ________ me if I wanted some money. I ________ his money. I ________ very confused. I ________ up and ________ toward the door of the bus.

While I ________ for the door to open, the man ________ to give me the money. When the door ________, I ________ off the bus quickly. I still ________ why he ________ to give me money.

**EXERCISE 41. Verb review.**

*Directions:* Choose the best completions.

1. I was watching TV. I heard a knock on the door. When I heard the knock on the door, I ________ it.
   A. open
   B. am opening
   C. opened
   D. was opening

2. “When ________ you talk to Jane?”
   “Yesterday.”
   A. do
   B. are
   C. did
   D. were

3. I ________ TV when Gina called last night. We talked for an hour.
   A. watch
   B. watched
   C. was watching
   D. am watching
4. Mike is in his bedroom right now. He _____, so we need to be quiet.
   A. is sleeping  
   B. sleeps  
   C. slept  
   D. was sleeping

5. Kate _____ tell us the truth yesterday. She lied to us.
   A. don’t  
   B. doesn’t  
   C. didn’t  
   D. wasn’t

6. I saw a fish while I _____ in the ocean yesterday.
   A. swim  
   B. was swimming  
   C. were swimming  
   D. swimming

7. When I heard the phone ring, I _____ it.
   A. answer  
   B. am answering  
   C. answered  
   D. was answering

8. “_____ you go to concerts often?”
   “Yes. I go at least once a month.”
   A. Do  
   B. Did  
   C. Was  
   D. Were

9. While I _____ dinner last night, I burned my finger.
   A. cooking  
   B. cook  
   C. was cooking  
   D. was cook

10. Where _____ after work yesterday?
    A. you went  
    B. you did go  
    C. did you went  
    D. did you go

□ EXERCISE 42. In’s talk: interview.

Directions: Interview someone you know about his/her activities yesterday morning, yesterday afternoon, and last night. Then use this information to write a paragraph. Use time expressions (first, next, then, at . . . o’clock, later, after, before, when, etc.) to show the order of the activities.

□ EXERCISE 43. Chapter review: error analysis.

Directions: Correct the errors.

1. Did you went downtown yesterday?

2. Yesterday I speak to Ken before he leaves his office and goes home.

3. I heared a good joke last night.

4. When Pablo finished his work.

5. I visitted my relatives in New York City last month.
6. Where did you go yesterday afternoon?

7. Ms. Wah was flew from Singapore to Tokyo last week.

8. When I see my friend yesterday, he didn’t spoke to me.

9. Why Mustafa didn’t came to class last week?

10. Where were you bought those shoes? I like them.

11. Mr. Adams taught our class last week.

12. I wrote a letter last night.

13. Who you wrote a letter to?


**EXERCISE 64. Verb review.**

*Directions:* Complete the sentences with the words in parentheses.

**PART 1.**

Yesterday Fish (be) ________ in the river. He (see) ________ Bear on the bank of the river. Here is their conversation.

**BEAR:** Good morning, Fish.

**FISH:** Good morning, Bear. How (you, be) ________ today?

**BEAR:** I (do) ________ fish, thank you. And you?

**FISH:** Fine, thanks.
BEAR: (you, would like) ___________ to get out of the river and (sit) ___________ with me? I (need) ___________ someone to talk to.

FISH: I (need, not) ___________ to get out of the river for us to talk. We can talk just the way we are now.

BEAR: Hmm.

FISH: Wait! What (you, do) ___________?

BEAR: I (get) ___________ in the river to join you.

FISH: Stop! This (be) ___________ my river! I (trust, not) ___________ you. What (you, want) ___________?

BEAR: Nothing. Just a little conversation. I (want) ___________ to tell you about my problems. I (have) ___________ a bad day yesterday.

FISH: Oh? What happened?

PART II.

BEAR: While I was walking through the woods, I (see) ___________ a beehive. I (pick) ___________ honey. So I (stop) ___________. When I (reach) ___________ inside the beehive to get some honey, a great big bee (come) ___________ up behind me and stung* my ear. The sting (be) ___________ very painful.

*Stung is the past form of the verb sting, which means “to cause sharp pain.”
**FISH:** I (*believe, not*) __________ you. Bees can't hurt bears. I
(*believe, not*) __________ your story about a great big bee.

All bees (*be*) __________ the same size, and they (*be, not*)
______________ big.

**BEAR:** But it is true! Here. Come a little closer and look at my ear. I'll show you
where the big bee stung it.

**FISH:** Okay. Where (*it, be*) __________? Where (*the bee, sting*)
______________ you?

**BEAR:** Right here. See?

**FISH:** Stop! What (*you, do*) __________? Let go of me! Why
(*you, hold*) __________ me?

**BEAR:** I (*hold*) __________ you because I'm going to eat you for
dinner.
FISH: Oh no! You (trick) me! Your story about the great big bee never (happen)!

PART III.

BEAR: That’s right. I (get) in the river because I (want) (catch) you for dinner. And I did! I (catch) you for dinner.

FISH: Watch out! Behind you! Oh no! Oh no! It’s a very, very big bee. It’s huge! It (look) really angry!

BEAR: I (believe, not) you!

FISH: But it (be) true! A great big bee (come) toward you. It’s going to attack you and sting you!

BEAR: What? Where? I (see, not) a bee! Oh no, Fish, you are getting away from me. Oh no! I (drop) you!

Come back! Come back!

FISH: Ha! I (fool) you too Bear. Now you must find your dinner in another place.

BEAR: Yes, you (trick) me too. We (teach) each other a good lesson today: Don’t believe everything you hear.
FISH: Thank you for teaching me that lesson. Now I will live a long and happy life.

BEAR: Yes, we **(learn)** a valuable lesson today, and that’s good. But I **(be)** still hungry. Hmmm. I **(have)** a gold tooth in my mouth. **(you, would like)** **(come closer and look at it)**
## EXERCISE 1. Preview: let’s talk.

*Directions:* Answer your teacher’s questions. Give a short answer and a long answer. Close your book for this activity.

*Example:*

**TEACHER:** Are you going to eat dinner at home tonight?
**STUDENT:** Yes, I am. I’m going to eat dinner at home tonight. Or
No, I’m not. I’m not going to eat dinner at home tonight.

1. Are you going to come to class tomorrow?
2. Is (name of a student) going to be here tomorrow? Please ask her/him.
3. Are (names of two students) going to be here tomorrow? Please ask them.
4. When are you going to go to bed tonight?
5. What time are you going to get up tomorrow morning?
6. Where is (name of a student) going to go tomorrow after class? Please ask her/him.

### 10-1 FUTURE TIME: USING BE GOING TO

| (a) I am going to go downtown tomorrow. | **Be going to** expresses (talks about) the future. **FORM:** *am* + going + infinitive* |
| (b) Sue is going to be here tomorrow afternoon. |
| (c) We are going to come to class tomorrow morning. |
| (d) I’m not going to go downtown tomorrow. |
| (e) Ann isn’t going to study tonight. |
| (f) “Are you going to come to class tomorrow?” “No, I’m not.” |
| (g) “Is Jim going to be at the meeting tomorrow?” “Yes, he is.” |
| (h) “What time are you going to eat dinner tonight?” “Around six.” |
| **NEGATIVE:** be + not + going to |

---

*Infinitive = to + the simple form of a verb (to come, to go, to be, to study, etc.).*
EXERCISE 2. Let's talk: pairwork.

Directions: Work with a partner. Which of the given activities are you going to do tomorrow? Which ones are you not going to do tomorrow?

Partner A: Your book is open. Ask a question. Use *Are you going to ... tomorrow?*

Partner B: Your book is closed. Answer the question. Give both a short answer and a long answer. Use *I'm going to ... tomorrow* or *I'm not going to ... tomorrow* in the long answer.

Example: go downtown

**Partner A (book open):** Are you going to go downtown tomorrow?

**Partner B (book closed):** Yes, I am. *I'm going to go downtown tomorrow.* OR No, I'm not. *I'm not going to go downtown tomorrow.*

1. get up before eight o'clock
2. come to class
3. stay home all day
4. eat lunch
5. get a ride with (someone)
6. get a haircut
7. watch TV in the evening
8. do something interesting in the evening
9. go to bed early
10. go to bed late

Switch roles.

Partner A: Close your book.
Partner B: Open your book. Your turn now.

11. get up early
12. get up late
13. walk to school
14. study grammar
15. get some exercise
16. eat dinner
17. eat dinner alone
18. listen to music after dinner
19. go shopping
20. do something interesting and unusual

EXERCISE 3. Let's talk: class interview.

Directions: Walk around the room. Ask your classmates questions. Write down their names and their answers. Share some of their answers with the class.

Example: tomorrow

**Speaker A:** What are you going to do tomorrow?

**Speaker B:** I'm going to go shopping / get a haircut / walk to school.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. tomorrow morning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Exercise 4: Sentence Practice

**Directions:** Complete the sentences. Use *be going to* and the given expressions (or your own words).

<table>
<thead>
<tr>
<th>Call the Manager</th>
<th>Call the Police</th>
<th>Go to the Bookstore (BD)</th>
<th>Go to an Italian Restaurant</th>
<th>See a Dentist</th>
<th>Stay in Bed Today</th>
<th>Take a Long Walk in the Park</th>
<th>Take It to the Post Office</th>
<th>Take Them to the Laundromat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call the Manager</td>
<td>Call the Police</td>
<td>Go to the Bookstore (BD)</td>
<td>Go to an Italian Restaurant</td>
<td>See a Dentist</td>
<td>Stay in Bed Today</td>
<td>Take a Long Walk in the Park</td>
<td>Take It to the Post Office</td>
<td>Take Them to the Laundromat</td>
</tr>
</tbody>
</table>

1. I need to buy a book. I ______ am going to go to the bookstore. ________
2. It's midnight now. I'm sleepy. I ________________________________
3. Sue is hungry. She ________________________________
4. My clothes are dirty. I ________________________________
5. I have a toothache. I ________________________________
6. I'm writing a composition. I don't know how to spell a word. I ________________________________
7. George has to mail a package. He ________________________________
8. It's a nice day today. Mary and I ________________________________
9. Sue and I want to go swimming. We ____________________________

10. I have a headache. I ____________________________

11. It's late at night. I hear a burglar! I ____________________________

12. I want to be a psychologist. When I go to the university, I ____________________________

13. I feel terrible. I think I'm getting the flu. I ____________________________

14. Ivan and Natasha want to go out to eat. They ____________________________

15. Rosa lives in an apartment. There's a problem with the plumbing. She ____________________________

---

**EXERCISE 5. Let's talk: class activity.**

_Directions:_ Listen to the teacher describe common activities. Picture these activities in your mind. Use _be going to_ to tell what you think your classmates are going to do. Close your book for this activity.

_Example:_

TEACHER: ( . . . ) is carrying his/her textbooks and notebooks. He/She is walking toward the library. What is ( . . . ) going to do?

STUDENT: ( . . . ) is going to study at the library.

1. ( . . . ) is standing next to the chalkboard. He/She is picking up a piece of chalk. What is ( . . . ) going to do?

2. ( . . . ) has some letters in his/her hand. He/She is walking toward the post office. What is ( . . . ) going to do?

3. ( . . . ) is holding a phone book. He/She is looking for ( . . . )'s name. What is ( . . . ) going to do?
4. (...) put some water on the stove to boil. She got a cup and saucer and some tea out of the cupboard. What is (...) going to do?

5. (...) is putting on his/her coat. He/She is walking toward the door. What is (...) going to do?

6. (...) has a basket full of dirty clothes. He/She is walking toward a laundromat. What is (...) going to do?

7. (...) bought some meat and vegetables at the store. He/She is holding a bag of rice. He/She just turned on the stove. What is (...) going to do?

8. (...) and (...) are walking into (name of a local restaurant). It's seven o'clock in the evening. What are (...) and (...) going to do?

9. (...) gave (...) a diamond engagement ring. What are (...) and (...) going to do?

10. (...) and (...) have airplane tickets. They're putting clothes in their suitcases. Their clothes include swimming suits and sandals. What are (...) and (...) going to do?

---

### EXERCISE 6. Let's talk: Interview

**Directions:** Walk around the room. Ask your classmates questions using *be going to*. Write down their names and their answers. Share some of their answers with the class.

**Example:** when I go downtown

**Speaker A:** When are you going to go downtown?

**Speaker B:** Tomorrow afternoon, in a few days, around noon, etc.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where I go after class today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. what time I get home tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. when I eat dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. where I eat dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what time I go to bed tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. what time I get up tomorrow morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. where I be tomorrow morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. when I see your family again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. where I live next year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. when I take a trip and where I go</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 7. Let’s talk: class activity

Directions: Your teacher will ask you questions. Use be going to in your answers.

Close your book for this activity.

Example: You want to buy some tea. What are you going to do? What is (. . .) going to do and why?

Teacher: You want to buy some tea. What are you going to do?
Speaker A: I’m going to go to the grocery store.
Teacher: (to Speaker B) What is (Speaker A) going to do and why?
Speaker B: (Speaker A) is going to go to the grocery store because he/she wants to buy some tea.

1. You have a toothache. What are you going to do? What is (. . .) going to do and why?
2. You need to mail a package. Where are you going to go? Where is (. . .) going to go and why?
3. Your clothes are dirty.
4. It’s midnight. You’re sleepy.
5. It’s late at night. You hear a burglar.
6. You need to buy some groceries.
7. You want to go swimming.
8. You want to go fishing.
9. You want to buy a new coat.
10. You’re hungry.
11. You have a headache.
12. It’s a nice day today.
13. You need to cash a check.
14. You want some (pizza) for dinner.
15. You’re reading a book. You don’t know the meaning of a word.

10-2 USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME

(a) Sue is going to leave at 8:00 tomorrow. Sometimes the present progressive is used to express future time.
(b) Sue is leaving at 8:00 tomorrow. (a) and (b) mean the same thing.
(c) We are going to drive to Toronto next week. (c) and (d) mean the same thing.
(d) We are driving to Toronto next week. The present progressive is used for future meaning when the speaker is talking about plans that have already been made.

COMMON VERBS

<table>
<thead>
<tr>
<th>come</th>
<th>drive</th>
<th>go</th>
<th>meet</th>
<th>spend</th>
<th>stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>fly</td>
<td>leave</td>
<td>return</td>
<td>start</td>
<td>take</td>
</tr>
</tbody>
</table>
EXERCISE 8. Sentence practice.
Directions: Rewrite the sentences using the present progressive.
1. My mother and I are going to leave for our trip at 10:00 tomorrow.
→ My mother and I am leaving for our trip at 10:00 tomorrow.
2. We are going to fly to Athens.
3. We are going to spend a week there.
4. My brother is going to meet us there.
5. He is going to take the train.
6. We are going to go sightseeing together.
7. I am going to come back by boat, and they are going to return by train.

EXERCISE 9. Listening.
Directions: Listen to each sentence. Decide if the meaning is present or future time. Circle the correct answer.
1. (present) future 5. present future
2. present future 6. present future
3. present future 7. present future
4. present future 8. present future

EXERCISE 10. Let's talk: Interview.
Directions: Walk around the room. Ask your classmates questions using the present progressive. Write down their names and their answers. Share some of their answers with the class.
Example: what \ do \ tonight?
SPEAKER A: What are you doing tonight?
SPEAKER B: I'm staying home and watching a DVD.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where \ go \ after school</td>
<td></td>
<td></td>
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<tr>
<td>2. what time \ have dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. when \ go \ to bed tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. what time \ get up \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what \ do \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. what \ do \ this weekend</td>
<td></td>
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</tbody>
</table>
EXERCISE 11. Listening.

*Directions:* Listen to each sentence. Circle the verb you hear.

1. *is going to rain* - is raining, rains
2. *am going to leave* - am leaving, leave
3. *is going to start* - is starting, starts
4. *is going to come* - is coming, comes
5. *is going to call* - is calling, calls
6. *Are you going to study* - Are you studying, Do you study
7. *are going to have* - are having, have
8. *aren't going to go* - aren't going, don't go
9. *is going to ride* - is riding, rides
10. *is going to help* - is helping, helps

10-3 WORDS USED FOR PAST TIME AND FUTURE TIME

<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
<th>PAST: It rained yesterday.</th>
<th>FUTURE: It's going to rain tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>tomorrow</td>
<td></td>
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<tr>
<td>yesterday morning</td>
<td>tomorrow morning</td>
<td></td>
<td></td>
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<tr>
<td>yesterday afternoon</td>
<td>tomorrow afternoon</td>
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<tr>
<td>yesterday evening</td>
<td>tomorrow evening</td>
<td></td>
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<tr>
<td>last night</td>
<td>tomorrow night</td>
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</table>

<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
<th>PAST: I was in class yesterday morning.</th>
<th>FUTURE: I'm going to be in class tomorrow morning.</th>
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<tbody>
<tr>
<td>last week</td>
<td>next week</td>
<td></td>
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<tr>
<td>last month</td>
<td>next month</td>
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<td>last year</td>
<td>next year</td>
<td></td>
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<tr>
<td>last weekend</td>
<td>next weekend</td>
<td></td>
<td></td>
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<tr>
<td>last spring</td>
<td>next spring</td>
<td></td>
<td></td>
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<tr>
<td>last summer</td>
<td>next summer</td>
<td></td>
<td></td>
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<tr>
<td>last fall</td>
<td>next fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>last winter</td>
<td>next winter</td>
<td></td>
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<tr>
<td>last Monday, etc.</td>
<td>next Monday, etc.</td>
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<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
<th>PAST: Mary went downtown last week.</th>
<th>FUTURE: Mary is going to go downtown next week.</th>
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<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
<th>PAST: Bob graduated from high school last spring.</th>
<th>FUTURE: Aya is going to graduate from high school next spring.</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
<th>PAST: I finished my homework five minutes ago.</th>
<th>FUTURE: Pablo is going to finish his homework in five minutes.</th>
</tr>
</thead>
</table>
EXERCISE 12. Sentence practice.

Directions: Complete the sentences. Use yesterday, last, tomorrow, or next.

1. I went swimming ______ yesterday ______ morning.
2. Ken is going to go to the beach ______ tomorrow ______ morning.
3. I'm going to take a trip ______ week.
4. Maria went to Miami ______ week for a short vacation.
5. We had a test in class ______ afternoon.
6. ______ afternoon we're going to go on a picnic.
7. My sister is going to arrive ______ Tuesday.
8. Mr. Kohl bought a used car ______ Friday.
9. My brother is going to enter the university ______ fall.
10. ______ spring I took a trip to San Francisco.
11. Mia is going to fly to London ______ month.
12. Rick lived in Tokyo ______ year.
13. I'm going to study at the library ______ night.
14. ______ night I watched TV.
15. ______ evening I'm going to go to a baseball game.
16. Mrs. Chang went to the opera ______ evening.
EXERCISE 13. Sentence practice.

Directions: Complete the sentences. Use the given time expression with ago or in.

1. ten minutes Class is going to end ____________ in ten minutes.
2. ten minutes Ann’s class ended ____________ ten minutes ago.
3. an hour The post office isn’t open. It closed ____________.
4. an hour Jack is going to call us ____________.
5. two more months I’m studying abroad now, but I’m going to be back home ____________.
6. two months My wife and I took a trip to Morocco ____________.
7. a minute Karen left ____________.
8. half an hour I’m going to meet David at the coffee shop ____________.
9. one more week The new highway is going to open ____________.
10. a year I was living in Korea ____________.


Directions: Change the sentences using ago or in. Use the calendar to calculate the length of time. “Today” is September 9.

PEL 1 PEI PEL PEI PEL PEI

1. Beth and Tom are going to get married on September 14.
   → Beth and Tom are going to get married in five days.

2. They are going to leave for their honeymoon on Sept. 15.


4. They are going to return from their honeymoon on Sept. 23.


6. They began dating a year later.

7. Tom is going to quit his job September 30.

8. Beth and Tom are going to open a restaurant together on December 9.
**EXERCISE 15. **Listening.

*Directions:* Listen to the beginning of each sentence. Circle the correct completion.

1. five minutes ago ____________
   1. five minutes ago ____________
2. one hour ago ____________
   2. one hour ago ____________
3. two weeks ago ____________
   3. two weeks ____________
4. one year ago ____________
   4. one year ____________
5. ten minutes ago ____________
   5. ten minutes ____________
6. a few minutes ago ____________
   6. a few minutes ____________
7. last spring ____________
   7. next spring ____________
8. last summer ____________
   8. next summer ____________
9. last weekend ____________
   9. next weekend ____________
10. yesterday evening ____________
    10. tomorrow evening

**EXERCISE 16. **Let's talk: Interview.

*Directions:* Walk around the room. Ask a different student each pair of questions. Write down their names and their answers. Share some of their answers with the class.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where I go \ yesterday \ where I got tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. who \ call \ last week \ who \ call \ next week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. who \ call \ yesterday \ who \ call \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. what \ watch on TV \ last week \ what \ watch on TV \ next week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. where I live \ five years ago \ where I live \ in five years</td>
<td></td>
<td></td>
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</tbody>
</table>

**EXERCISE 17. **Sentence practice.

*Directions:* Complete the sentences. Use yesterday, last, tomorrow, next, in, or ago.

1. I went to the zoo ______ last ______ week.
2. Yolanda went to the zoo a week ____________.
3. Peter Nelson is going to go to the zoo ____________ Saturday.
4. We’re going to go to the zoo _________________ two more days.

5. My children went to the zoo _________________ morning.

6. My cousin is going to go to the zoo _________________ afternoon.

7. Kim Yang-Don graduated from Sogang University _________________ spring.

8. We’re going to have company for dinner _________________ night.

9. We had company for dinner three days _________________.

10. We’re going to have dinner at our friends’ house _________________ two days.

11. _________________ evening we’re going to go to a concert.

12. _________________ Friday I went to a party.

13. _________________ morning the students took a test.

14. My little sister arrived here _________________ month.

15. She is going to leave _________________ two weeks.

16. _________________ year Yuko is going to be a freshman in college.

10-4 USING A COUPLE OF OR A FEW WITH AGO (PAST) AND IN (FUTURE)

(a) Sam arrived here one (or a) year ago.
(b) Jack is going to be here in two minutes.
(c) I talked to Ann three days ago.

Numbers are often used in time expressions with ago and in.

(d) I saw Carlos a couple of months ago.
(e) He’s going to return to Mexico in a couple of months.
(f) I got a letter from Gina a few weeks ago.
(g) I’m going to see Gina in a few weeks.

A couple of and a few are also commonly used. A couple of means “two.” A couple of months ago = two months ago.
A few means “a small number, not a large number.” A few weeks ago = three, four, or five weeks ago.

(h) I began college last year. I’m going to graduate in two more years. My sister is almost finished with her education. She’s going to graduate in a few more months.

Frequently, the word more is used in future time expressions that begin with in.
EXERCISE 18. Let’s talk: small groups.

Directions: Work in small groups. Take turns completing the sentences. Use information from your own life. Use the words in italics with ago or in. Use numbers (one, two, three, ten, sixteen, etc.) or the expressions a couple of or a few.

1. days We studied Chapter 9 a couple of days ago/three days ago/etc.

2. days We’re going to finish this chapter in a few more days / in _______ three or four days / etc.

3. hours I ate breakfast ____________________________

4. hours I’m going to eat lunch/dinner ____________________________

5. minutes We finished Exercise 17 ____________________________

6. minutes This class is going to end ____________________________

7. years I was born ____________________________

8. years My parents got married ____________________________

9. weeks/months/years I arrived in this city ____________________________, and I’m going to leave this city ____________________________.

EXERCISE 19. Sentence practice.

Directions: Complete the sentences with your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days? Share some of your sentences with the class.

1. ____________________________ a few days ago.

2. ____________________________ in a few days (from now).

3. ____________________________ in a few more minutes.

4. ____________________________ three hours ago.

5. ____________________________ in four more hours.

6. ____________________________ a couple of days ago.

7. ____________________________ in a couple of months (from now).

8. ____________________________ many years ago.

9. ____________________________ in a couple of minutes (from now).
EXERCISE 20. Listening.

Directions: Listen to the sentences. Circle same if the sentence in the book has the same meaning. Circle different if the meaning is different.

1. Jean is going to leave in two days.  
   same  different
2. Tom is going to leave in three weeks.  
   same  different
3. The doctor is going to call in one hour.  
   same  different
4. Tim graduated from high school two years ago.  
   same  different
5. We sold our house five years ago.  
   same  different
6. The mail came ten minutes ago.  
   same  different
7. The phone rang five minutes ago.  
   same  different
8. John is going to be here in forty minutes.  
   same  different

EXERCISE 21. Sentence practice.

Directions: Answer the questions with your own words.

1. What is something you did earlier this year?
   → I came to this city this year.

2. What is something you are doing this year?
   → I am studying English this year.

3. What is something you are going to do this year?
   → I am going to visit my relatives in Cairo this year.
4. What is something you did earlier today?
   → I ____________________________ today.

5. What is something you are doing today, right now?
   → I ____________________________ today.

6. What is something you are going to do later today?
   → I ____________________________ today.

7. What is something you did earlier this morning / afternoon / evening?
   → I ____________________________ this ______________________.

8. What is something you are going to do later this morning / afternoon / evening?
   → I ____________________________ this ______________________.

**EXERCISE 22. Sentence practice.**
*Directions:* Complete the sentences with your own words. Discuss the different verb tenses that are possible.

1. ____________________________ today.
2. ____________________________ this morning.
3. ____________________________ this afternoon.
4. ____________________________ this evening.
5. ____________________________ tonight.
6. ____________________________ this week.
7. ____________________________ this month.
8. ____________________________ this year.

**EXERCISE 23. Let’s talk: small groups.**
*Directions:* Work in small groups. Take turns being Speaker A and asking your classmates questions about future activities.

Speaker A: Begin your question with *When are you going to...?*
Speaker B: Answer Speaker A’s question.
Speaker A: Ask Speaker C a question that begins with *When is (B) going to...?*
Speaker C: Answer in a complete sentence.
Example: go downtown

Speaker A: When are you going to go downtown?
Speaker B: This weekend. / Tomorrow morning. / In a couple of days. / Etc.
Speaker A: When is ( . . . ) going to go downtown?
Speaker C: He/She is going to go downtown this weekend.

1. have dinner
2. do your grammar homework
3. go shopping
4. go to (name of a class)
5. visit (name of a place in this city)
6. call (name of a student) on the phone
7. go to (name of a restaurant) for dinner
8. see your family again
9. buy a car
10. see (name of a new movie)
11. go to (name of an event)
12. take a vacation

Exercise 24. Let’s talk: pairwork.

Directions: Work with a partner. Ask questions using the given verbs or your own words.

Example: tomorrow morning
PARTNER A: Are you going to come to class tomorrow morning?
PARTNER B: Yes, I am. OR No, I’m not.

Example: yesterday morning
PARTNER A: Did you eat breakfast yesterday morning?
PARTNER B: Yes, I did. OR No, I didn’t.

Remember: You can use the given verbs or your own words.

<table>
<thead>
<tr>
<th>buy</th>
<th>drive</th>
<th>shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>eat</td>
<td>sleep</td>
</tr>
<tr>
<td>come</td>
<td>get up</td>
<td>visit</td>
</tr>
<tr>
<td>do</td>
<td>go</td>
<td>wake up</td>
</tr>
<tr>
<td>drink</td>
<td>send</td>
<td>wash</td>
</tr>
</tbody>
</table>

Switch roles.

1. last night
2. tomorrow night
3. tonight
4. tomorrow afternoon
5. yesterday afternoon
6. this afternoon
7. last Friday
8. next Friday
9. next week
10. last week
11. this week
12. yesterday morning
13. tomorrow morning
14. this morning
15. later today
16. a couple of hours ago
17. in a couple of hours (from now)
18. this evening
EXERCISE 25. Listening.

Directions: Listen to each sentence. Decide if the meaning is past, present, or future time. Circle the correct answer.

1. past (present) future
2. past present future
3. past present future
4. past present future
5. past present future
6. past present future
7. past present future
8. past present future
9. past present future
10. past present future

10-6 FUTURE TIME: USING WILL

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>(a) Mike will arrive at 10:00 tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) Mike is going to arrive at 10:00 tomorrow.</td>
</tr>
<tr>
<td>(c) CORRECT:</td>
<td>Mike will go there.</td>
</tr>
<tr>
<td></td>
<td>INCORRECT: Mike will go there.</td>
</tr>
<tr>
<td></td>
<td>INCORRECT: Mike will go there.</td>
</tr>
<tr>
<td></td>
<td>(d) CORRECT: Mike will arrive at 10:00.</td>
</tr>
<tr>
<td></td>
<td>INCORRECT: Mike will arrives at 10:00.</td>
</tr>
<tr>
<td>(e) CORRECT:</td>
<td>Mike will go there.</td>
</tr>
<tr>
<td></td>
<td>INCORRECT: Mike will go there.</td>
</tr>
</tbody>
</table>

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

The simple form of a verb follows will. In (c), get and go are NOT correct.

There is never a final -a on will for future time.

Will is not followed by an infinitive with to.

CONTRACTIONS

(f) I will come. = I'll come.
You will come. = You'll come.
She will come. = She'll come.
He will come. = He'll come.
It will come. = It'll come.
We will come. = We'll come.
They will come. = They'll come.

Will is contracted to 'll with subject pronouns. These contractions are common in both speaking and writing.

NEGATIVE

(g) Bob will not be here tomorrow.
(h) Bob won't be here tomorrow.

Negative contraction will + not = won't

*Will is also often contracted with nouns in speaking (but not in writing).
WRITTEN: Now will be here at 10.
SPOKEN: "Now'll be here at 10."
EXERCISE 26. Let's talk: class activity.

Directions: Change the sentences by using will to express future time.

1. I'm going to arrive around six tomorrow.
   → I'll arrive around six tomorrow.

2. Ahmed isn't going to come to our party.

3. He's going to be out of town next week.

4. Mrs. Rivera is going to be in class tomorrow.

5. She has a cold, but she isn't going to stay home.

6. Jack and Olga are going to meet us at the movie theater.

7. They're going to be there at 7:15.

8. Tina is going to stay home and watch TV tonight.*

9. This is an important letter. I'm going to send it by express mail.

10. My parents are going to stay at a hotel in Honolulu.

11. Hurry up, or we're going to be late for the concert.

12. I'm not going to be at home this evening.

13. I'm going to wash the dishes and clean the kitchen after dinner.

14. Be careful with those scissors! You're going to hurt yourself!

*When two verbs are connected by and, the helping verbs be going to and will are usually not repeated. For example:
I'm going to lock the doors and will turn out the lights.
I'll lock the doors and will turn out the lights.
EXERCISE 21. Listening.

Directions: Listen to each sentence. Circle the word(s) you hear.
1. teacher will
2. teacher'll
3. We'll
4. We'll
5. I'll
6. students'll
7. John'll
8. doctor'll
9. nurse'll
10. You'll

EXERCISE 28. Listening.

Directions: Think of a place you would like to visit during your dream vacation. It can be a small town, a big city, a country, or a place far away from cities or towns. After you have this place in your mind, listen to the questions and write complete answers. Share a few of your answers with the class.

1.
2.
3.
4.
5.

10-7 ASKING QUESTIONS WITH WILL

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Tom come tomorrow?</td>
<td>Yes, he will.* No, he won't.</td>
</tr>
<tr>
<td>Will you be at home tonight?</td>
<td>Yes, I will.* No, I won't.</td>
</tr>
<tr>
<td>Will Ann arrive?</td>
<td>Next Saturday.</td>
</tr>
<tr>
<td>Will the plane arrive?</td>
<td>Three-thirty.</td>
</tr>
<tr>
<td>Will you be tonight?</td>
<td>At home.</td>
</tr>
</tbody>
</table>

*NOTE: will is not contracted with a pronoun in a short answer. See Chart 2-2, p. 25, for information about the use of contractions in short answers.

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EXERCISE 29. Question practice.

Directions: Make questions.

1. A: Will you be at home tomorrow night?
   B: Yes, I will. (I’ll be at home tomorrow night.)

2. A: Will Ann be in class tomorrow?
   B: No, she won’t. (Ann won’t be in class tomorrow.)

3. A: When will you see Mr. Pong?
   B: Tomorrow afternoon. (I’ll see Mr. Pong tomorrow afternoon.)

4. A: 
   B: Yes, The plane will be on time.

5. A: 
   B: Yes, Dinner will be ready in a few minutes.

6. A: 
   B: In a few minutes. (Dinner will be ready in a few minutes.)

7. A: 
   B: Next year. (I’ll graduate next year.)

8. A: 
   B: At the community college. (Mary will go to school at the community college next year.)

9. A: 
   B: No, Jane and Mark won’t be at the party.

10. A: 
    B: Yes, Mike will arrive in Chicago next week.)
11. A: __________________________________________
   B: In Chicago. (Mike will be in Chicago next week.)

12. A: __________________________________________
   B: No, ________________ (I won't be home early tonight.)

13. A: __________________________________________
   B: In a few minutes. (Dr. Smith will be back in a few minutes.)

14. A: __________________________________________
   B: Yes, ________________ (I'll be ready to leave at 8:15.)

☐ EXERCISE 30. Let's talk: pairwork.

Directions: Work with a partner.

PART 1. Imagine you are visiting Paris. Check (√) the fun things you will do on your trip.

Paris activities:

___ visit the Eiffel Tower
___ ride the elevator to the top
___ drink coffee in a French café
___ buy a painting from a street artist
___ ride a boat on the Seine River
___ see the Mona Lisa at the Louvre museum
___ speak French
___ buy some clothes at a French shop
___ eat dinner in an expensive French restaurant
___ visit Notre Dame cathedral
___ take a bus tour of Paris
___ buy some French perfume

314 CHAPTER 10
PART II. Take turns asking and answering questions about your activities.

Example: visit the Eiffel Tower

PARTNER A: Will you visit the Eiffel Tower?
PARTNER B: Yes, I will. OR No, I won’t.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. visit the Eiffel Tower</td>
<td>1. ride the elevator to the top</td>
</tr>
<tr>
<td>2. drink coffee in a French café</td>
<td>2. buy a painting from a street artist</td>
</tr>
<tr>
<td>3. ride a boat on the Seine River</td>
<td>3. see the Mona Lisa at the Louvre museum</td>
</tr>
<tr>
<td>4. speak French</td>
<td>4. buy some clothes at a French shop</td>
</tr>
<tr>
<td>5. eat dinner in an expensive French restaurant</td>
<td>5. visit Notre Dame cathedral</td>
</tr>
<tr>
<td>6. take a bus tour of Paris</td>
<td>6. buy some French perfume</td>
</tr>
</tbody>
</table>

EXERCISE 31. Listening

Directions: Read the story. Then listen to the questions and circle the correct answers. NOTE: Jane is a high school student. She is thinking about next year. New Year’s is in one week. She wants to change some of her habits. She is going to make some New Year’s resolutions.

Jane is a good student. She studies a lot, but she likes to go to parties on weekends. She wants to attend a good university, so next year she will study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She will exercise four times a week.

Now, she only exercises two times a week. She doesn’t smoke, but she wants to lose a little weight. She will start a new diet next year. Jane loves her grandmother, but she doesn’t see her very much. Jane misses her. Next year, she will visit her once a week. Jane is planning a lot of changes, and she thinks she will be happier.

1. Yes, she will. No, she won’t.
2. Yes, she will. No, she won’t.
3. Yes, she will. No, she won’t.
4. Yes, she will. No, she won’t.
5. Yes, she will. No, she won’t.
6. Yes, she will. No, she won’t.
7. Yes, she will. No, she won’t.
8. Yes, she will. No, she won’t.
**EXERCISE 32. Listening.**

Directions: *Will* and *want* sound similar. Listen carefully to the sentences and circle the verbs you hear.

1. won't
2. won't
3. won't
4. won't
5. won't
6. won't
7. won't
8. won't

### 10-8 VERB SUMMARY: PRESENT, PAST, AND FUTURE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIMPLE PRESENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I eat lunch every day.</td>
<td>I don't eat breakfast.</td>
<td>Do you eat breakfast?</td>
</tr>
<tr>
<td>He eats lunch every day.</td>
<td>She doesn't eat breakfast.</td>
<td>Does she eat lunch?</td>
</tr>
<tr>
<td><strong>PRESENT PROGRESSIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am eating an apple right now.</td>
<td>I'm not eating a pear.</td>
<td>Am I eating a banana?</td>
</tr>
<tr>
<td>She is eating an apple.</td>
<td>She isn't eating a pear.</td>
<td>Is she eating a banana?</td>
</tr>
<tr>
<td>They are eating apples.</td>
<td>They aren't eating pears.</td>
<td>Are they eating bananas?</td>
</tr>
<tr>
<td><strong>SIMPLE PAST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He ate lunch yesterday.</td>
<td>He didn't eat breakfast.</td>
<td>Did you eat breakfast?</td>
</tr>
<tr>
<td><strong>BE GOING TO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am going to eat lunch at noon.</td>
<td>I'm not going to eat breakfast tomorrow.</td>
<td>Am I going to see you tomorrow?</td>
</tr>
<tr>
<td>She is going to eat lunch at noon.</td>
<td>She isn't going to eat breakfast tomorrow.</td>
<td>Is she going to eat lunch tomorrow?</td>
</tr>
<tr>
<td>They are going to eat lunch at noon.</td>
<td>They aren't going to eat breakfast tomorrow.</td>
<td>Are they going to eat lunch tomorrow?</td>
</tr>
<tr>
<td><strong>WILL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He will eat lunch tomorrow.</td>
<td>He won't eat breakfast tomorrow.</td>
<td>Will he eat lunch tomorrow?</td>
</tr>
</tbody>
</table>
EXERCISE 33. Sentence practice.

Directions: Complete the sentences with the verbs in parentheses.

1. Right now, Anita (sit) _____________ at her desk.

2. She (do, not) _________________ homework. She (write) _________________ an e-mail to her parents.

3. She (write) _________________ an e-mail to her parents every week.

4. She (write, not) _________________ an e-mail every day.

5. Her parents (expect, not) _________________ _________________ to get an e-mail every day.

6. Last night Anita (write) _________________ an e-mail to her brother. Then she (start) _________________ to write an e-mail to her sister.

7. While Anita was writing an e-mail to her sister last night, her phone (ring) _________________. It (be) _________________ her sister!

8. Anita (finish, not) _________________ the e-mail to her sister last night. After she (talk) _________________ to her sister, she (go) _________________ to bed.

9. Tomorrow she (write) _________________ an e-mail to her cousin in Brazil.

10. Anita (write, not) _________________ an e-mail to her parents tomorrow.

11. (you, write) _________________ an e-mail to someone every day?

12. (you, write) _________________ an e-mail to someone yesterday?

13. (you, write) _________________ an e-mail to someone tomorrow?
EXERCISE 34. LISTENING.

Directions: Listen to the sentences. Write the verbs you hear.

1. Bill _meat, eggs, or fish.
2. He _a vegetarian. He _meat from animals. He _it as a child either.
3. His wife Beth _meat, but she _a vegetarian.
4. She _the taste of meat.
5. They _a new restaurant tomorrow.
6. John _probably _a dish with lots of vegetables.
7. Beth _vegetables for a main dish. She _for some type of fish.
8. _themselves?
9. _back to this restaurant?

10-9 VERB SUMMARY: FORMS OF BE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I _from Korea.</td>
<td>I _not from Jordan.</td>
<td>_in the right room?</td>
</tr>
<tr>
<td>He _from Egypt.</td>
<td>She _from China.</td>
<td>_from Greece?</td>
</tr>
<tr>
<td>They _from Venezuela.</td>
<td>They _from Italy.</td>
<td>_they from Kenya?</td>
</tr>
<tr>
<td>Ann _late yesterday.</td>
<td>She _on time.</td>
<td>_in class?</td>
</tr>
<tr>
<td>They _late yesterday.</td>
<td>They _on time.</td>
<td>_they in class?</td>
</tr>
<tr>
<td>BE GOING TO</td>
<td>I _to be late.</td>
<td>_going to be late?</td>
</tr>
<tr>
<td>She _to be late.</td>
<td>She _to be on time.</td>
<td>_the going to be late?</td>
</tr>
<tr>
<td>They _to be late.</td>
<td>They _to be on time.</td>
<td>_late tomorrow?</td>
</tr>
<tr>
<td>WILL</td>
<td>He _be at home tomorrow.</td>
<td>_be at home tomorrow?</td>
</tr>
<tr>
<td></td>
<td>He _not be at home today.</td>
<td></td>
</tr>
</tbody>
</table>

318 CHAPTER 10
Exercise 35. Sentence practice: review of be.

Directions: Complete the sentences with the verbs in parentheses.

1. I (be) ____________ in class right now. I (be, not) ____________ here yesterday. I (be) ____________ absent yesterday. (you, be) ____________ in class yesterday? (Carmen, be) ____________ ____________ here yesterday?

2. Carmen and I (be) ____________ absent from class yesterday. We (be, not) ____________ here.

3. My friends (be) ____________ at Fatima’s apartment tomorrow evening. I (be) ____________ there too. (you, be) ____________ there?

4. Yuko, (be) ____________ there?

4. A whale (be, not) ____________ a fish. It (be) ____________ a mammal. Dolphins (be, not) ____________ fish either. They (be) ____________ mammals.

Exercise 36. Listening: review of be.

Directions: Listen to the sentences. Write the words you hear.

1. A: ____________ here tomorrow?
   B: Yes, ____________, but ____________ probably ____________ late.

2. A: Where ____________ your visitors from?
   B: Ali ____________ from Kuwait, and Toshi and Hiro ____________ from Japan.

3. A: ____________ everyone in class yesterday?
   B: All the students ____________ there, but the teacher ____________ absent.
   A: ____________ sick?
   B: No, ____________, but his daughter ____________.
4. A: Let’s hurry! _______________ really late.
B: _______________ late. I think your watch
______________ fast.
A: My watch __________ fast. Maybe your watch ______ slow!
B: Let’s not argue. ___________________ there any sooner if we argue.

EXERCISE 37. Review.
Directions: Pretend you are going to start a self-improvement plan for this coming
year. What are some things you are going to do will do to improve yourself and your
life this year? Make a list, then share some of your ideas with the class.
Example: I will stop smoking.
I am going to get more exercise.
Etc.

EXERCISE 38. Review: small groups.
Directions: Work in small groups. What is going to happen in the lives of your
classmates in the next 50 years? Make predictions about your classmates’ futures.
Share some of your predictions with the class.
Example:
SPAKER A: Heidi is going to become a famous research scientist.
SPAKER B: Ali will have a happy marriage and lots of children.
SPAKER C: Carlos will live in a quiet place and write poetry.
Etc.

EXERCISE 39. Review: small groups.
Directions: In the mail is a letter from your bank. In the envelope is a gift of a lot of
money. (As a class, decide on the amount of money in the gift.) You can keep the
money if you follow the directions in the letter. There are six different versions of the
letter. Choose one (or more) of the letters and describe what you are going to do.
Then break into small groups and share your answers.
LETTER #1: You have to spend the money on a wonderful vacation. What are you
going to do?
LETTER #2: You have to spend the money to help other people. What are you going to
do?
LETTER #3: You have to spend the money to improve your school or place of work.
What are you going to do?
LETTER #4: You have to spend the money on your family. What are you going to do?
LETTER #5: You have to spend the money to make the world a better place. What are you going to do?
LETTER #6: You have to spend the money to improve your country. What are you going to do?

☐ EXERCISE 40. Review: Chapters 8 → 10.

Directions: Correct the errors.

1. Is Ivan will go to work tomorrow?

2. When you will call me?

3. Will Tom to meet us for dinner tomorrow?

4. We went to a movie yesterday night.

5. Did you found your keys?

6. What time you are going to come tomorrow?

7. My sister is going to meet me at the airport. My brother won’t to be there.

8. Mr. Wong will sells his business and retires next year.

9. Do you will be in Venezuela next year?

10. I’m going to return home in a couple of month.

11. I saw Jim three day ago.

12. A thief stole my bicycle.

☐ EXERCISE 41. Review: verb forms.

Directions: Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

1. A: (you, have) ______ Do you have ______ a bicycle?

   B: Yes, I ______ do ______. I (ride) ______ ride ______ it to work every day.
2. A: (you, walk) __________________ to work yesterday?
   B: No, I _______________. I (ride) _______________ my bicycle.

3. A: Where (you, study, usually) ____________________________?
   B: In my room.
   A: (you, go) _______________ to the library to study sometimes?
   B: No. I (like, not) _______________ to study at the library.

4. A: (you, be) ___________________________ in class tomorrow?
   B: Yes, I _______________. But I (be, not) _______________ in class the day after tomorrow.

5. A: (whales, breathe) ___________________________ air?
   B: Yes, they _______________.
   A: (a whale, have) ___________________________ lungs?
   B: Yes, it _______________.
   A: (a whale, be) ___________________________ a fish?
   B: No, it _______________. It (be) _______________ a mammal.
6. A: (Yuko, call) .......................... you last night?

   B: Yes, she ......................... . We (talk) ......................... for a few minutes.

   A: (she, tell) .......................... you about her brother, Tom?

   B: No, she ......................... . She (say, not) ......................... anything about him. Why?

   A: Tom (be) ......................... in an accident.

   B: That's too bad. What happened?

   A: A dog (run) ......................... in front of his bicycle. He (went, not) ......................... to hit the dog. When he (try) ......................... to avoid the dog, his bike (run) ......................... into the path of a truck. The truck hit Tom. It was an unfortunate accident.

   B: (he, be) ......................... in the hospital now?

   A: No, he ......................... . He (be) ......................... at home.
Exercise 42. Let's talk: small groups.

Instructions: Work in groups of three. The name of the man in the pictures is Alex. What is he doing? Why? Make up probable reasons. Each student in your group will give a different description of Alex's activities. Follow the directions below. Later, share your group's ideas about Alex's activities with the rest of the class.

Speaker A: Assume each picture shows things that Alex is doing right now and/or does every day. Use the pictures to describe some of Alex's activities. Use present tenses.

Speaker B: Assume the pictures show things that Alex is going to do tomorrow. Describe these activities.

Speaker C: Assume the pictures show things that Alex did yesterday. Describe these activities.
## 11-1 MAY/MIGHT vs. WILL

(a) It may rain tomorrow.
(b) Anita might be at home now.

(c) It might rain tomorrow.
(d) Anita might be at home now.

(e) Tom will be at the meeting tomorrow.
(f) Ms. Lee may/might be at the meeting tomorrow.

(g) Ms. Lee may/might not be at the meeting tomorrow.

**INCORRECT:** Ms. Lee may will be at the meeting tomorrow.
**INCORRECT:** Ms. Lee might will be at the meeting tomorrow.

**May** + verb (simple form) expresses a possibility in the future, as in (a), or a present possibility, as in (b).

**Might** has the same meaning as **may**. (a) and (c) have the same meaning.

In (e): The speaker uses **will** because he feels sure about Tom’s presence at the meeting tomorrow. In (f): The speaker uses **may/might** to say, “I don’t know if Ms. Lee will be at the meeting, but it is possible.”

In (g): Negative form: **may/might + not**

- **May and might** are not used with **will**.

### EXERCISE 1. Sentence practice.

**Directions:** Complete the sentences. Use **will** or **won’t** if you’re sure. Use **may/might** if you’re not sure.

1. I ___________________ be in class next Monday.
   - I will be in class next Monday. = You’re sure.
   - I will not (won’t) be in class next Monday. = You’re sure.
   - I may/might be in class next Monday. OR
   - I may/might not be in class next Monday. = It’s possible, but you’re not sure.
2. I __________________ eat breakfast tomorrow morning.
3. I __________________ be in class tomorrow.
4. I __________________ get an e-mail from a friend of mine tomorrow.
5. I __________________ watch TV for a little while after dinner tonight.
6. We __________________ have a grammar test in class tomorrow.
7. I __________________ eat dinner at a restaurant tonight.
8. It __________________ be cloudy tomorrow.
9. The sun __________________ rise tomorrow morning.
10. I __________________ choose a career in music after I finish school.
11. The population of the earth __________________ continue to grow.
12. Cities __________________ become more and more crowded.
13. Some people think we __________________ communicate with beings from outer space soon.

EXERCISE 2. Let's write and talk.

Directions: Write two paragraphs. Use the given words. Use your own paper.
Paragraph 1: Write about your activities yesterday.
Paragraph 2: Write about your activities tomorrow.
Then show your paragraphs to a partner. Your partner will share some of your activities with the class.

Paragraph 1.
I got up at _____ yesterday morning. After that, _____.
Around _____
o'clock, ____. Later ____. At: _____ o'clock, ____. Then _____.
_____ a little later. Then at _____ o'clock ____. 
PARAGRAPH 2.

I’m going to get up at _____ tomorrow morning. Then _____.
After that, _____.
Around _____ o’clock, _____.
Later _____.
At _____ o’clock, _____.
Next _____.
_____ a little later.
Then at _____ o’clock, _____.

□ EXERCISE 3. Let’s talk: pairwork.
Directions: Work with a partner. Take turns completing the sentences about yourself and other people in the list.

yourself ("I")
a friend
your partner ("you")
the leader of your country
a classmate
a world leader
your teacher
a movie star
a member of your family
a famous athlete

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
</table>
| 1. In five years, _____ will _____.
2. Next year, _____ may not _____.
3. _____ might _____ tomorrow.
4. _____ might or might not _____ next week.
5. _____ won’t _____ in 2020. | 1. _____ might not _____ tomorrow.
2. Next year, _____ won’t _____.
3. In 20 years, _____ may _____.
4. Next week, _____ may or may not _____.
5. _____ will _____ in a few years. |

11-2 *MAYBE (ONE WORD) vs. MAY BE (TWO WORDS)*

(a) “Will Abdullah be in class tomorrow?”
“I don’t know. **Maybe. Maybe Abdullah will be** in class tomorrow, and **may be he won’t.**”

(b) **Maybe** | **Abdullah** | **will be** here.
| adverb | subject | verb

The adverb **maybe** (one word) means "possibly."

**Maybe** comes in front of a subject and verb.

(c) **Abdullah** | **may be** here tomorrow.
| subject | verb

**May be** (two words) is used as the verb of a sentence.
EXERCISE 4. Sentence practice.

Directions: Find the sentences where *maybe* is used as an adverb and where *may* is used as part of the verb.

1. Maybe it will rain tomorrow. $\rightarrow$ *Maybe* = an adverb
2. It may rain tomorrow. $\rightarrow$ *may rain* = a verb; *may* is part of the verb
3. We may go to the art museum tomorrow.
4. Maybe Ann would like to go to the museum with us.
5. She may like to go to art museums.
6. It’s cold and cloudy today. It may be cold and cloudy tomorrow. Maybe the weather will be warm and sunny this weekend.

EXERCISE 5. Sentence practice.

Directions: Complete the sentences with *maybe* or *may be*.

1. A: I ______ may be ______ a little late tonight.
   B: That’s okay. I won’t worry about you.

2. A: Will you be here by seven o’clock?
   B: It’s hard to say. ____ *Maybe_______ I’ll be a little late. 

3. A: It ______ cold tomorrow.
   B: That’s okay. Let’s go to the beach anyway.

4. A: Will the plane be on time?
   B: I think so, but it ____________ a few minutes late.

5. A: Do you want to go to the park tomorrow?
   B: Sure. That sounds like fun.
   A: Let’s talk to Carlos too. _____________ he would like to go with us.

6. A: Where’s Mr. Chu?
   B: Look in Room 506 down the hall. I think he ____________ there.
   A: No, he’s not there. I just looked in Room 506.
   B: _____________ he’s in Room 508.
**EXERCISE 6. Listening.**

*Directions:* Listen to the sentences. Circle the use of *may* that you hear.

*Examples: _____ I'll see you tomorrow. (Maybe) May + verb
I _____ you later today. (Maybe) May + verb

1. maybe may + verb
2. maybe may + verb
3. maybe may + verb
4. maybe may + verb
5. Maybe May + verb
6. Maybe May + verb
7. maybe may + verb
8. Maybe May + verb

**EXERCISE 7. Sentence practice.**

*Directions:* Rewrite the sentences. Use the words in parentheses.

1. Maybe I will study.
   a. *(might)* __________
   b. *(may)* __________

2. The teacher might give a test.
   a. *(may)* __________
   b. *(may)* __________

3. Maybe Janet will be home early.
   a. *(may)* __________
   b. *(might)* __________

4. She might be late.
   a. *(may)* __________
   b. *(maybe)* __________

5. It may rain tomorrow.
   a. *(maybe)* __________
   b. *(might)* __________

Directions: Answer the questions. Use *maybe* or *may/might*.

1. A: Is David going to come to the party?
   B: I don't know. *Maybe* ________.

2. A: What are you going to do tomorrow?
   B: I don't know. I *may/might* go swimming.

3. A: What are you going to do tomorrow?
   B: I don't have any plans. _____________ I'll go swimming.

4. A: Where is Robert?
   B: I don't know. He _____________ be at his office.

5. A: Where is Robert?
   B: I don't know. _____________ he's at his office.

6. A: Are Kate and Steve going to get married?
   B: _____________: Who knows?

7. A: Are you going to move to Portland or to Seattle?
   B: I don't know. I _____________ move to San Francisco.

8. A: Where are you planning to go on your vacation?
   B: _____________ we'll go to Mexico. We haven't decided yet.

   We _____________ go to Florida.

9. A: I'd like to have a pet.
   B: Oh? What kind of pet would you like to get?

   A: Oh, I don't know. I haven't decided yet. _____________ I'll get a

   canary. Or _____________ I'll get a snake. I'm not sure. I

   _____________ get a frog. Or I _____________ get a turtle.

   B: What's wrong with a cat or dog?
**EXERCISE 9. Let’s talk.**

*Directions:* Work in groups or as a class. The group leader or your teacher will ask you questions. Answer them by using *I don’t know* + *maybe or may/might.* If you work in groups, choose a new leader where indicated.

*Example:*

TEACHER/LEADER: What are you going to do tonight?

STUDENT: I don’t know. Maybe I’ll watch TV. / I may watch TV. / I might watch TV.

1. What are you going to do tonight?
2. What are you going to do tomorrow?
3. What are you going to do after class today?
4. What are you going to do this weekend?
5. What are you going to do this evening?

Choose a new leader.

6. Who is going to go shopping tomorrow? What are you going to buy?
7. Who is going to go out to eat tonight? Where are you going to go?
8. Who is going to get married? When?
9. Who is going to watch TV tonight? What are you going to watch?

Choose a new leader.

10. Who is absent today? Where is he/she?

11. Is it going to rain tomorrow? What is the weather going to be like tomorrow?

12. Who is planning to go on a vacation? Where are you going to go?

13. Who wants to have a pet? What kind of pet are you going to get?

**EXERCISE 10. Let’s talk. pairwork.**

*Directions:* Work with a partner. Use the phrases below to tell your partner about your activities tomorrow. Use *will/won’t, going to/not going to, maybe, may,* and *might.*

*Example: go to a movie / go shopping*

PARTNER A: I’m not going to go to a movie tomorrow. I might go shopping.

PARTNER B: I might go to a movie. Maybe I’ll go shopping.

1. wake up early / sleep in
2. eat a big breakfast / eat a small breakfast
3. stay home / go to school
4. get some exercise in the afternoon / take a nap in the afternoon
5. do my homework in the evening / watch TV in the evening
6. eat ice cream / eat vegetables
7. cook dinner \ eat out
8. clean my house (apartment, bedroom, car, kitchen) \ read a book
9. shop on the Internet \ shop at a store
10. visit a friend \ visit a chat room on the Internet

\[\text{Exercise 11. Listening.}\]

\textit{Directions:} Listen to each sentence. Circle the letter of the sentence that has the same meaning as the sentence you hear.

1. ( ) Maybe I will be absent.
   a. I’m going to be absent.

2. ( ) Our plans will change.
   a. Our plans might change.

3. ( ) It is going to rain.
   b. Maybe it will rain.

4. ( ) We may finish this grammar book soon.
   b. We will finish this grammar book soon.

5. ( ) Maybe John will get good news tomorrow.
   b. John is going to get good news tomorrow.

6. ( ) The class may start on time.
   b. The class is going to start on time.

\[\text{Exercise 12. Let’s Talk: Class Activity.}\]

\textit{Directions:} Your teacher will ask you questions. Use the given information to make guesses. Include \textit{may/might} and \textit{maybe} in some of your guesses. Close your book for this activity.

\textit{Example:}
TEACHER: ( . . . ) is absent today. Why? Do you have any possible explanations?

STUDENT A: He/She \textit{may} be sick.

STUDENT B: He/She \textit{might be} out of town today.

STUDENT C: \textit{Maybe} he/she is late today and will come soon.

1. What is ( . . . ) going to do after class today?

2. ( . . . ) said, “I have very exciting plans for this weekend.” What is he/she going to do this weekend?
3. ( . . . ) has an airplane ticket in his pocket. I saw it. Do you know where he/she is going to go?
4. ( . . . ) said, "I don’t like it here in this city." Why doesn’t ( . . . ) like it here? Do you have any idea?
5. ( . . . ) doesn’t like it here. What is he/she going to do?
6. ( . . . ) has something very special in his/her pocket, but he/she won’t show anyone what it is. What do you suppose is in his/her pocket?
7. Can you think of some good things that may happen to you this year?
8. What are some good things that might happen to ( . . . ) this year or next year?
9. Can you think of some bad things that might happen in the world this year or next?
10. What are some good things that may happen in the world this year?
11. What new inventions do you think we may have in the future to make our lives easier?

**EXERCISE 13. Let’s talk: pairwork.**

*Directions: Work with a partner. Check the boxes that describe your activities tomorrow. Show your answers to your partner. She/He will make sentences about you and share some of them with the class.*

*Example:* You may/might get up at 7:00. *or* Maybe you’ll get up at 7:00. You’ll come to class. *or* You’re going to come to class. You won’t sing in the shower. *or* You’re not going to sing in the shower.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. send some e-mails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. watch TV</td>
<td></td>
<td></td>
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<tr>
<td>5. talk on the phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. play soccer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. read an English language newspaper</td>
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<td></td>
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<tr>
<td>8. look up information on the Internet</td>
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<tr>
<td>9. have dinner with friends</td>
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<tr>
<td>10. listen to the radio</td>
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</tbody>
</table>
### 11-3 FUTURE TIME CLAUSES WITH BEFORE, AFTER, AND WHEN

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
</table>
| (a) | **Before** **Ann** goes to work tomorrow, she will eat breakfast.  
**INCORRECT:** Before Ann will go to work tomorrow, she will eat breakfast.  
**INCORRECT:** Before Ann is going to go to work tomorrow, she will eat breakfast. |
|   | In (a): Before Ann goes to work tomorrow is a future time clause.  
A future time clause uses the **SIMPLE PRESENT TENSE**, not will or be going to. |
| (b) | I’m going to finish my homework *after* I eat dinner tonight. |
| (c) | When I go to New York next week, I’m going to stay at the Hilton Hotel. |
|   | In (b): *after I eat dinner tonight* = a future time clause.  
In (c): *When I go to New York next week* = a future time clause.  
Notice: A comma follows an adverb clause when it comes at the beginning of a sentence. |

*See Chart 9-7, p. 273, for more information about time clauses.*

## EXERCISE 14. Sentence practice.

**Directions:** Underline the time clauses.

1. When we go to the park tomorrow, we’re going to go to the zoo.
2. After I get home tonight, I’m going to make an overseas call to my parents.
3. Mr. Kim will finish his report before he leaves the office today.
4. I’ll get some fresh fruit when I go to the grocery store tomorrow.
5. Before I go to bed tonight, I’m going to write a letter to my brother.
6. I’m going to look for a job at a computer company after I graduate next year.

## EXERCISE 15. Sentence practice.

**Directions:** Complete the sentences with the words in parentheses.

1. Before I **go** _______________ to bed tonight, I (watch) **am going to** ____________  
   watch/will watch ____________ my favorite show on TV.
2. I **buy** _______________ a new coat when I **go** _______________ shopping tomorrow.
3. After I **finish** _______________ my homework this evening, I **take** _______________ a walk.
4. When I (see) ________________ Eduardo tomorrow, I (ask) ________________ him to join us for dinner this weekend.

5. When I (go) ________________ to Australia next month, I (meet) ________________ my Aunt Emily for the first time.

6. Mrs. Polanski (change) ________________ her clothes before she (work) ________________ in her garden this afternoon.

EXERCISE 16. Let's talk: class activity.

Directions: Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

Example: Who's going to go shopping later today? What are you going to do after you go shopping?

TEACHER: Who's going to go shopping later today?

SPEAKER A: (raises his/her hand)

TEACHER: What are you going to do after you go shopping?

SPEAKER A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.

TEACHER: (to Speaker B) What is (Speaker A) going to do after he/she goes shopping?

SPEAKER B: After (Speaker A) goes shopping, he/she is going to go home. OR (Speaker A) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?
2. Who else is going to study tonight? What are you going to do before you study tonight?
3. Who's going to watch TV tonight? What are you going to do before you watch TV?
4. Who's going to watch TV tonight? What are you going to do after you watch TV?
5. Who's going to go shopping tomorrow? What are you going to buy when you go shopping tomorrow?
6. (____), what are you going to do tonight? What are you going to do before you ___________ tonight?

7. (____), what are you going to do tomorrow? What are you going to do before you ___________ tomorrow? What are you going to do after you ___________ tomorrow?

8. Who's going out of town soon? Where are you going? What are you going to do when you go to (name of place)?

9. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have when you eat dinner?

10. (____), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

### 11-4 CLAUSES WITH IF

<table>
<thead>
<tr>
<th></th>
<th>If it rains tomorrow,</th>
<th>we will stay home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>If it rains tomorrow, we will stay home.</td>
<td>clause</td>
</tr>
<tr>
<td>(b)</td>
<td>We will stay home.</td>
<td>If it rains tomorrow.</td>
</tr>
<tr>
<td>(c)</td>
<td>If it rains tomorrow, we won't go on a picnic.</td>
<td>The simple present (not will or be going to) is used in an if-clause to express future time.</td>
</tr>
<tr>
<td>(d)</td>
<td>I'm going to buy a new car next year if I have enough money. If I don't have enough money next year for a new car, I'm going to buy a used car.</td>
<td>An if-clause begins with if and has a subject and a verb. An if-clause can come before or after a main clause. Notice: A comma follows an if-clause when it comes at the beginning of a sentence.</td>
</tr>
</tbody>
</table>

### EXERCISE 17. Sentence Practice.

**Directions:** Complete the sentences with the words in parentheses.

1. If Ali (be) ______ in class tomorrow, I (ask) ______ going to/will ask ________ him to join us for coffee after class.

2. If the weather (be) __________ nice tomorrow, I (go) __________ ________ to Central Park with my friends.

3. I (stay, not) __________ home tomorrow if the weather (be) __________ nice.

4. If I (feel, not) __________ well tomorrow, I (go, not) ________ ________ to work.
5. Masako (stay) in bed tomorrow if she (feel, not) well.

6. I (stay) with my aunt and uncle if I (go) to Miami next week.

7. If my friends (be) busy tomorrow, I (go) to a movie by myself.

8. If we (continue) to pollute the land and oceans with poisons and waste, future generations (suffer).

**EXERCISE 18. Let's talk: pairwork.**

**Directions:** Work with a partner. Ask and answer questions.

**Partner A:** Ask a question that begins with *What are you going to do* . . . ? Your book is open.

**Partner B:** Answer the question. Include the *if*-clause in your answer. Your book is closed.

**Example:** . . . if the weather is nice tomorrow?

**Partner A (book open):** What are you going to do if the weather is nice tomorrow?

**Partner B (book closed):** If the weather is nice tomorrow, I'm going to sit outside in the sun. Or I'm going to (name of a place) tomorrow.

1. . . . if the weather is cold tomorrow?
2. . . . if the weather is hot tomorrow?
3. . . . if you don't understand a question that I ask you?
4. . . . if class is canceled tomorrow?
5. . . . if you don't feel well tomorrow?
6. . . . if you go to (name of a place in this city) tomorrow?
Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

7. . . . if it rains tonight?
8. . . . if you’re hungry after class today?
9. . . . if you go to (name of a place in this city) tomorrow?
10. . . . if you don’t study tonight?
11. . . . if you lose your grammar book?
12. . . . if someone steals your (name of a thing: bicycle, wallet, etc.)?

EXERCISE 19. Listening.

Directions: Listen to the questions. Write your answers in complete sentences.

1. 

2. 

3. 

4. 

EXERCISE 20. Let’s talk: pairwork.

Directions: Work with a partner.

Step 1: Write your activities for next week in the blank datebook on the next page. If you don’t have many planned activities, make up some interesting ones. Then, give your datebook to your partner.

Step 2: In writing, describe your partner’s activities next week. Try to include some time clauses beginning with when, after, and before. Ask your partner questions about the activities on his/her datebook to get more information.

Example:

STEP 1: (Ali)

<table>
<thead>
<tr>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7am</td>
</tr>
<tr>
<td>9am</td>
</tr>
<tr>
<td>1pm</td>
</tr>
<tr>
<td>2pm</td>
</tr>
<tr>
<td>6pm</td>
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STEP 2: One partner interviews the other (Ali) about his calendar and then writes:

On Sunday, Ali is going to play tennis with Talal early in the morning. They’re going to play on the tennis courts here at school. After they play tennis, they’re going to have breakfast.

In the afternoon, Ali is going to meet Ivan for lunch at Cozy’s Café. They’re going to have a sandwich before they go to the soccer game at Memorial Stadium.

When Ali gets home in the evening, he will study before he watches TV and goes to bed.
PARTNER A'S DATEBOOK: Fill in the calendar with your activities for next week.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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11-5 EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND IF-CLAUSES

(a) FUTURE
After Ann gets to work today, she is going to have/will have a cup of coffee.

(b) HABITUAL PRESENT
After Ann gets to work (every day), she always has a cup of coffee.

(c) FUTURE
If it rains tomorrow, I am going to/will wear my raincoat to school.

(d) HABITUAL PRESENT
If it rains, I wear my raincoat.

(a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. Be going to or will is used in the main clause.

(b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.

(c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the if-clause. Be going to or will is used in the main clause.

(d) expresses habitual activities, so the SIMPLE PRESENT is used in both the if-clause and the main clause.
**EXERCISE 21. Sentence practice.**

*Directions: Complete the sentences with the words in parentheses.*

1. When I **go** __________ to Miami, I **stay, usually** ________________
   ________________ with my aunt and uncle.

2. When I **go** __________ to Miami next week, I **stay** ________________
   ________________ with my aunt and uncle.

3. Before I **go** __________ to class today, I **have** ________________
   a cup of tea.

4. Before I **go** __________ to class, I **have, usually** ________________
   ________________ a cup of tea.

5. I'm often tired in the evening after a long day at work. If I **be** __________
   tired in the evening, I **stay, usually** ________________ home and
   **go** __________ to bed early.

6. If I **be** __________ tired this evening, I **stay** ________________
   home and **go** __________ to bed early.

7. After I **get** __________ home in the evening, I **sit, usually** ________________
   ________________ in my favorite chair and **read** __________ the
   newspaper.

8. After I **get** __________ home tonight, I **sit** ________________ in
   my favorite chair and **read** __________ the newspaper.

9. People **yawn, often** ________________ and **stretch** ________________
   when they **wake** ________________ up.

10. Before the teacher **walk** ________________, into the room every day, there **be**
    ________________ a lot of noise in the classroom.
11. When I (go) ___________ to Taiwan next month, I (stay) _______________

__________ with my friend Mr. Chu. After I (leave) ___________
Taiwan, I (go) ___________________ to Hong Kong.

12. Ms. Wah (go) ___________ to Hong Kong often. When she (be) ___________
there, she (like) ___________ to take the ferry across the bay, but she (take)
___________ the subway under the bay if she (be) ___________ in a hurry.

Exercise 22. Let’s talk: class activity.
Directions: Your teacher will ask you questions. Answer them in complete sentences.
Close your book for this activity.

Example:
TEACHER: What do you do when you get up in the morning?
SPEAKER A: When I get up in the morning, I eat breakfast.
SPEAKER B: I listen to music when I get up in the morning.

1. What do you do when you get up in the morning?
2. What are you going to do when you wake up tomorrow morning?
3. What do you usually do before you eat breakfast?
4. What are you going to do after class today?
5. What are you going to do when you get home?
6. What do you usually do after you get home?
7. What do you like to do if the weather is nice?
8. What are you going to do if the weather is nice tomorrow?

Exercise 23. Sentence practice.
Directions: Complete the sentences with your own words.

1. Before I go to bed tonight. ________________________________

2. Before I go to bed, I usually ____________________________

3. I’m going to __________________________ tomorrow after I _______________

4. When I go to __________________________, I’m going to ______________

5. When I go to __________________________, I always __________________

6. If the weather __________________________ tomorrow, I ________________

7. I will visit __________________________ when I __________________________

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8. I'll ___________________ if I ___________________.
9. If the weather ___________________ tomorrow, ___________________ you going to ________________?
10. Are you going to ________________ before you ________________?
11. Do you ________________ before you ________________?
12. After I ________________ tonight, I ________________.

**EXERCISE 24. Listening.**

*Directions:* Listen to each sentence and circle the correct completion.

1. (I watch TV.) I'm going to watch TV.
2. I get a good night's sleep. I'll get a good night's sleep.
3. I do my homework. I'll do my homework.
4. I go shopping. I'll go shopping.
5. I exercise. I'll exercise.
6. I call my parents. I'll call my parents.
7. I'm happy. I'll be happy.
8. I know a lot of grammar. I'll know a lot of grammar.

---

**11-6 USING WHAT + A FORM OF DO**

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What do you do every day? → I work every day.</td>
<td>(d) What did you do yesterday? → I went to school yesterday.</td>
<td>(e) What are you going to do tomorrow? → I'm going to go downtown tomorrow.</td>
</tr>
<tr>
<td>(b) What are you doing right now? → I'm studying English.</td>
<td>(f) What will we do if it rains tomorrow? → We'll stay home if it rains tomorrow.</td>
<td>(c) What do you do? → I'm a teacher.</td>
</tr>
</tbody>
</table>

*In (a) and (b), What + a form of do is used to ask about activities.*

*In (c): What do you do? means What kind of work do you do? or What is your job?*
EXERCISE 25. Question practice.

Directions: Complete the sentences with the words in parentheses.

1. A: What (you, do) ___________ do you ________________ every Friday?
   B: I (come) ___________ come ______ to class.

2. A: What (you, do) ________________ last Friday?
   B: I (come) ___________ to class.

3. A: What (you, do) ________________ next Friday?
   B: I (come) ________________ to class.

4. A: What (you, do) ________________ yesterday evening?
   B: I (watch) _____________ TV.

5. A: What (you, do) ________________ every evening?
   B: I (watch) ________________ TV.

6. A: What (you, do) ________________ tomorrow evening?
   B: I (watch) ________________ TV.

7. A: What (you, do) ________________ right now?
   B: I (do) ________________ a grammar exercise.

8. A: What (Maria, do) ________________ every morning?
   B: She (go) ____________ to work.

9. A: What (the students) ________________ right now?
   B: They (work) ________________ on this exercise.

10. A: What (they, do) ________________ in class tomorrow?
    B: They (take) ________________ a test.

11. A: What (Boris, do) ________________ last night?
    B: He (go) _____________ to a movie.
12. A: What (the teacher, do) ________ every day at the beginning of class?

B: She (put) ________ her books on her desk, (book) ________ at the class, and (say) ________ “Good morning.”

☐ EXERCISE 26. Let’s talk: pairwork.

Directions: Work with a partner. Ask your partner questions. Use What + a form of do with the given time expression.

Example: yesterday
PARTNER A (book open): What did you do yesterday?
PARTNER B (book closed): I read a newspaper yesterday.

1. last night 5. yesterday afternoon
2. every day 6. tomorrow morning
3. right now 7. every morning
4. tomorrow

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

8. right now 12. this afternoon
9. last Saturday 13. tonight
10. next Saturday 14. next week
11. this morning

☐ EXERCISE 27. Review: verb forms.

Directions: Complete the sentences with the words in parentheses. Use any appropriate verb form.

1. A: I (skip) ___________________ class tomorrow.
   B: Why?
   A: Why not?
   B: That’s not a very good reason.

2. A: How did you get here?
   B: I (take) _________ a plane. I (fly) _________ here from Bangkok.
3. A: How do you usually get to class?
   B: I (walk, usually) ___________ __________, but sometimes I (take) ___________ the bus.

   B: Take it easy. Your book (be) ___________ right here.
   A: Oh.

5. A: Where (you, meet) ___________ ___________ your wife?
   B: I (meet) ___________ her at a party ten years ago.

6. A: What time (the movie, begin) ________________ ______________ last night?
   B: 7:30.
   A: (you, be) ________________ ______________ late?
   B: No. We (make) ________________ it in time.

7. A: Where's your homework?
   B: I (lose) ___________ it.
   A: Oh?
   B: I (forget) ___________ it.
   A: Oh?
   B: I (give) ___________ it to Roberto to give to you, but he (lose) ___________ it.
   A: Oh?
   B: Someone (steal) ___________ it.
   A: Oh?
   B: Well, actually I (have, not) ___________ ______________ enough time to finish it last night.
   A: I see.
8. A: (you, stay) ________________
   here during vacation next week?
B: No. I (take) ________________ a trip to
   Miami. I (visit) ________________
   my aunt and uncle.
A: How long (you, be) ________________ away?
B: About five days.

9. A: Why (you, wear) ________________ a cast on your foot?
B: I (break) ___________ my ankle.
A: How?
B: I (step) ___________ in a hole while I was running in the park.

10. A: (you, see) ________________ Randy yesterday?
    B: No, but I (speak) ___________ to him on the phone. He (call)
        ___________ me yesterday evening.
A: Is he okay?
B: Yes. He still has a cold, but he's feeling much better.
A: That's good.

11. A: Is Carol here?
    B: No, she (be, not) ___________. She (leave) ___________ a few minutes
        ago.
A: (she, be) ________________ back soon?
B: I think so.
A: Where (she, go) ________________?
B: She (go) ___________ to the drugstore.
EXERCISE 28. Listening.

Directions: Complete the conversations with the words you hear.

1. A: ________________ that?
   B: What?
   A: The man in the red shirt ____________ the man in the blue shirt.
   B: _______________ sure?
   A: Yes, ________________ the whole thing.

2. A: _______________ late for the movie?
   B: No. The movie _____________ at 7:30, and ____________ to the theater at 7:26.

3. A: _______________ that noise?
   B: What noise?
   A: Listen again.
   B: Now ____________ it. ____________ someone ________________?

4. A: _________________ to the zoo this afternoon?
   B: _________________ to go, but I can't because _________________ study.
   A: That's too bad.
   B: _________________ to the zoo?
   A: Yes. The weather ____________ perfect, and _________________ outside and ________________.

EXERCISE 29. Review.

Directions: Circle the correct completions.

1. “Are you going to go to the baseball game tomorrow afternoon?”
   “I don’t know. I ______.”
   A. will          B. am going to       C. maybe          D. might

2. “Are Jane and Eric going to be at the meeting?”
   “No, they’re too busy. They ______ be there.”
   A. don’t        B. won’t           C. will            D. may
3. “Are you going to go to the market today?”
   “No. I went there _____ Friday.”
   A. yesterday   B. next   C. last   D. ago

4. “When are you going to go to the bank?”
   “I’ll go there before I _____ to the post office tomorrow morning.”
   A. will go   B. go   C. went   D. am going

5. “Why is the teacher late today?”
   “I don’t know. _____ he slept late.”
   A. Maybe   B. Did   C. May   D. Was

6. “Do you like to go to New York City?”
   “Yes. When I’m in New York, I always _____ new things to do and places to go.”
   A. found   B. find   C. will find   D. finds

7. “Is Ken going to talk to us this afternoon about our plans for tomorrow?”
   “No. He’ll _____ us this evening.”
   A. calls   B. calling   C. call   D. called

8. “_____ are you going to do after class today?”
   “I’m going to go home.”
   A. What   B. Where   C. When   D. What time

9. “Where _____ Ivonne live before she moved into her new apartment?”
   “She lived in a dormitory at the university.”
   A. did   B. does   C. is   D. was

10. “What time _____ Olga and Boris going to arrive?”
    “Six.”
    A. is   B. do   C. will   D. are

☐ EXERCISE 30. Chapter review: error analysis.
Directions: Correct the errors.

1. If it will be cold tomorrow morning, my car won’t start.

2. We maybe late for the concert tonight.

3. What time you are going to come tomorrow?

4. Fatima will call us tonight when she will arrive home safely.

5. Emily may will be at the party.
6. When I'll see you tomorrow, I'll return your book to you.

7. I may or may not be in class tomorrow.

8. Ahmed puts his books on his desk when he walked into his apartment.

9. I'll see my parents when I will return home for a visit next July.

10. What do you doing all day at work?

☐ EXERCISE 31. Review.

Directions: Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

PART I

Peter and Rachel are brother and sister. Right now their parents (be) ________ abroad on a trip, so they (stay) ________ with their grandmother. They (like) ________ to stay with her. She (make, always) ________ wonderful food for them. And she (tell) ________ them stories every night before they (go) ________ to bed.

Before Peter and Rachel (go) ________ to bed last night, they (ask) ________ Grandma to tell them a story. She (agree) ________ ________. The children (put) ________ on their pajamas, (brush) ________ their teeth, and (sit) ________ with their grandmother in her big chair to listen to a story.
PART II.

GRANDMA: That’s good. Sit here beside me and get comfortable.

CHILDREN: What (you, tell) __________ us about tonight, Grandma?

GRANDMA: Before I (begin) __________ the story, I (give) __________ each of you a kiss on the forehead because I love you very much.

CHILDREN: We (love) __________ you too, Grandma.

GRANDMA: Tonight I (tell) __________ you a story about Rabbit and Eagle. Ready?

CHILDREN: Yes!

GRANDMA: Rabbit had light gray fur and a white tail. He lived with his family in a hole in a big, grassy field. Rabbit (be) __________ afraid of many things, but he (be) __________ especially afraid of Eagle. Eagle liked to eat rabbits for dinner. One day while Rabbit was eating grass in the field, he (see) __________ Eagle in the sky above him. Rabbit (be) __________ very afraid and (run) __________ home to his hole as fast as he could.

Rabbit (stay) __________ in his hole day after day because he (be) __________ afraid to go outside. He (get) __________ very hungry, but still he (stay) __________ in his hole. Finally, he (find) __________ the courage to go outside because he (need) __________ (eat).

Carefully and slowly, he (put) __________ his little pink nose outside the hole. He (smell, not) __________ any dangerous animals. And he (see, not) __________ Eagle anywhere, so he (hop) __________ out and (find) __________ some delicious new
grass to eat. While he was eating the grass, he (see) 35 a shadow on the field and (look) 36 up. It was Eagle! Rabbit said, "Please don't eat me, Eagle! Please don't eat me!"

**PART III.**

**GRANDMA:** On this sunny afternoon, Eagle was on her way home to her nest when she (hear) 37 a faint sound below her. "What is that sound?" Eagle said to herself. She looked around, but she (see, not) 38 anything. She (decide) 39 to ignore the sound and go home. She was tired and (want) 40 (rest) 41 in her nest.

Then below her, Rabbit (say) 42 again in a very loud voice, "Please don't eat me, Eagle! Please don't eat me!"

This time Eagle (hear) 43 Rabbit clearly. Eagle (spot) 44 Rabbit in the field; (fly) 45 down, and (pick) 46 Rabbit up in her talons.
“Thank you, Rabbit,” said Eagle. “I was hungry and (know, not) where I could find my dinner. It’s a good thing you called to me.” Then Eagle (eat) Rabbit for dinner.

PART IV

GRANDMA: There’s a lesson to learn from this story, children. If you (be) afraid and expect bad things to happen, bad things will happen. The opposite is also true. If you (expect) good things to happen, good things will happen. (you, understand)?

Now it’s time for bed.

CHILDREN: Please tell us another story!

GRANDMA: Not tonight. I’m tired. After I (have) a warm drink, I (go) to bed. All of us need (get) a good night’s sleep. Tomorrow (be) a busy day.

CHILDREN: What (see, do) tomorrow?

GRANDMA: After we (have) breakfast, we (go) to the zoo at Woodland Park. When we (be) at the zoo, we (see) lots of wonderful animals. Then in the afternoon we (see) a play at the Children’s Theater. But before we (see) the play, we (have) a picnic lunch in the park.

CHILDREN: Wow! We (have) a wonderful day tomorrow!

GRANDMA: Now off to bed! Goodnight, Rachel and Peter. Sleep tight.*

CHILDREN: Goodnight, Grandma. Thank you for the story!

* Sleep tight means “Sleep well. Have a good night’s sleep.”
EXERCISE 32. Let's talk: small groups.

Directions: Work in small groups. Choose a leader. Answer your leader's questions. Look at the story in Exercise 31, p. 349, if you need to.

1. What did Rabbit look like?
2. Where did he live?
3. Who was he afraid of?
4. Why did he hide in his hole?
5. Why did he come out of his hole?
6. What did he do when he saw Eagle?
7. Did Eagle see Rabbit before Rabbit spoke in a loud voice?
8. What happened to Rabbit?
9. What's the moral of the story?
**EXERCISE 1. Let's talk: class activity.**

*Directions: Answer your teacher's questions. Close your book for this activity.*

*Example:*

TEACHER: Can you sing?
SPEAKER: Yes, I can sing. **OR** No, I can't sing.

1. Can you speak *(a language)*?
2. Can you play *(a musical instrument)*?
3. Can you lift your desk?
4. Can you touch the ceiling?
5. Can you count to five *(a language)*?
6. Can you walk to the back of the room with your eyes closed? Who would like to try?

---

**12-1 USING **CAN**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong></td>
<td>I have some money. I <strong>can buy</strong> a book.</td>
<td>Can expresses ability and possibility.</td>
</tr>
<tr>
<td><strong>(b)</strong></td>
<td>We have time and money. We <strong>can go</strong> to a movie.</td>
<td>The simple form of the main verb follows can. In (d): speak is the main verb.</td>
</tr>
<tr>
<td><strong>(c)</strong></td>
<td>Tom is strong. He <strong>can lift</strong> the heavy box.</td>
<td>An infinitive with to does NOT follow can. In (e): to speak is incorrect.</td>
</tr>
<tr>
<td><strong>(d)</strong></td>
<td><strong>CORRECT:</strong> Yuko <strong>can speak</strong> English.</td>
<td>A main verb following can does not have a final -s. In (F): speaks is incorrect.</td>
</tr>
<tr>
<td><strong>(e)</strong></td>
<td><strong>INCORRECT:</strong> Yuko <strong>can to speak</strong> English.</td>
<td></td>
</tr>
<tr>
<td><strong>(f)</strong></td>
<td><strong>INCORRECT:</strong> Yuko <strong>can speaks</strong> English.</td>
<td></td>
</tr>
</tbody>
</table>
| **(g)** | Alice **can not** come. Alice **cannot** come. Alice **can't** come. | **NEGATIVE**
*can + not = cannot OR cannot
CONTRACTION
*can + not = can't* |
EXERCISE 2. Sentence practice.

Directions: Make sentences from the given words. Use can or can't.

Examples: A bird \ sing
→ A bird can sing.
A horse \ sing
→ A horse can't sing.

1. A bird \ fly
2. A cow \ fly
3. A child \ drive a car
4. An adult \ drive a car
5. A newborn baby \ walk
6. A fish \ breathe air
7. A fish \ swim
8. A deaf person \ hear
9. A blind person \ see
10. An elephant \ swim
11. An elephant \ climb trees
12. A cat \ climb trees
13. A boat \ float on water
14. A rock \ float on water

EXERCISE 3. Let's talk: class activity.

Directions: Make sentences about yourself. Use I can or I can’t.

Example: I can speak Chinese.
Response: I can speak Chinese. or I can’t speak Chinese.

1. whistle
2. ride a bicycle
3. touch my ear with my elbow
4. play the piano*
5. play the guitar
6. lift a piano
7. drive a stick-shift car
8. fix a flat tire
9. swim
10. float on water
11. ski
12. do arithmetic
13. make a paper airplane
14. sew a button on a shirt
15. wiggle my ears
16. eat with chopsticks

*In expressions with play, she is usually used with musical instruments: play the piano, play the guitar, play the violin, etc.
EXERCISE 4. Game: small group activity.

Directions: Work in small groups. Discuss each statement. Then circle yes or no. When you are finished, check your answers with your teacher. The group with the most correct answers wins.

1. Some birds can't fly. yes  no
2. Elephants can jump. yes  no
3. Tigers can't swim. yes  no
4. An octopus can change colors. yes  no
5. Kangaroos can walk. yes  no
6. A baby kangaroo lives in its mother's pouch for a short time. yes  no
7. Some fish can climb trees. yes  no
8. Horses can't sleep when they stand up. yes  no
9. Turtles can't live more than 100 years. yes  no
10. Whales can hold their breath underwater. yes  no

---

12-2 PRONUNCIATION OF CAN AND CAN'T

(a) Rick can come to the meeting.
(b) Mike can't come to the meeting.

Can is usually pronounced “kan”——/kan/. Can't is usually pronounced with the same vowel sound as “ant”——/ænt/.

Native speakers usually drop the /t/.

*Sometimes native speakers also have trouble hearing the difference between can and can't.

EXERCISE 5. Listening.

Directions: Listen to each sentence. Circle the word you hear.

1. (can) can't  2. can can't  3. can can't  4. can can't  5. can can't
6. can can't  7. can can't  8. can can't  9. can can't  10. can can't

Directions: Read the want ad. Then listen to John talk about his job skills. Last, circle the answer to the question.

**Job opening at small, international hotel.** Need person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Also needs to help guests with their suitcases and be available weekends.

**QUESTION:**
Is John a good person for this job?  yes  no

---

12-3 USING CAN: QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION WORD</th>
<th>CAN</th>
<th>SUBJECT</th>
<th>MAIN VERB</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Can</td>
<td>you</td>
<td>speak Arabi?</td>
<td>Yes, I can.  No, I can’t.</td>
</tr>
<tr>
<td>(b)</td>
<td>Can</td>
<td>Rosa</td>
<td>come to the party?</td>
<td>Yes, she can.  No, she can’t.</td>
</tr>
<tr>
<td>(c)</td>
<td>Where</td>
<td>can</td>
<td>I buy a hammer?</td>
<td>At a hardware store.  Tomorrow afternoon.</td>
</tr>
<tr>
<td>(d)</td>
<td>When</td>
<td>can</td>
<td>you help me?</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 7. Question practice.

Directions: Make yes/no questions. Give short answers.

1. A: **Can Jean speak English?**
   B: **Yes, she can.**  (Jean can speak English.)

2. A: **Can you speak French?**
   B: **No, I can’t.**  (I can’t speak French.)

3. A: **Jim can’t play the piano.**
   B: **Can’t play the piano.**  (Jim can’t play the piano.)
4. A: ____________________________
   B: _______________ (I can whistle.)

5. A: ____________________________
   B: _______________ (I can go shopping with you this afternoon.)

6. A: ____________________________
   B: _______________ (Carmen can’t ride a bicycle.)

7. A: ____________________________
   B: _______________ (The students can finish this exercise quickly.)

8. A: ____________________________
   B: _______________ (The doctor can see you tomorrow.)

9. A: ____________________________
   B: _______________ (I can stand on my head.)

11. A: ____________________________
    B: _______________ (We can’t have pets in the dormitory.)

Exercise 8. Let’s talk: pairwork.

Directions: Work with a partner.
Partner A: Ask a question. Use Can you...?
Partner B: Answer the question. Then ask How about you? and repeat the question.

Example: speak Arabic
Partner A: Can you speak Arabic?
Partner B: Yes, I can. OR No, I can’t. How about you? Can you speak Arabic?
Partner A: Yes, I can. OR No, I can’t. Your turn now.
<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ride a bicycle</td>
<td>1. ride a horse</td>
</tr>
<tr>
<td>2. play the piano</td>
<td>2. play the guitar</td>
</tr>
<tr>
<td>3. sing</td>
<td>3. whistle</td>
</tr>
<tr>
<td>4. touch your knee with your nose</td>
<td>4. touch your ear with your elbow</td>
</tr>
<tr>
<td>5. drive a stick-shift car</td>
<td>5. fix a flat tire</td>
</tr>
<tr>
<td>6. spell Mississippi</td>
<td>6. spell the teacher’s last name</td>
</tr>
<tr>
<td>7. swim</td>
<td>7. float on water</td>
</tr>
</tbody>
</table>

**EXERCISE 9. Let’s talk: pairwork.**

**Directions:** Work with a partner.
Partner A: Ask a question. Use *Where can I . . .?* Your book is open.
Partner B: Answer the question. Your book is closed.

**Example:** buy a notebook
PARTNER A (book open):  Where can I buy a notebook?
PARTNER B (book closed): At the bookstore. / At (a local store). / Etc.

1. buy a camera
2. get a dozen eggs
3. buy a fan
4. get a good dinner
5. go swimming
6. play tennis
7. catch a bus
8. find a vegetarian restaurant
9. buy a diamond ring

**Switch roles.**
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

10. buy a hammer
11. see a tiger
12. get a newspaper
13. buy a notebook
14. get a taxi
15. get a sandwich
16. cash a check
17. rent a DVD
18. buy cold medicine
**EXERCISE 10. Listening.**

**Directions:** Listen to the conversations. Write the words you hear.

1. A: Hello?
   B: ____________ speak to Mr. Jones, please?
   A: I'm sorry. ________________ to the phone right now.
      _________ take a message? ____________ return your call in
      about a half-hour.
   B: Yes. Please tell him Bob Anderson called.

2. A: _________________ me lift this box?
   B: It looks very heavy. _____________ to help you, but I think we need
      a third person.
   A: No, I'm very strong. I think ____________ it together.

3. A: _________________ the TV. ____________ turn it up?
   B: _____________ turn it up. I'm doing my homework. If I turn it up, I
      ____________ concentrate.
   A: _________________ your homework in another room?
   B: Oh, all right.

**12-4 USING KNOW HOW TO**

| (a) I can swim.                                                                 | (a) and (b) have basically the same meaning. |
| (b) I know how to swim.                                                        | **Know how to** expresses ability.           |
| (c) Can you cook?                                                              | (c) and (d) have basically the same meaning. |
| (d) Do you know how to cook?                                                   |                                              |

**EXERCISE 11. Let's talk: pairwork.**

**Directions:** Work with a partner.

Partner A: Ask a question. Use **know how to** in your question. Your book is open.

Partner B: Answer the question. Your book is closed.
Example: swim

Partner A (book open): Do you know how to swim?

1. cook
2. dance
3. play the piano
4. get to the post office from here
   5. fix a flat tire
   6. drive a stick-shift car
   7. wiggle your nose
   8. sew

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

9. play the guitar
10. get to the airport from here
11. use a digital camera
12. use a screwdriver
   13. get to (a store) from here
   14. count to five in (a language)
   15. add, subtract, multiply, and divide
   16. find the square root of nine

EXERCISE 12. Let’s talk: find someone who . . . .

Directions: Walk around the room. Ask your classmates questions. Find someone who can answer yes to each question. Write down his/her name. Use Do you know how to . . . ? Share a few of their answers with the class.

<table>
<thead>
<tr>
<th>Ability</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play a musical instrument</td>
<td></td>
</tr>
<tr>
<td>2. play a sport</td>
<td></td>
</tr>
<tr>
<td>3. speak three or four languages</td>
<td></td>
</tr>
<tr>
<td>4. eat with chopsticks</td>
<td></td>
</tr>
<tr>
<td>5. take care of a snake</td>
<td></td>
</tr>
<tr>
<td>6. sew</td>
<td></td>
</tr>
<tr>
<td>7. fix a car</td>
<td></td>
</tr>
<tr>
<td>8. draw</td>
<td></td>
</tr>
<tr>
<td>9. swim</td>
<td></td>
</tr>
<tr>
<td>10. create movies on a computer</td>
<td></td>
</tr>
</tbody>
</table>

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EXERCISE 13. Let’s write: small groups.

Directions: Work in small groups. Complete the sentences as a group. Use a separate sheet of paper. Share some of your completions with the class.

1. Babies know how to . . . .
2. Babies don’t know how to . . . .
3. Birds know how to . . . .
4. Birds don’t know how to . . . .
5. I know how to . . . .
6. I don’t know how to . . . .
7. (name of a classmate) knows how to . . . .
8. Our teacher doesn’t know how to . . . .
9. Do you know how to . . . .?

12-5 USING COULD: PAST OF CAN

(a) I am in Hawaii. I can go to the beach every day.
(b) I was in Hawaii last month. I could go to the beach every day when I was there.

could = the past form of can

(c) I can’t go to the movie today. I have to study.
(d) I couldn’t go to the movie last night. I had to study.

could + not = couldn’t

(e) Could you speak English before you came here?

Could + subject + main verb

EXERCISE 14. Let’s talk: pairwork.

Directions: Work with a partner. Circle the answers that describe your childhood. Then tell your partner what you could and couldn’t do when you were a child.

When I was a child . . . .

1. I could stand on my head. yes no
2. I could ride a bike with no hands. yes no
3. I could sing in another language. yes no
4. I could tell time before the age of five. yes no
5. I could do cartwheels. yes no
6. I could read before the age of five. yes no
7. I could hold my breath underwater for one minute. yes no
8. I could (complete the sentence with your own words). yes no

a cartwheel
EXERCISE 15. Sentence practice.

Directions: Complete the sentences by using couldn't. Use the expressions in the list or your own words.

<table>
<thead>
<tr>
<th>call you</th>
<th>go to the movie</th>
</tr>
</thead>
<tbody>
<tr>
<td>come to class</td>
<td>light the candles</td>
</tr>
<tr>
<td>do my homework</td>
<td>listen to music</td>
</tr>
<tr>
<td>get into my car</td>
<td>wash his clothes</td>
</tr>
<tr>
<td>go swimming</td>
<td>watch TV</td>
</tr>
</tbody>
</table>

1. I ______ couldn't do my homework ______ last night because I was too tired.
2. I _________________ yesterday because I lost your telephone number.
3. I _________________ last night because my TV set is broken.
4. Tom _________________ because he didn't have any matches.
5. The teacher _________________ yesterday because he was sick.
6. I _________________ last night because my radio doesn't work.
7. Ken _________________ because he didn't have any laundry soap.
8. We _________________ yesterday because the water was too cold.
9. I _________________ yesterday because I locked all the doors and left the keys inside.
10. I _________________ last night because I had to study.

EXERCISE 16. Sentence practice.

Directions: Mr. Chang had a bad day yesterday. There are many things he wanted to do, but couldn't. Tell what he couldn't do yesterday and give a reason. Use because.

Example: eat breakfast \ get up late
    → Mr. Chang couldn't eat breakfast because he got up late.
Example: go downtown during the day \ have to work
→ Mr. Chang couldn't go downtown during the day because he had to work.

1. eat lunch \ leave his wallet at home
2. finish his report \ have to go to a meeting
3. leave work at five \ have to finish his report
4. play tennis after work \ it \ be raining
5. enjoy his \ dinner \ his wife \ be angry at him
6. watch his favorite TV program after dinner \ his TV set \ not work
7. read quietly \ his children \ be very noisy
8. go to bed early \ his neighbors \ come to visit

☐ EXERCISE 17. Let’s talk: class activity.
Directions: Your teacher will make a statement. Give some of the negative results for the situations. Use can’t or couldn’t. Close your book for this activity.

Examples:
TEACHER: There’s no chalk in the classroom.
STUDENT: We can’t write on the board.
TEACHER: There was no chalk in the classroom yesterday.
STUDENT: We couldn’t write on the board.

1. I have only (a small amount of money) in my pocket / in my purse today.
2. Some people don’t know how to use a computer.
3. Your parents had rules for you when you were a child.
4. This school has rules for students.
5. All of you are adults. You are not children.
6. You didn’t know much English last year.
7. You don’t speak fluent English yet.
8. Millions of people in the world live in poverty.

Directions: Correct the errors.

1. Could you to drive a car when you were thirteen years old?
2. If your brother goes to the graduation party, he can meet my sister.
3. I couldn’t opened the door because I didn’t have a key.
4. Please turn up the radio. I can’t to hear it.
5. When Ernesto arrived at the airport last Tuesday, he can't find the right gate.

6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.

<table>
<thead>
<tr>
<th>12–6 USING BE ABLE TO</th>
</tr>
</thead>
</table>
| **PRESENT**            | (a) I *am able to touch* my toes.  
(b) I *can touch* my toes. |
| **FUTURE**             | (c) I *will be able to go* shopping tomorrow.  
(d) I *can go* shopping tomorrow. |
| **PAST**               | (e) I *wasn’t able to finish* my homework last night.  
(f) I *couldn’t finish* my homework last night. |

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

(c) and (d) have basically the same meaning.

(e) and (f) have basically the same meaning.

**EXERCISE 19: Sentence practice.**

*Directions:* On a separate sheet of paper, make sentences with the same meaning. Use *be able to*.

1. I can be here tomorrow at ten o'clock.  
   → *I’ll (I will) be able to be here tomorrow at ten o’clock.*

2. Two students couldn’t finish the test.  
   → *Two students weren’t able to finish the test.*

3. Mark is bilingual. He can speak two languages.

4. Sue can get her own apartment next year.

5. Animals can’t speak.

6. Can you touch your toes without bending your knees?

7. Jack couldn’t describe the thief.

8. Could you do the homework?

9. I couldn’t sleep last night because my apartment was too hot.

10. My roommate can speak four languages. He’s multilingual.

11. I’m sorry that I couldn’t call you last night.
12. I'm sorry, but I can't come to your party next week.

13. Can we take vacations on the moon in the 22nd century?

EXERCISE 20. **Sentence practice.**

*Directions:* Complete the sentences with your own words.

1. I wasn't able to __________________ last night because ________________________________.

2. We'll be able to ____________________________ in the 22nd century.

3. I'm sorry, but I won't be able to ________________________________.

4. Birds are able to ________________________________.

5. My friend is multilingual. She's able to ________________________________.

6. I'm bilingual. I'm able to ________________________________.

7. The students weren't able to ________________________________ in class yesterday because ________________________________.

8. Will you be able to ________________________________ tomorrow?

9. ______________________ wasn't able to ________________________________
   because ________________________________.

10. ______________________ isn't able to ________________________________
    because ________________________________.

11. ______________________ won't be able to ________________________________
    because ________________________________.

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EXERCISE 21. **Listening review: can / be able to / know how to.**

*Directions:* Listen to the conversations. Complete the sentences with the words you hear.

1. A: ______________________ to John last night?
   B: ____________________ reach him. I _______________ again later today.

2. A: __________________________ bread?
   B: Yes, I _________________ bread. What about you?
   A: No. ________________ me?
   B: Sure, ____________.

3. A: __________________________ the teacher?
   B: I ________________ her in the beginning, but now I ________________ most of her lectures.
   A: I still ________________ her very well.

4. A: Professor Jones, when ______________________ correct our tests?
   B: I began last night, but I ______________________ finish. I ____________ ____________ again tonight. I hope ________________ ________________ hand them back to you tomorrow.

5. A: Hello?
   B: Hi. This is Jan Smith. I’m wondering if ________________ get in to see Dr. Brown today or tomorrow.
   A: Well, she ________________ you tomorrow morning at 11:00. ________________ in then?
   B: Yes, _____________. Please tell me where you are. I ________________ ________________ the way to your office.
### Using *very* and *too* + Adjective

| (a)  | The box is **very** heavy, but Tom **can** lift it. |
| (b)  | The box is **too** heavy. Bob **can’t** lift it.     |
| (c)  | The coffee is **very** hot, but I **can** drink it. |
| (d)  | The coffee is **too** hot. I **can’t** drink it.    |

*Very* and *too* come in front of adjectives; *heavy* and *hot* are adjectives.

*Very* and *too* do **not** have the same meaning. In (a): *very heavy* = It is difficult but possible for Tom to lift the box. In (b): *too heavy* = It is impossible for Bob to lift the box.

| (e)  | The coffee is **too** hot.  |
| (f)  | The weather is **too** cold. |

**Negative Result:** I can’t drink it.  
**Negative Result:** We can’t go to the beach.

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

### Exercise 22: Class Activity

*Directions:* Make sentences for each picture. Use *very* or *too* and *can* or *can’t* to describe the pictures.

*Example:* suitcase \ heavy \ lift  
→ The suitcase is **very** heavy, but Mark can lift it.  
→ The suitcase is **too** heavy. James can’t lift it.

---

**Mark**

**James**
1. soup \ hot \ eat
   Jack
   Ricardo

2. coat \ small \ wear
   Tom
   Susan

3. shoes \ tight \ wear
   Mariko
   Mai
EXERCISE 23. Sentence practice.

Directions: Complete the sentences. Use the expressions in the list or your own words.

- buy it
- do his homework
- eat it
- go swimming
- lift it
- reach the cookie jar
- sleep
- take a break

1. The soup is too hot. I can’t ________________________

2. The diamond ring is too expensive. I can’t ________________________

3. The weather is too cold. We can’t ________________________

4. I am too busy.
   I can’t ________________________

5. Ali is too tired.
   He can’t ________________________

6. Peggy is too short.
   She can’t ________________________

7. It’s too noisy in the dorm at night.
   I can’t ________________________

8. The piano is too heavy.
   I can’t ________________________
EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use too. Use adjectives in the list or your own words.

<table>
<thead>
<tr>
<th>cold</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>tall</td>
</tr>
<tr>
<td>heavy</td>
<td>tired</td>
</tr>
<tr>
<td>noisy</td>
<td>young</td>
</tr>
</tbody>
</table>

1. You can’t lift a car. A car is ____________________________

2. Jimmy is ten. He can’t drive a car. He’s ____________________________

3. I can’t study in the dorm at night. It’s ____________________________

4. I don’t want to go to the zoo. The weather is ____________________________

5. Ann doesn’t want to play tennis this afternoon. She’s ____________________________

6. I can’t buy a new car. A new car is ____________________________

7. John has gained weight. He can’t wear his old shirt. It’s ____________________________

8. The basketball player can’t stand up straight in the subway. He’s ____________________________

EXERCISE 25. Sentence practice.

Directions: Complete the sentences. Use too or very.

1. The tea is _________ very _______ hot, but I can drink it.

2. The tea is _________ too _______ hot. I can’t drink it.

3. I can’t put my dictionary in my pocket. My dictionary is _________ _______ big.
4. An elephant is __________ big. A mouse is __________ small.

5. I can't buy a boat because it's __________ expensive.

6. A sports car is __________ expensive, but Anita can buy one if she wants to.

7. We went to the Rocky Mountains for our vacation. The mountains are __________ beautiful.

8. I can't eat this food because it's __________ salty.

9. Amanda doesn't like her room in the dorm. She thinks it's __________ small.

10. I lost your dictionary. I'm __________ sorry. I'll buy you a new one.

11. A: Do you like your math course?
   B: Yes. It's __________ difficult, but I enjoy it.

12. A: Do you like your math course?
   B: No. It's __________ difficult. I don't like it because I can't understand the math.

13. A: It's seven-thirty. Do you want to go to the movie?
   B: We can't. It's __________ late. The movie started at seven.

14. A: Did you enjoy your dinner last night?
   B: Yes. The food was __________ good!

15. A: Are you going to buy that dress?
   B: No. It doesn't fit. It's __________ big.

16. A: Do you think Carol is smart?
   B: Yes, I do. I think she's __________ intelligent.

17. A: My daughter wants to get married.
   B: What? But she can't! She's __________ young.

18. A: Can you read that sign across the street?
   B: No, I can't. It's __________ far away.
### Using Two, Too, and To

| Two | (a) I have **two** children. | **Too** and **to** have the same pronunciation. 
In (a): **two** = a number. |
|-----|-----------------------------|--------------------------------------------------|
| Too | (b) Timmy is **too** young. He can't read. 
(c) Ann saw the movie. I saw the movie **too**. | In (b): **too** young = impossible to do because of his youth. 
In (c): **too** = **also**. |
| To  | (d) I talked **to** Jim. 
(e) I want **to** watch television. | In (d): **to** = a preposition. 
In (e): **to** = part of an infinitive. |

### Exercise 25: Sentence practice

**Directions:** Complete the sentences. Use **two**, **too**, or **to**.

1. I'd like a cup of coffee. Bob would like a cup **too**.
2. I had _______ cups of coffee yesterday.
3. I can't drink my coffee. It's _______ hot. The coffee is _______ hot for me _______ drink.
4. I talked _______ Jim. Jane wants _______ talk _______ Jim _______.
5. I walked _______ school today. Alex walked _______ school today _______.
6. I'm going _______ take the bus _______ school tomorrow.
7. Shh. I want _______ listen _______ the news broadcast.
8. I can't study. The music is _______ loud.
9. The weather is _______ cold for us _______ go _______ the beach.
10. I have _______ apples. Ken wants _______ have _______ apples _______.

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12-9 MORE ABOUT PREPOSITIONS: AT AND IN FOR PLACE

(a) Olga is at home.
   Ivan is at work.
   Yoko is at school.
(b) Sue is in bed.
   Tom is in class.
   Paul is in jail/prison.
(c) Mr. Lee is in the hospital.

In (a): at is used with home, work, and school.*

In (b): in is used with bed, class, and jail/prison.*

In (c): in is used with the hospital.
   Note: American English = in the hospital.
   British English = at hospital.

(d) Ahmed is in the kitchen.
(e) David is in Mexico City.

In (d): in is used with rooms: in the kitchen, in the classroom, in the hall, in my bedroom, etc.
In (e): in is used with cities, states/provinces, countries, and continents: in Mexico City, in Florida, in Italy, in Asia, etc.

(f) A: Where’s Ivan?
    B: He isn’t here. He’s at the bank.

In (f): at is usually used with locations in a city: at the post office, at the bank, at the library, at the bookstore, at the park, at the theater, at the restaurant, at the football stadium, etc.

(g) In Picture 2, Ivan is in the bank.
    He is not outside the bank.

In (g): A speaker uses in with a building only when it is important to say that someone is inside, not outside, the building. Usually a speaker uses at with a building. in the bank = inside the bank building.

*Notice: In these common expressions of place, she is not used in front of home, work, school, bed, class, jail/prison.

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EXERCISE 27. Sentence practice.

Directions: Complete the sentences with at or in. In some sentences, both prepositions are correct.

1. A: Is Jennifer here?
   B: No, she's ______ at ______ the bookstore.*
2. A: Where's Jack?
   B: He's ______ in ______ his room.
3. When I was ______ work yesterday, I had an interesting telephone call.
4. Poor Anita. She's ______ the hospital again for more surgery.
5. Mr. Gow wasn't ______ class yesterday. He was ______ home.
   He wasn't feeling well.
6. Last year at this time, Eric was ______ Korea. This year he's ______
   Spain.
7. A: Where's Donna?
   B: She's ______ New York. She's attending a conference.
8. There's a fire extinguisher ______ the hall.
9. The children are ______ home this morning. They aren't ______
   school.
10. A: Where's Olga? I was supposed to meet her here at five.
    B: She's ______ the library. She's studying for a test.
    A: Oh. Maybe she forgot that she was supposed to meet me here.
11. A: Where's Robert?
    B: He's ______ the computer room.
12. There are thirty-seven desks ______ our classroom.
13. We ate ______ a good restaurant last night. The food was delicious.

*ALSO CORRECT: She's in the bookstore, but only if the speaker wants to say that she is inside, not outside, the bookstore. Usually a speaker uses at with a building to identify someone's location. See Chart 12-9, p. 374.
14. A thief broke the window of a jewelry store and stole some valuable jewelry. The police caught him. Now he's _________ jail. He's going to be _________ prison for a long time.

15. Singapore is _________ Asia.

16. We had a good time _________ the zoo yesterday.

17. A: Where's Fatima?
   B: She's _________ the supermarket.

18. A: Where can I get some fresh tomatoes?
   B: _________ the market on Waterfront Street.

19. A: Here's your hotel key, Ms. Fox. You're _________ Room 609.
   B: Thank you. Where are the elevators?

20. A: Is Mike up?
   B: No, he's _________ bed.
   A: Well, it's time to get up. I'm going to wake him up. Hey, Mike! You can't sleep all day! Get up!
   C: Go away!

**Exercise 28. Let's talk: class activity.**

Directions: Complete the sentence I was ... yesterday by using the words your teacher gives you and the correct preposition, at or in. Close your book for this activity.

*Example:*

TEACHER: work
STUDENT: I was at work yesterday.

1. class 7. work
2. the library 8. Room 206
3. (a city) 9. a hotel
4. home 10. (a continent)
5. this room 11. ( . . . )'s living room
6. the bookstore 12. (a building)
**EXERCISE 29. Let’s talk: pairwork.**

**Directions:** Work with a partner. Ask questions about place. Use at or in in your answers.

**Partner A:** Begin the question with *Where were you.*
**Partner B:** Use *at* or *in* in the answer. Then ask *How about you?* and repeat the question.

*Example:* yesterday afternoon
**PARTNER A:** Where were you yesterday afternoon?
**PARTNER B:** I was in class. How about you? Where were you yesterday afternoon?
**PARTNER A:** I was in class too. I was at home. Etc. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. at nine o’clock last night</td>
<td>1. at two o’clock yesterday afternoon</td>
</tr>
<tr>
<td>2. after class yesterday</td>
<td>2. this morning at six o’clock</td>
</tr>
<tr>
<td>3. six weeks ago</td>
<td>3. five years ago</td>
</tr>
<tr>
<td>4. on your last vacation</td>
<td>4. when you were ten years old</td>
</tr>
</tbody>
</table>

**EXERCISE 30. Review: let’s talk.**

**Directions:** Work in small groups. What *can* or *can’t* the following people/animals/things do? Why or why not? Discuss the topics and report to the rest of the class. You can also use *be able to* or *know how to* in your sentences.

*Example:* a tiger
**SPEAKER A:** A tiger can kill a water buffalo because a tiger is very strong and powerful.
**SPEAKER B:** A tiger can sleep in the shade of a tree all day if it wants to. It doesn’t have a job, and it doesn’t go to school.
**SPEAKER C:** A tiger can’t speak (a human language). It’s an animal.
**SPEAKER D:** A tiger can communicate with other tigers. Animals can talk to each other in their own languages.

1. the students in this class
2. young children
3. a monkey
4. (a classmate)
5. international students who live in (this country)
6. teenagers
7. people who live in (this city)
8. people who are illiterate
9. money
10. computers
11. our teacher
12. (the leader of this country or your country)
EXERCISE 31. Chapter review: error analysis.

Directions: Correct the errors.

1. We will can go to the museum tomorrow afternoon.

2. We can't count all of the stars in the universe. There are to many.

3. Can you to stand on your head?

4. I saw a beautiful vase at a store yesterday, but I couldn't bought it.

5. The shirt is too small. I can wear it.

6. Sam know how to count to 1006 in English.

7. When I was on vacation, I can swim every day.

8. When we lived at Tokyo, we took the subway every day.

9. Honeybees not able to live in very cold climates.

10. Where we can go in the city for an inexpensive meal?

11. James can reads newspapers in five languages.

12. Sorry. I didn't be able to get tickets for the concert.

13. I can't finish my homework because I'm to tired.
CHAPTER 13
Modals, Part 2: Advice, Necessity, Requests, Suggestions

13-1 USING SHOULD

(a) My clothes are dirty. I should wash them.
(b) Tom is sleepy. He should go to bed.
(c) You’re sick. You should see a doctor.

Should means “This is a good idea. This is good advice.”

(d) I should go.
   You
   She
   He
   It
   We
   They

Should is followed by the simple form of a verb.
INCORRECT: He should go.
INCORRECT: He should to go.

(e) You should not leave your grammar book at home. You need it in class.
(f) You shouldn’t leave your grammar book at home.

NEGATIVE: should not
CONTRACTION: should + not = shouldn’t

□ EXERCISE 1. Sentence practice.

Directions: Complete the conversations. Begin the sentences with You should. Use the expressions in the list or your own words.

- buy a new pair of shoes
- call the manager
- go to the bank
- go to the immigration office
- go to the post office
- go to bed and take a nap
- see a dentist
- study harder

1. A: I want to mail a package.
   B: You should go to the post office.

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2. A: I’m sleepy.
   B: ___________________________ ________________________________

3. A: I need to cash a check.
   B: ___________________________ ________________________________

4. A: I have a toothache.
   B: ___________________________ ________________________________

5. A: I’m getting poor grades in all of my classes at school.
   B: ___________________________ ________________________________

6. A: The toilet in my apartment doesn’t work.
   B: ___________________________ ________________________________

7. A: I need to get a new visa.
   B: ___________________________ ________________________________

8. A: My shoes have holes in the bottom.
   B: ___________________________ ________________________________

☐ EXERCISE 2. Let’s talk: small groups.

Directions: Work in small groups. Make sentences with should and shouldn’t. Share some of your answers with the class.

1. Sue has a headache from working at her computer too long.
   Sue . . .
   a. see a doctor.
   b. take some headache medicine.
   c. lie down.
   d. go to the hospital emergency room.
   e. take a 15-minute break from the computer.

2. John stayed late after school to help his teacher. He missed the last bus and needs a ride home. It takes two hours to walk to his home, and it is a 20-minute ride by car.
   John . . .
   a. call a taxi.
   b. hitchhike.
   c. ask his teacher for a ride.
   d. call a friend for a ride.
   e. walk.
3. Mary's baby doesn't want to take a nap. He is crying. Mary . . .
   a. hold him.
   b. rock him.
   c. let him cry until he falls asleep.
   d. feed him.
   e. let him play.

4. The teacher is giving a final exam. One student keeps looking at a paper under his exam paper. It has the answers on it. The teacher . . .
   a. take the paper away and give the student another chance.
   b. give the student a failing grade for the test.
   c. give the student a failing grade for the class.
   d. send the student to see the director of the school.

5. Susan is 16 years old. A boy in her class wants her to go to dinner and a movie with him. This will be her first date. Her parents . . .
   a. let her go if her older brother goes too.
   b. make her wait until she is older.
   c. go with her.
   d. let her go by herself.
   e. let her go to dinner only.

□ EXERCISE 3. Sentence practice.
   Directions: Complete the sentences. Use should or shouldn't.
   1. Students _______ should _______ come to class every day.
   2. Students _______ shouldn't _______ skip class.
   3. We _______ shouldn't _______ waste our money on things we don't need.
   4. It's raining. You _______ should _______ take your umbrella when you leave.
   5. Jimmy, you _______ shouldn't _______ pull the cat's tail!
   6. People _______ shouldn't _______ be cruel to animals.
   7. Your plane leaves at 8:00. You _______ should _______ get to the airport by 6:00.
   8. Life is short. We _______ shouldn't _______ waste it.
   9. You _______ shouldn't _______ smoke in a public place because the smoke bothers other people.
10. We __________________ cross a street at an intersection. We
__________________ jaywalk.

11. When you go to New York City, you ________________ see a play on
                                  Broadway.
13. When you go to Bangkok, you ________________ visit the Floating Market.
14. When you go to a football game, you ________________ throw things on the
                                 field.

□ EXERCISE 4. Let's talk: small groups.

Directions: Work in small groups. For each situation, give advice by making a list of
sentences using should and shouldn't. Speaker A should request advice first, then
Speaker B, etc.

1. Speaker A: English is not my native language. What advice can you give me
about good ways to learn English?
2. Speaker B: I am a teenager. What advice can you give me about being a good
person and living a happy life?
3. Speaker C: I am a newcomer. What advice can you give me about going to this
school and living in this city?
4. Speaker D: I have a job interview tomorrow. What advice can you give me about
going to a job interview?
EXERCISE 5. Listening.

Directions: Listen to each sentence and circle the verb you hear. After you check your answers, listen again. If you agree, circle yes. If you don’t, circle no.

DO YOU AGREE?

1. should shouldn’t yes no
2. should shouldn’t yes no
3. should shouldn’t yes no
4. should shouldn’t yes no
5. should shouldn’t yes no
6. should shouldn’t yes no
7. should shouldn’t yes no
8. should shouldn’t yes no

EXERCISE 6. Writing.

Directions: Write a paragraph about your hometown on a separate piece of paper. Include answers to the tourist’s questions.

I’m a tourist. I’m going to visit your hometown. Is your hometown a good place for a tourist to visit? Why? What should I do when I’m there? Where should I go? What should I see? What shouldn’t I do? Are there places I shouldn’t visit? Will I enjoy my visit?

13-2 USING HAVE + INFINITIVE (HAVE TO / HAS TO)

(a) People need to eat food.
(b) People have to eat food.
(c) Jack needs to study for his test.
(d) Jack has to study for his test.
(e) I had to study last night.

(a) and (b) have basically the same meaning.
(c) and (d) have basically the same meaning.
Have + infinitive has a special meaning; it expresses the same idea as need.

PAST FORM: had + infinitive.

(f) Do you have to leave now?
(g) What time does Jim have to leave?
(h) Why did they have to leave yesterday?

QUESTION FORM: do, does, or did is used in questions with have to.

(i) I don’t have to study tonight.
(j) The concert was free. We didn’t have to buy tickets.

NEGATIVE FORM: don’t, doesn’t, or didn’t is used with have to.
Exercise 1. Let's talk: class activity.

Directions: Answer the questions your teacher asks you. Close your book for this activity.

1. What do you want to do today?
2. What do you have to do today?
3. What do you want to do tomorrow?
4. What do you have to do tomorrow?
5. What does a student need to do or have to do?
6. Who has to go shopping? Why?
7. Who has to go to the post office? Why?
8. Who has to go to the bank? Why?
9. Where do you have to go today? Why?
10. Where do you want to go tomorrow? Why?
11. What did you have to do yesterday? Why?
12. Did you have responsibilities at home when you were a child? What did you have to do?
13. If you're driving a car and the traffic light turns red, what do you have to do?
14. What do you have to do before you cross a busy street?
15. Do you have to learn English? Why?
16. Who has a job? What are some of the things you have to do when you're at work?
17. What kind of job did you have in the past? What did you have to do when you had that job?

Exercise 2. Let's talk: class activity.

Directions: Make sentences using have to / has to and because.

Example: go downtown / buy some new shoes

Speaker A: I have to go downtown because I have to buy some new shoes.

Teacher: (to Speaker B) Why does Speaker A have to go downtown?

Speaker B: (Speaker A) has to go downtown because he/she has to buy some new shoes.

1. go to the drugstore / buy some toothpaste
2. go to the grocery store / get some bread
3. go shopping / get a new coat
4. go to the post office / mail a package
5. stay home tonight / study grammar
6. go to the hospital / visit a friend
7. go to the bank / cash a check
8. go downtown / go to the immigration office
9. go to the bookstore / buy a notebook
10. go to (name of a store in the city) / buy (a particular thing at that store)

Directions: Complete the sentences with the words in parentheses. Use a form of have/has + infinitive.

1. A: Jack can’t join us for dinner tonight.
   B: Why not?
   A: (he, work) He has to work ______
   B: (he, work) Does he have to work ______ tomorrow night too? If he
doesn’t, maybe we should postpone the dinner until then.

2. A: Why (you, go) _________________ to the library later tonight?
   B: (I, find) _________________ some information for my research paper.

3. A: It’s almost four-thirty. What time (Sue, leave) ________________
   ________________ for the airport?
   B: Around five. (she, be) ________________ at the airport at
   six-fifteen.

4. A: Why did you go to the bookstore after class yesterday?
   B: (I, buy) ________________ some colored pencils.
   A: Oh? Why (you, buy) ________________ colored pencils?
   B: I need them for some drawings I plan to do for my art class.

5. A: (I, go) ________________ to the store.
   B: Why?
   A: Because (I, get) ________________ some rice and fresh fruit.

6. A: Kate didn’t come to the movie with us last night.
   B: Why?
   A: Because (she, study) ________________ for a test.
7. A: What time (you, be) ______ at the dentist's office?

B: Three. I have a three o'clock appointment.

8. A: (Tom, find) ______ a new apartment?

B: Yes, he does. His old apartment is too small.

9. A: (You, take, not) ______ another English course. Her English is very good.

B: (you, take) ______ another English course?

A: Yes, I do. I need to study more English.

10. A: Was Steve at home yesterday evening?

B: No. (he, stay) ______ late at the office.

A: Why?

B: (he, finish) ______ a report for his boss.

EXERCISE 10. Listening.

Directions: In spoken English, have to is often pronounced “hafta.” Has to is often pronounced “hasta.” Listen to each sentence and circle the correct verb.

1. (have to) has to
2. have to has to
3. have to has to
4. have to has to
5. have to has to
6. have to has to
7. have to has to
8. have to has to
9. have to has to
10. have to has to
13-3 USING MUST

(a) People need food. People **have to eat** food.
(b) People need food. People **must eat** food.

(a) and (b) have the same meaning:
**must eat** = **have to eat**.

(c) I
You
She
He
It
We
They

**must work.**

Must is followed by the simple form of a verb.

INCORRECT: He must works.
INCORRECT: He must to work.

(d) You **must not be** late for work if you want to keep your job.

**must not** = Don’t do this! You don’t have a choice.

**don’t have to** = It’s not necessary, you have a choice.

(e) You **don’t have to** go to the movie with us if you don’t want to.

Compare the following examples. Notice the difference between must and should.

**MUST**

-SOMETHING IS VERY IMPORTANT.
-SOMETHING IS NECESSARY. YOU DO NOT HAVE A CHOICE.

(f) **I must study** tonight. I’m going to take a very important test tomorrow.

(g) **I should study** tonight. I have some homework to do, but I’m tired. I’ll study tomorrow morning. I’m going to go to bed now.

**SHOULD**

-SOMETHING IS A GOOD IDEA, BUT YOU HAVE A CHOICE.

(h) You **must take** an English course. You cannot graduate without it.

(i) You **should take** an English course. It will help you.

(j) Johnny, this is your mother speaking. You **must eat** your vegetables. You can’t leave the table until you eat your vegetables.

(k) Johnny, you **should eat** your vegetables. They’re good for you. You’ll grow up to be strong and healthy.
EXERCISE 11. Sentence practice.

Directions: Complete the sentences. Use must and expressions in the list. There are more expressions than you will need.

<table>
<thead>
<tr>
<th>close the door behind you</th>
<th>pay an income tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to medical school</td>
<td>read English newspapers and magazines</td>
</tr>
<tr>
<td>✔ have a driver’s license</td>
<td>speak English outside of class every day</td>
</tr>
<tr>
<td>have a library card</td>
<td>stop</td>
</tr>
<tr>
<td>have a passport</td>
<td>study harder</td>
</tr>
<tr>
<td>listen to English on the radio and TV</td>
<td>talk to myself in English</td>
</tr>
<tr>
<td>make new friends who speak English</td>
<td>take one tablet every six hours</td>
</tr>
</tbody>
</table>

1. According to the law, a driver must have a driver’s license.

2. If a traffic light is red, a car must stop.

3. If you want to check a book out of the library, you must take it.

4. Nancy has a job in Chicago. She earns a good salary. According to the law, she must pay an income tax.

5. I failed the last two tests in my biology class. According to my professor, I must study harder.

6. I want to improve my English. According to my teacher, I must take one tablet every six hours.

7. I want to travel abroad. According to the law, I must have a passport.

8. If you want to become a doctor, you must go to medical school.

9. Jimmy! It’s cold outside. When you come inside, you must close the door behind you.

10. John’s doctor gave him a prescription. According to the directions on the bottle, John must take it.

* According to the law = the law says.
EXERCISE 12. Sentence practice.

Directions: Answer the questions.

1. When must you have a passport?
2. If you live in an apartment, what is one thing you must do and one thing you
   must not do?
3. Name one thing a driver must do and one thing a driver must not do.
4. If you are on an airplane, what is one thing you must do and one thing you must
   not do?
5. Name something you must have a ticket for. Name something you don’t have to
   have a ticket for.

EXERCISE 13. Sentence practice.

Directions: Circle the correct completions.

1. If you want to keep your job, you _____ be late for work.
   A. must not  B. don’t have to  C. doesn’t have to

2. My office is close enough to my apartment for me to walk to work. I _____ take
   a bus. I take a bus only in bad weather.
   A. must not  B. don’t have to  C. doesn’t have to

3. Some schools require schoolchildren to wear uniforms to school, but my
   children’s school doesn’t require uniforms. My children _____ wear uniforms
   to school.
   A. must not  B. don’t have to  C. doesn’t have to

4. Jimmy, it is very important to be careful with matches.
   You _____ play with matches.
   A. must not  B. don’t have to  C. doesn’t have to

5. Jack is twenty-four, but he still lives with his parents. That saves him a lot of
   money. For example, he _____ pay rent or buy his own food.
   A. must not  B. don’t have to  C. doesn’t have to

6. The water in that river is badly polluted. You _____ drink it.
   A. must not  B. don’t have to  C. doesn’t have to

7. If you have a credit card, you _____ pay for something in cash. You can charge it.
   A. must not  B. don’t have to  C. doesn’t have to

8. When an airplane is taking off, you have to be in your seat with your seat belt on.
   You _____ stand up and walk around when an airplane is taking off.
   A. must not  B. don’t have to  C. doesn’t have to
EXERCISE 14. Let’s talk: small groups.

Directions: Work in small groups. Make sentences about your English class. Use should / have to / don’t have to with the given phrases. Share a few of your answers with the class.

Example: Students . . . study.
Response: Students have to study.

Students . . .
1. come to class.
2. sit quietly.
3. take attendance.
4. bring pencil and paper to class.
5. listen carefully.
6. speak English in class.
7. stand up when the teacher enters the room.
8. knock on the door before entering the room.
9. raise their hands when they want to talk.
10. do their homework.
11. memorize vocabulary.
12. bring an English–English dictionary to class.
13. write homework answers in their books.

EXERCISE 15. Listening

Directions: Listen to each pair of sentences. One sentence uses should, and the other uses must. Decide which sentence you agree with. Write a or b in the blank. Discuss your answers as a class.

Example:
You will hear: a. People must obey traffic laws.
              b. People should obey traffic laws.

You will write: ______________________

1. _______  4. _______  7. _______
2. _______  5. _______  8. _______
3. _______  6. _______  9. _______
13-4 **POLITE QUESTIONS: MAY I, COULD I, AND CAN I**

| (a) May I borrow your pen? |
| (b) Could I borrow your pen? |
| (c) Can I borrow your pen? |
| (d) May I please borrow your pen? |
| (e) Could I please borrow your pen? |
| (f) Can I please borrow your pen? |

(a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen.

Please is often used in polite questions.

**TYPICAL RESPONSES**
- (g) Yes, of course.
- (h) Of course.
- (i) Certainly.
- (j) Sure. (informal)*
- (k) No problem. (informal)*

**TYPICAL CONVERSATION**
A: May I please borrow your pen?
B: Yes, of course. Here it is.
A: Thank you. / Thanks.

*Informal English is typically used between friends and family members.

**EXERCISE 16. Let's talk: pairwork.**

*Directions:* Work with a partner. Look at the pictures. Make conversations. Use *May I, Can I, or Could I* and typical responses.
EXERCISE 17. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer polite questions using May I, Can I, or Could I.

Example: Your partner has a pencil. You want to borrow it.
PARTNER A: (. . .), may I (please) borrow your pencil?
PARTNER B: Certainly. Here it is.
PARTNER A: Thank you. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You partner has a dictionary. You want to borrow it.</td>
<td>1. Your partner has a pen. You want to use it for a minute.</td>
</tr>
<tr>
<td>2. Your partner has an eraser. You want to use it for a minute.</td>
<td>2. Your partner has a pencil sharpener. You want to borrow it.</td>
</tr>
<tr>
<td>3. Your partner has a book. You want to see it.</td>
<td>3. Your partner has a dictionary. You want to see it.</td>
</tr>
<tr>
<td>4. You are at your partner's home. You want to use the phone.</td>
<td>4. You are at your partner's home. You want a glass of water.</td>
</tr>
<tr>
<td>5. You are at a restaurant. Your partner is a waiter/waitress. You want to have a cup of coffee.</td>
<td>5. You are at a restaurant. Your partner is a waiter/waitress. You want to have the check.</td>
</tr>
</tbody>
</table>
### POLITE QUESTIONS: COULD YOU AND WOULD YOU

| (a) Could you (please) open the door?  | (a) and (b) have the same meaning: I want you to open the door. I am asking you politely to open the door. |
| (b) Would you (please) open the door? | A typical conversation |

<table>
<thead>
<tr>
<th>TYPICAL RESPONSES</th>
<th>A TYPICAL CONVERSATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Yes, of course.</td>
<td>A: Could you please open the door?</td>
</tr>
<tr>
<td>(d) Certainly.</td>
<td>B: I’d be glad to.</td>
</tr>
<tr>
<td>(e) I’d be glad to.</td>
<td>A: Thank you. / Thanks.</td>
</tr>
<tr>
<td>(f) I’d be happy to.</td>
<td></td>
</tr>
<tr>
<td>(g) Sure. (informal)</td>
<td></td>
</tr>
<tr>
<td>(h) No problem. (informal)</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 18. Let's talk: pairwork.**

**Directions:** Work with a partner to complete the conversations. Use *Could you* or *Would you* and give typical responses. Then write them down and discuss them with the rest of the class.

1. A: Excuse me, sir. ____________________________________________
   B: ____________________________________________
   A: ____________________________________________

   2. A: ____________________________________________
   B: Excuse me? I didn’t understand what you said.
   A: ____________________________________________
   B: ____________________________________________
EXERCISE 19. Let’s talk: pairwork.

Directions: Work with a partner. Make and answer requests. Use Could you or Would you.

Example: You want your partner to open the window.
PARTNER A: ( . . . ), could you (please) open the window?
PARTNER B: Certainly.
PARTNER A: Thank you. Your turn.

1. You want your partner to close the door.
2. You want your partner to turn on the light.
3. You want your partner to turn off the light.
4. You want your partner to pass you the salt and pepper.
5. You want your partner to hand you that book.
6. You want your partner to translate a word for you.
7. You want your partner to tell you the time.
8. You want your partner to open the window.
9. You want your partner to hold your books for a minute.
10. You want your partner to lend you (an amount of money).

EXERCISE 20. Let’s talk: pairwork.

Directions: Work with a partner. Ask and answer polite questions that might fit each situation. Share your conversations with the rest of the class.

Example: A professor’s office: Partner A is a student. Partner B is the professor.
PARTNER A: (knock, knock) May I come in?
PARTNER B: Certainly. Come in. How are you today?
PARTNER A: Fine, thanks.

or

PARTNER A: Hello, Professor Alvarez. Could I talk to you for a few minutes? I have some questions about the last assignment.

PARTNER B: Of course. Have a seat.

PARTNER A: Thank you.

1. A restaurant: Partner A is a customer. Partner B is a waitress/waiter.
2. A classroom: Partner A is a teacher. Partner B is a student.
3. A kitchen: Partner A is a visitor. Partner B is at home.
4. A clothing store: Partner A is a customer. Partner B is a salesperson.
5. An apartment: Partner A and B are roommates.
6. A car: Partner A is a passenger. Partner B is the driver.
7. An office: Partner A is a boss. Partner B is an employee.
8. A house: Partner B answers the phone. Partner A wants to talk to (someone).
### 13-6 IMPERATIVE SENTENCES

| (a) | "Close the door, Jimmy. It’s cold outside."  
     | "Okay, Mom." | In (a): **Close the door** is an imperative sentence. The sentence means "Jimmy, I want you to close the door. I am telling you to close the door." |
| (b) | **Sit** down. | An imperative sentence uses the simple form of a verb (close, sit, be, etc.). |
| (c) | **Be** careful! | |
| (d) | **Don't open** the window.  
     | **Don't be** late. | **NEGATIVE**  
     | **don't** + the simple form of a verb |
| (f) | **ORDERS:** Stop, thief. |
| (g) | **DIRECTIONS:** Open your books to page 24. |
| (h) | **ADVICE:** Don't worry. |
| (i) | **REQUESTS:** Please close the door. | Imperative sentences give orders, directions, and advice. With the addition of please, as in (i), imperative sentences are used to make polite requests. |

### EXERCISE 21. Sentence practice.

**Directions:** Underline the imperative verbs in the conversations.

1. **Cindy:** We're leaving.  
   **Beth:** Wait for me!  
   **Cindy:** Hurry up! We'll be late.  
   **Beth:** Okay. Okay. I'm ready. Let's go.

2. **Tom:** What's the matter?  
   **Jim:** I have the hiccups.  
   **Tom:** Hold your breath.  
   **Bob:** Drink some water.  
   **Joe:** Breathe into a paper bag.  
   **Ken:** Eat a piece of bread.  
   **Jim:** It's okay. The hiccups are gone.

3. **Mary:** We need to leave soon.  
   **Ivan:** I'm ready.  
   **Mary:** Don't forget your house key.  
   **Ivan:** I have it.  
   **Mary:** Okay.
4. YUKO: How do I get to the post office from here?
   ERIC: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go
   two more blocks to Market Street and turn left. The post office is halfway
   down the street on the right-hand side.
   YUKO: Thanks.

5. ANDY: Bye, Mom. I'm going over to Billy's house.
   MOM: Wait a minute. Did you clean up your room?
   ANDY: I'll do it later.
   MOM: No. Do it now, before you leave.
   ANDY: Do I have to?
   MOM: Yes.
   ANDY: What do I have to do?
   MOM: Hang up your clothes. Make your bed. Put your books back on the shelf.
         Empty the wastepaper basket. Okay?
   ANDY: Okay.

☐ EXERCISE 22. Sentence practice.
   Directions: Write an imperative sentence in each conversation balloon.
EXERCISE 23. Let's talk: class activity.

Directions: Listen to your teacher’s questions. Make some typical imperative sentences for these situations. Close your book for this activity.

Example:

TEACHER: Your friend ( . . . ) has a headache. What are some typical sentences for this situation?

SPEAKER A: Take an aspirin.
SPEAKER B: Lie down and close your eyes for a little while.
SPEAKER C: Put a cold cloth across your forehead.
SPEAKER D: Take a hot bath and relax.

Etc.

1. You are the teacher of this class. You are assigning homework for tomorrow. What are some typical imperative sentences for this situation?
2. Your friend ( . . . ) has the hiccups. What are some typical imperative sentences for this situation?
3. Your eight-year-old son/daughter is walking out the door to go to school. What are some typical imperative sentences for this situation?
4. ( . . . ) wants to improve his/her general health. Tell him/her what to do and what not to do.
5. ( . . . ) is going to cook rice for the first time this evening. Tell him/her how to cook rice.

6. ( . . . ) is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

13-7 MODAL AUXILIARIES

<table>
<thead>
<tr>
<th>(a) Anita</th>
<th>can</th>
<th>could</th>
<th>may</th>
<th>might</th>
<th>must</th>
<th>should</th>
<th>will</th>
<th>go to class.</th>
</tr>
</thead>
</table>

An auxiliary is a helping verb. It comes in front of the simple form of a main verb. The following helping verbs are called "modal auxiliaries": can, could, may, might, must, should, will, would.

<table>
<thead>
<tr>
<th>(b) Anita</th>
<th>is able to</th>
<th>is going to</th>
<th>has to</th>
<th>go to class.</th>
</tr>
</thead>
</table>

Expressions that are similar to modal auxiliaries are be able to, be going to, have to.


Directions: Add to where necessary. If to is not necessary, write "X."

1. My sister can X play the guitar very well.

2. We have ______ pay our rent on the first of the month.

3. Could you please ______ open the window? Thanks.

4. I wasn’t able ______ visit my friends yesterday because I was busy.

5. You shouldn’t ______ drink twenty cups of coffee a day.

6. Will you ______ be at the meeting tomorrow?

7. Does everyone have ______ be at the meeting?

8. You must not ______ miss the meeting. It’s important.

9. Jennifer might not ______ be there tomorrow.

10. May I ______ use your telephone?

11. We couldn’t ______ go to the concert last night because we didn’t have tickets.

398 CHAPTER 13
12. Can you ______ play a musical instrument?

13. What time are you going ______ arrive?

14. It may ______ be too cold for us to go swimming tomorrow.

### 13-8 SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

<table>
<thead>
<tr>
<th>AUXILIARY*</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) can</td>
<td>ability</td>
<td>I can sing.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Can you please help me?</td>
</tr>
<tr>
<td>(b) could</td>
<td>past ability</td>
<td>I couldn't go to class yesterday.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Could you please help me?</td>
</tr>
<tr>
<td>(c) may</td>
<td>possibility</td>
<td>It may rain tomorrow.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>May I help you?</td>
</tr>
<tr>
<td>(d) might</td>
<td>possibility</td>
<td>It might rain tomorrow.</td>
</tr>
<tr>
<td>(e) must</td>
<td>necessity</td>
<td>You must have a passport.</td>
</tr>
<tr>
<td>(f) should</td>
<td>advisability</td>
<td>You should see a doctor.</td>
</tr>
<tr>
<td>(g) will</td>
<td>future happening</td>
<td>My sister will meet us at the airport.</td>
</tr>
<tr>
<td>(h) would</td>
<td>polite question</td>
<td>Would you please open the door?</td>
</tr>
<tr>
<td>(i) be able to</td>
<td>ability</td>
<td>I wasn't able to attend the meeting.</td>
</tr>
<tr>
<td>(j) be going to</td>
<td>future happening</td>
<td>Tina is going to meet us at the airport.</td>
</tr>
<tr>
<td>(k) have to/has to</td>
<td>necessity</td>
<td>I have to study tonight.</td>
</tr>
<tr>
<td>(l) had to</td>
<td>past necessity</td>
<td>I had to study last night too.</td>
</tr>
</tbody>
</table>

*See the following charts for more information: can, Chart 12-1, p. 354, and Chart 12-3, p. 357; could, Chart 12-5, p. 362; may and might, Chart 11-1, p. 325; must, Chart 13-3, p. 387; should, Chart 13-1, p. 379; will, Chart 10-6, p. 310, Chart 10-7, p. 312; and Chart 11-1, p. 325; would, Chart 13-4, p. 393; be able to, Chart 12-6, p. 365; be going to, Chart 10-1, p. 304; have/has/had to, Chart 13-2, p. 383.
EXERCISE 25. Let’s talk: small groups.

Directions: Work in small groups. Each person in the group should give a different response. Share a few of your answers with the class.

Example: Name something you had to do yesterday.

Speaker A: I had to go to class.
Speaker B: I had to go to the post office to buy some stamps.
Speaker C: I had to study for a test.

1. Name something you can do.
2. Name something you couldn’t do yesterday.
3. Name something you may do tomorrow.
4. Name something you might do tomorrow.
5. Name something you must do this week.
6. Name something you have to do today.
7. Name something you don’t have to do today.
8. Name something you should do this evening.
9. Name something you will do this evening.
10. Name something you are going to do this week.
11. Name something you weren’t able to do when you were a child.
12. Name something you had to do when you were a child.
13. You want to borrow something from a classmate. Ask a polite question with could.
14. You want a classmate to do something for you. Ask a polite question with should.
15. A classmate has something that you want. Ask a polite question with may.
16. Name something that may happen in the world in the next ten years.
17. Name something that (probably) won’t happen in the world in the next ten years.
18. Name some things that this school should do or shouldn’t do to make the school a better place for students.

EXERCISE 26. Sentence practice.

Directions: Circle the correct completions.

1. Tom ____ every day.
   A. shaves
   B. is shaving
   C. has to shaves

2. ____ go to class every day?
   A. Are you
   B. Do you have
   C. Do you

3. Yoko ____ to be here tomorrow.
   A. will
   B. may
   C. is going

4. Jack ____ be in class yesterday.
   A. didn’t
   B. can’t
   C. couldn’t
5. Fatima ____ to her sister on the phone yesterday.
   A. spoke  B. can speak  C. speaks
6. I ____ my rent last month.
   A. might pay  B. will pay  C. paid
7. Shh. Ken ____ on the phone right now.
   A. talks  B. can talk  C. is talking
8. I want to go to a movie tonight, but I ____ home and study.
   A. should stay  B. stayed  C. stay
9. We ____ to the zoo tomorrow.
   A. will going  B. might go  C. will can go
10. I ____ in class right now.
    A. sit  B. am sitting  C. sitting

[] EXERCISE 27. Listening.

Directions: Listen to each sentence. Circle the letter of the sentence that is closest in meaning.

1. a. It will snow.
   b. It may snow.
   c. It must snow.
2. a. He should work.
   b. He must work.
   c. He might work.
3. a. She can swim.
   b. She may swim.
   c. She will swim.
4. a. The teacher should correct papers.
   b. The teacher had to correct papers.
   c. The teacher wanted to correct papers.
5. a. You may study for the test.
   b. You must study for the test.
   c. You should study for the test.
6. a. We should go to a movie.
   b. It’s possible we will go to a movie.
   c. We have to go to a movie.
7. a. We couldn't help.
   b. We didn't need to help.
   c. We weren't able to help.

8. a. I didn't want to go to school.
   b. I didn't have to go to school.
   c. I wasn't able to go to school.

## 13-9 USING LET'S

| (a) Bob: | What should we do tonight?  
| Ann: | Let's go to a movie.  
| Bob: | Okay.  
| (b) Sue: | I'm tired.  
| Ted: | I'm tired too. Let's take a break.  
| Sue: | That's a good idea!  
| Let's (do something) = I have a suggestion for you and me. (let's = let us)  
| In (a): Let's go to a movie. = I think we should go to a movie. Do you want to go to a movie? |

### EXERCISE 18. Sentence practice.

**Directions:** Complete the conversations with *let's*. Use the words in the list or your own words.

| eat | go to a seafood restaurant |
| get a cup of coffee | go to the zoo |
| go dancing | leave at six-thirty |
| go to Florida | walk |
| go to a movie | |

1. A: What time should we leave for the airport?
   B: _____________________________
   A: Okay.

2. A: Where should we go for our vacation?
   B: _____________________________
   A: That's a good idea.

3. A: Where do you want to go for dinner tonight?
   B: _____________________________
4. A: The weather is beautiful today. ____________________________
   B: Okay. Great!

5. A: I'm bored. ____________________________
   B: I can't. I have to study.

6. A: Should we take the bus downtown or walk downtown?
   B: It's a nice day. ____________________________

7. A: Dinner's ready! The food's on the table!
   B: Great! ____________________________. I'm starving!

8. A: Where should we go Saturday night?
   B: ____________________________
   A: Wonderful idea!

9. A: We have an hour between classes. ____________________________
   B: Okay. That sounds good.

EXERCISE 29. Let's talk: pairwork.

Directions: Work with a partner. Practice using let's.
Partner A: Read your sentence aloud. You can look at your book before you speak.
           When you speak, look at your partner. Your book is open.
Partner B: Use let's in your response. Your book is closed.
Partner A: Respond to Partner B's suggestion.

Example: It's a beautiful day today. What should we do?
Partner A (book open): It's a beautiful day today. What should we do?
Partner B (book closed): Let's go to Woodland Park Zoo.

1. What time should we go out to dinner tonight?
2. When should we go to (name of a place)?
3. What should we do this evening?
4. I want to do something fun tomorrow.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

5. What should we do tomorrow? It's a holiday, and we don't have to go to class.
6. I'm bored. Think of something we can do.
7. My plane leaves at six. What time should we leave for the airport?
8. It’s (name of a classmate)’s birthday tomorrow. Should we do something special for him/her?

Directions: Correct the errors.
1. Would you please to help me?
2. I will can go to the meeting tomorrow.
3. My brother wasn’t able calling me last night.
4. Ken should writes us a letter.
5. I have to went to the store yesterday.
6. Susie! You must not to play with matches!
7. May you please hand me that book?
8. Ann couldn’t answered my question.
9. Shelley can’t goes to the concert tomorrow.
10. Let’s going to a movie tonight.
11. Don’t to interrupt. It’s not polite.
12. Can you to stand on your head?
13. I saw a beautiful dress at a store yesterday, but I couldn’t bought it.
14. Closing the door please. Thank you.
15. May I please to borrow your dictionary? Thank you.
EXERCISE 1. Noun and adjective practice.
Directions: How are the given words usually used? Circle NOUN or ADJ (adjective).
Then use each word in a sentence.

1. busy [NOUN ADJ]  →  I'm very busy right now.
2. computer [NOUN ADJ]  →  Computers are machines.
3. tall [NOUN ADJ]  →  The tall tree is beautiful.
4. apartment [NOUN ADJ]  →  My apartment is cozy.
5. Tom [NOUN ADJ]  →  Tom is a good student.
6. hand [NOUN ADJ]  →  He lost his hand in an accident.
7. good [NOUN ADJ]  →  He is a good friend.
8. monkey [NOUN ADJ]  →  The monkey is playing in the tree.
9. young [NOUN ADJ]  →  She is a young woman.
10. music [NOUN ADJ]  →  He enjoys listening to music.
11. expensive [NOUN ADJ]  →  The expensive car is parked in the garage.

14-1  MODIFYING NOUNS WITH ADJECTIVES AND NOUNS

<table>
<thead>
<tr>
<th>ADJECTIVE + NOUN</th>
<th>Adjectives can modify nouns, as in (a). See Chart 6-2, p. 161, for a list of common adjectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I bought an <strong>expensive</strong> book.</td>
<td></td>
</tr>
<tr>
<td>NOUN + NOUN</td>
<td>Nouns can modify other nouns. In (b); <strong>grammar</strong> is a noun that is used as an adjective to modify another noun (<strong>book</strong>).</td>
</tr>
<tr>
<td>(b) I bought a <strong>grammar</strong> book.</td>
<td></td>
</tr>
<tr>
<td>NOUN + NOUN</td>
<td>A noun that is used as an adjective is always in its singular form. In (c); the store sells shoes, but it is called a <strong>shoe</strong> (singular form) store.</td>
</tr>
<tr>
<td>(c) He works at a <strong>shoe</strong> store.</td>
<td></td>
</tr>
<tr>
<td>ADJECTIVE + NOUN + NOUN</td>
<td>Both an adjective and a noun can modify a noun; the adjective comes first, the noun second.</td>
</tr>
<tr>
<td>(d) I bought an <strong>expensive grammar</strong> book.</td>
<td></td>
</tr>
</tbody>
</table>

INCORRECT: He works at a shoes store.
EXERCISE 2. Sentence practice.
Directions: Underline the adjectives and identify the nouns they modify.
1. I drank some hot tea.
2. My grandmother is a wise woman.
3. English is not my native language.
4. The busy waitress poured coffee into the empty cup.
5. A young man carried the heavy suitcase for Fumiko.
6. I sat in an uncomfortable chair at the restaurant.
7. There is international news on the front page of the newspaper.
8. My uncle is a wonderful man.

EXERCISE 3. Sentence practice.
Directions: Underline the nouns used as adjectives and identify the nouns they modify.
1. We sat at the kitchen table.
2. I bought some new CDs at the music store.
3. We met Jack at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

EXERCISE 4. Listening.
Directions: Listen to the sentences. Decide if the given word is used as a noun or adjective. Circle your choice.

1. kitchen NOUN ADJ 6. car NOUN ADJ
2. kitchen NOUN ADJ 7. car NOUN ADJ
3. apartment NOUN ADJ 8. chicken NOUN ADJ
4. apartment NOUN ADJ 9. chicken NOUN ADJ
5. music NOUN ADJ 10. grammar NOUN ADJ
EXERCISE 5. Sentence practice.

Directions: Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

1. Vases that are used for flowers are called ______________.
2. A cup that is used for coffee is called ______________.
3. A story that appears in a newspaper is called ______________.
4. Rooms in hotels are called ______________.
5. A worker in an office is called ______________.
6. A tag that gives the price of something is called ______________.
7. A room that contains computers is called ______________.
8. Seats on airplanes are called ______________.
9. A bench that is found in a park is called ______________.
10. Soup that is made of beans is called ______________.

EXERCISE 6. Let’s talk: small groups.

Directions: Work in small groups. Which noun in the list can be used with all three of the nouns used as modifiers? For example, in the first sentence below, the completion can be a university education, a high school education, and a college education.

<table>
<thead>
<tr>
<th>class</th>
<th>official</th>
<th>soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
<td>program</td>
<td>store</td>
</tr>
<tr>
<td>keys</td>
<td>race</td>
<td>tickets</td>
</tr>
<tr>
<td>number</td>
<td>room</td>
<td>trip</td>
</tr>
</tbody>
</table>

1. Jane has a ______________ education.
2. We went to a ______________
3. I took a ______________
4. We watched a {horse, car, foot} ____________________________

5. I talked to a {government, city, school} ____________________________

6. Mom made some {vegetable, bean, chicken} ____________________________

7. He told me about a {radio, television, computer} ____________________________

8. We took a/an {boat, bus, airplane} ____________________________

9. I couldn't find my {car, house, door} ____________________________

10. We bought some {theater, concert, airplane} ____________________________

11. We visited Sue in her {hospital, hotel, dormitory} ____________________________

12. What is your {telephone, apartment, license plate} ____________________________
EXERCISE 7. Sentence practice.

Directions: Each item lists two nouns and one adjective. Write them in the correct order.

1. homework long assignment
   The teacher gave us a long homework assignment.

2. program good television
   I watched a good television program.

3. road mountain dangerous
   We drove on a dangerous mountain road.

4. automobile bad accident
   Janet was in a bad automobile accident.

5. article magazine interesting
   I read an interesting magazine article.

6. delicious vegetable soup
   Mrs. Green made some delicious vegetable soup.

7. card funny birthday
   My sister gave me a funny birthday card.

8. narrow seats airplane
   People don’t like to sit in narrow airplane seats.
### Word Order of Adjectives

(a) a **large red** car  
*Incorrect: a red large car*  

In (a): two adjectives (*large* and *red*) modify a noun (*car*). Adjectives follow a particular order. In (a): an adjective describing size (*large*) comes before color (*red*).

(b) a **beautiful young** woman  
(c) a **beautiful red** car  
(d) a **beautiful Greek** island

The adjective *beautiful* expresses an opinion. Opinion adjectives usually come before all other adjectives. In (b): opinion precedes age. In (c): opinion precedes color. In (d): opinion precedes nationality.

(e) Opinion Adjectives  
- dangerous  
- favorite  
- difficult  
- good  
- happy  
- interesting  
- strong  
- honest  
- wonderful

There are many opinion adjectives. The words in (e) are examples of common opinion adjectives.

#### Usual Word Order of Adjectives

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Age</th>
<th>Color</th>
<th>Nationality*</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>large</td>
<td>young</td>
<td>red</td>
<td>Greek</td>
<td>glass</td>
</tr>
<tr>
<td>delicious</td>
<td>tall</td>
<td>old</td>
<td>blue</td>
<td>Chinese</td>
<td>metal</td>
</tr>
<tr>
<td>brnd</td>
<td>little</td>
<td>middle-aged</td>
<td>black</td>
<td>Mexican</td>
<td>plastic</td>
</tr>
</tbody>
</table>

(f) some **delicious Mexican** food  
(g) a **small glass** vase  
(h) a **kind old Chinese** man

A noun is usually modified by only one or two adjectives, although sometimes there are three.

(i) **RARE**  
only  

It is very rare to find a long list of adjectives in front of a noun.

*Note: Adjectives that describe nationality are capitalized: Korean, Venezuelan, Saudi Arabian, etc.*

### Exercise 8. Adjective Practice

**Directions:** Put the italicized words in the correct order.

1. glass  
   - tall  
   - a ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ 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4. old big brown
   some ____________________________ cows
5. narrow dirt
   a ________________________________ road
6. young serious
   a ________________________________ woman
7. long black beautiful
   _________________________________ hair
8. Chinese famous old
   a/an ______________________________ work of art
9. leather brown thin
   a ________________________________ belt
10. wonderful old
    a/an ______________________________ story

Native American

#### Exercise 9: Sentence Practice

**Directions:** Complete the sentences with words from the list.

<table>
<thead>
<tr>
<th>Asian</th>
<th>cotton</th>
<th>polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>brick</td>
<td>important</td>
<td>soft</td>
</tr>
<tr>
<td>Canadian</td>
<td>leather</td>
<td>unhappy</td>
</tr>
<tr>
<td>coffee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Jack is wearing a white _______ cotton __________ shirt.
2. Hong Kong is an important ________________ city.
3. I'm wearing some comfortable old ____________ ____ shoes.
4. Tommy was a/an ____________ little boy when he broke his favorite toy.
5. Ann has a/an ________________ wool blanket on her bed.
6. Our dorm is a tall red ________________ building.
7. The computer is a/an ____________ modern invention.
8. My nephew has good manners. He is always a/an ____________ young man, especially to his elders.
9. Jack always carries a large blue ____________ cup with him.
10. Ice hockey is a popular ____________ sport.

□ EXERCISE 10. Sentence practice.

Directions: Add adjectives or nouns used as adjectives to complete the sentences. Share some of your answers with the class.

1. We had some hot ____________ food.
2. My dog, Rover, is a/an ____________ old dog.
3. We bought a blue ____________ blanket.
4. Alice has ____________ gold earrings.
5. Tom has short ____________ hair.
6. Mr. Lee is a/an ____________ young man.
7. Jack lives in a large ____________ brick house.
8. I bought a big ____________ suitcase.
9. Sally picked a/an ____________ red flower.
10. Ali wore an old ____________ shirt to the picnic.
EXERCISE 11. Sentence practice.

Directions: Many, but not all, of the sentences contain mistakes in the word order of modifiers. Correct the mistakes. Make changes in the use of a and an as necessary.

1. Ms. Lane has an old wood desk in her office.

2. She put the flowers in a blue glass vase. (no change)

3. The Great Wall is a Chinese landmark famous.

4. Ken is a man young honest.

5. I read a newspaper article interesting this morning.

6. Spiro gave me a wonderful small black Greek box as a birthday present.

7. Alice reached down and put her hand in the mountain cold stream.

8. Pizza is my favorite food Italian.

9. There was a beautiful flower arrangement on the kitchen table.

10. Jack usually wears brown old comfortable shoes leather.

11. Gnats are black tiny insects.

12. I used a box brown cardboard to mail a gift to my sister.

13. Tony has a noisy electric fan in his bedroom window.

14. James is a middle-aged handsome man with brown short hair.

15. When Jane was on her last business trip, she had a cheap rental car, but she stayed in a room expensive hotel.
EXERCISE 12. Let's talk: pairwork.

Directions: Work with a partner. Practice modifying nouns.
Partner A: Say the words in each item. Don't let your intonation drop because Student B is going to finish the phrase. Your book is open.
Partner B: Complete Student A's phrase with a noun. Your book is closed. Respond as quickly as you can with the first noun that comes to mind.
Share a few of your answers with the class.

Example: a dark . . .
PARTNER A (book open): a dark
PARTNER B (book closed): night (room, building, day, cloud, etc.)

Example: some ripe . . .
PARTNER A (book open): some ripe
PARTNER B (book closed): soup
PARTNER B (book closed): Okay. How about “some ripe fruit” or “some ripe bananas”?
PARTNER A (book open): That's good. Some ripe fruit or some ripe bananas.

1. a kitchen . . .
2. a busy . . .
3. a public . . .
4. a true . . .
5. some expensive . . .
6. an interesting old . . .
7. an airplane . . .
8. a dangerous . . .
9. a beautiful Korean . . .
10. some delicious Mexican . . .
11. a birthday . . .
12. a computer . . .
13. a baby . . .
14. a soft . . .
15. an easy . . .
16. a government . . .
17. some hot . . .
18. a flower . . .
19. a bright . . .
20. some small round . . .

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

21. a telephone . . .
22. a fast . . .
23. some comfortable . . .
24. a foreign . . .
25. a famous Italian . . .
26. a bus . . .
27. a history . . .
28. a rubber bicycle . . .
29. a hospital . . .
30. a movie . . .
31. some great old . . .
32. a television . . .
33. a very deep . . .
34. an office . . .
35. a gray wool . . .
36. an afternoon . . .
37. an empty . . .
38. a wonderful South American . . .
39. a bedroom . . .
40. a science . . .
EXERCISE 13. LISTENING.

Directions: Listen to each sentence. Circle the best completion(s). There may be more than one answer.

Example: We watched an interesting TV . . . . store movie show

1. card cake party
2. friend bus keys
3. jeans shoes flowers
4. test classroom eraser
5. room games desk
6. mail article story

14-3 EXPRESSIONS OF QUANTITY: ALL OF, MOST OF, SOME OF, ALMOST ALL OF

(a) Risa ate all of the food on her plate.
(b) Mike ate most of his food.
(c) Susie ate some of her food.

All of, most of, and some of express quantities.
all of = 100%
most of = a large part, but not all
some of = a small or medium part

(d) Matt ate almost all of his food.
INCORRECT: Matt ate almost of his food.

almost all of = 95%–99%
Almost is used with all; all cannot be omitted.

Directions: Complete the sentences with (almost) all of, most of, or some of.

1. 2, 4, 6, 8: ________________ these numbers are even.
2. 1, 3, 5, 7: ________________ these numbers are odd.
3. 1, 3, 4, 6, 7, 9: ________________ these numbers are odd.
4. 1, 3, 4, 6, 7, 8: ________________ these numbers are odd.
5. 1, 3, 4, 5, 7, 9: ________________ these numbers are odd.
6. ________________ the birds in Picture A are flying.
7. ________________ the birds in Picture B are flying.
8. ________________ the birds in Picture C are flying.
9. ________________ the birds in Picture D are flying.
10. ________________ the students in this class have dark hair.

11. ________________ the students in this class are using pens rather than pencils to do this exercise.

12. ________________ the students in this class wear glasses.

13. ________________ the students in this class can speak English.

---

14-4 EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT

(a) All of my work is finished.
(b) All of my friends are kind.
(c) Some of my homework is finished.
(d) Some of my friends are coming to my birthday party.

In (a): all of + singular noun + singular verb.
In (b): all of + plural noun + plural verb.
In (c): some of + singular noun + singular verb.
In (d): some of + plural noun + plural verb.

When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows of.

COMMON EXPRESSIONS OF QUANTITY

<table>
<thead>
<tr>
<th>all of</th>
<th>a lot of</th>
<th>half of</th>
<th>most of</th>
<th>some of</th>
</tr>
</thead>
</table>

---

☐ EXERCISE 15. Sentence practice.

Directions: Choose the correct completions.

1. All of that money ______ mine.

   (is / are)

2. All of the windows ______ open.

   (is / are)

3. We saw one movie. Some of the movie ______ interesting.

   (was / were)

4. We saw five movies. Some of the movies ______ interesting.

   (was / were)

5. A lot of those words ______ new to me.

   (is / are)

6. A lot of that vocabulary ______ new to me.

   (is / are)
7. Half of the glasses _empty, and half of the glasses _full.

8. Half of the glass _empty.

9. Almost all of the air in the city _polluted.

10. Almost all of the oceans in the world _polluted.

11. Most of the students _on time.

12. Most of our mail _in the morning.

EXERCISE 16. Listening.

Directions: Listen to each sentence. Circle the percentage that means the same as the quantity you hear.

Example: Half of the class was late. 100% 50% 10%

1. 100% 80% 10%
2. 100% 30% 0%
3. 80% 50% 25%
4. 90% 100% 10%
5. 10% 20% 70%
6. 25% 50% 85%
### 14-5 Expressions of Quantity: One Of, None Of

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of + plural noun</td>
<td>Sam is one of my friends.</td>
<td>It is incorrect to follow one of with a singular noun.</td>
</tr>
<tr>
<td>One of + plural noun + singular verb</td>
<td>One of my friends is here.</td>
<td>When one of + a plural noun is the subject of a sentence, it is followed by a singular verb, as in (b): one of + plural noun + singular verb.</td>
</tr>
<tr>
<td>None of the students was late.</td>
<td>In (c): Not one of the students was late. none of ≠ not one of The verb following none of + a plural noun can be singular, as in (c), or plural, as in (d). Both are correct.*</td>
<td></td>
</tr>
<tr>
<td>None of the students were late.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* In very formal English, a singular verb is used after none of + a plural noun: None of the students was late. In everyday English, both singular and plural verbs are used.

### Exercise 17. Sentence Practice

**Directions:** Make sentences from the given words and phrases.

1. one of my teacher be (name of a teacher)
   - One of my teachers is Ms. Lopez.

2. (name of a student) be one of my classmate

3. one of my book be red

4. one of my book have a green cover

5. (name of a place) be one of my favorite place in the world

6. one of the student in my class always come late

7. (name of a person) be one of my best friend
8. one of my \ friend \ live \ in (name of a place)

9. (title of a TV program) \ be \ one of the best \ program \ on TV

10. (name of a person) \ be \ one of the most famous \ people* \ in the world

11. one of my biggest \ problem \ be \ my inability to understand spoken English

12. (name of a newspaper) \ be \ one of the \ leading newspaper \ in (name of a city)

13. none of the \ student \ in my class \ speak \ (name of a language)

14. none of the \ furniture \ in this room \ be \ soft and comfortable

**Exercise 1A. Let's talk.**

*Directions: Work alone to complete the sentences with your own words. Then take turns sharing your sentences with a small group or with the class.*

1. One of my favorite __________________ is ____________________.

2. __________________ is one of the most interesting __________________ in the world.

3. One of the __________________ in my __________________ is ____________________.

4. __________________ is one of my best ____________________.

5. One of _____________________________.

6. None of _________________________________.

* People is a plural noun even though it does not have a final -s.
**EXERCISE 19. Sentence practice.**

Directions: Choose the correct verbs.

1. My grammar book ______ is (is / are) red.

2. Some of my books ______ are (is / are) on my desk.

3. One of my books ______ is (is / are) blue and green.

4. My favorite colors ______ are (is / are) red and yellow.

5. Sue’s favorite color ______ is (is / are) green.

6. One of my favorite colors ______ is (is / are) red.

7. Some of the students in my class ______ have (has / have) lap-top computers.

8. One of the students in Pablo’s class ______ has (has / have) a mustache.


10. One of my best friends ______ lives (lives / live) in Australia.

11. None of these letters ______ are (is / are) for you.

12. None of this mail ______ is (is / are) for you.

**EXERCISE 20. Sentence practice.**

Directions: Complete the sentences with *is* or *are*.

1. Some of the children’s toys ______ are (are / are) broken.

2. Most of my classmates ______ are (are / are) always on time for class.

3. One of my classmates ______ are (are / are) always late.
4. All of my friends _______ kind people.
5. One of my friends _______ Sam Brown.
6. Most of the rivers in the world _______ polluted.
7. Some of the Pacific Ocean _______ badly polluted.
8. Most of this page _______ white.
10. One of the pages in this book _______ the title page.

**EXERCISE 21. Listening.**

*Directions:* Complete the sentences with the words you hear.

1. ___________________________ is hard.
2. ___________________________ is missing.
3. ___________________________ are here yet.
4. ___________________________ were late.
5. ___________________________ is absent.
6. ___________________________ was vegetarian.
7. ___________________________ were helpful.
8. ___________________________ was scary.

**EXERCISE 22. Listening Review.**

*Directions:* Look at the pictures as you listen to each sentence. Circle the correct answer.

*Example:* None of the people are mad. yes (no)

1. yes no  3. yes no  5. yes no  7. yes no
2. yes no  4. yes no  6. yes no  8. yes no
EXERCISE 23. Let's talk: class activity.
Directions: Your teacher will ask you questions. Answer them using complete sentences. Use any expression of quantity (*all of, most of, some of, a lot of, one of, three of, etc.*). Close your book for this activity.

Examples:
Teacher: How many of the people in this room are wearing shoes?
Student: All of the people in this room are wearing shoes.

Teacher: How many of us are wearing blue jeans?
Student: Some of us are wearing blue jeans.

1. How many people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?
4. How many of your classmates are from (name of a country)?
5. How many of the people in this room can speak (English)?
6. How many of the women in this room are wearing earrings? How many of the men?
7. What is one of your favorite TV programs?
8. How many of the people in this city are friendly?
9. Who is one of the most famous people in the world?
10. How many of the married women in your country work outside the home?

14-6 INDEFINITE PRONOUNS: NOTHING AND NO ONE

(a) I didn't say anything.
(b) I said nothing.
**INCORRECT:** I didn't say nothing.
(c) Bob didn't see anyone at the park.
(d) Bob saw no one at the park.
**INCORRECT:** Bob didn't see no one at the park.

(a) and (b) have the same meaning.
*Anything* is used when the verb is negative.
*Nothing* is used when the verb is affirmative.

(c) and (d) have the same meaning.
*Anyone* is used when the verb is negative.
*No one* is used when the verb is affirmative.

EXERCISE 24. Sentence practice.
Directions: Complete the sentences. Use *anything, nothing, anyone, or no one*.

1. Jim doesn't know __________________ about butterflies.
2. Jim knows __________________ about butterflies.
3. Jean didn't tell __________________ about her problem.
4. Jean told ________________ about her problem.

5. There’s ________________ in my pocket. It’s empty.

6. There isn’t ________________ in my pocket.

7. Liz went to a shoe store, but she didn’t buy ________________.

8. Liz bought ________________ at the shoe store.

9. I got ________________ in the mail today. My mailbox was empty.

10. George sat quietly in the corner. He didn’t speak to ________________.

11. The office is closed from 12:00 to 1:00. ________________ is there during the lunch hour.

12. I know ________________ about nuclear physics.

13. ________________ was at home last night. Both my roommate and I were out.

14. Joan has a new apartment. She doesn’t know ________________ in her apartment building yet.

15. A: Do you know ________________ about Iowa?

   B: Iowa? I know ________________ about Iowa.

   A: It’s an agricultural state that is located between the Mississippi and Missouri rivers.

---

14-7 **INDEFINITE PRONOUNS: SOMETHING, SOMEONE, ANYTHING, ANYONE**

| STATEMENT | (a) Mary bought something at the store.  
| (b) Jim talked to someone after class. | In a statement, use something or someone. |
| NEGATIVE | (c) Mary didn’t buy anything at the store.  
| (d) Jim didn’t talk to anyone after class. | In a negative sentence, use anything or anyone. |
| QUESTION | (e) Did Mary buy something at the store?  
| Did Mary buy anything at the store?  
| (f) Did Jim talk to someone after class?  
| Did Jim talk to anyone after class? | In a question, use either something/someone or anything/anyone. |
EXERCISE 25. Sentence practice.

Directions: Complete the sentences. Use **something**, **someone**, **anything**, or **anyone**.

1. I have _______ something _______ in my pocket.
2. Do you have _____________ in your pocket?
3. Ken doesn’t have _____________ in his pocket.
4. I bought _____________ when I went shopping yesterday.
5. Rosa didn’t buy _____________ when she went shopping.
6. Did you buy _____________ when you went shopping?
7. My roommate is speaking to ______________ on the phone.
8. Yuko didn’t tell ________________ her secret.
9. I talked to _______________ at the phone company about my bill.
10. Did you talk to ______________ about your problem?
11. Kim gave me _______________ for my birthday.
12. Paul didn’t give me _______________ for my birthday.
13. Did Paul give you _______________ for your birthday?
14. My brother is sitting at his desk. He’s writing an e-mail to ________________.
15. The hall is empty. I don’t see ________________.
16. A: Listen. Do you hear a noise?
   B: No, I don’t. I don’t hear ________________.
17. A: Did you talk to Jim on the phone last night?
   B: No. I didn’t talk to ________________.
18. A: Where’s your bicycle?
   B: ________________ stole it.

* *Someone and anybody have the same meaning. Anyone and anybody have the same meaning.*
19. A: Does _______________ have some change? I need to use the pay phone.

B: Here.

A: Thanks. I'll pay you back later.

20. A: What did you do last weekend?

B: I didn’t do _______________. I stayed home.

### 14-8 USING EVERY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Every student has a book.</td>
</tr>
<tr>
<td>(b)</td>
<td>All of the students have books.</td>
</tr>
<tr>
<td><strong>INCORRECT:</strong></td>
<td>Every of the students has a book.</td>
</tr>
<tr>
<td><strong>INCORRECT:</strong></td>
<td>Every students have books.</td>
</tr>
<tr>
<td>(c)</td>
<td>Everyone has a book.</td>
</tr>
<tr>
<td>(d)</td>
<td>Everybody has a book.</td>
</tr>
<tr>
<td><strong>(c) and (d) have the same meaning.</strong></td>
<td>Everyone and everybody are followed by a singular verb.</td>
</tr>
<tr>
<td>(e)</td>
<td>I looked at everything in the museum.</td>
</tr>
<tr>
<td>(f)</td>
<td>Everything is okay.</td>
</tr>
<tr>
<td><strong>In (e):</strong></td>
<td>everything = each thing</td>
</tr>
<tr>
<td><strong>In (f):</strong></td>
<td>Everything is followed by a singular verb.</td>
</tr>
</tbody>
</table>

### EXERCISE 26. Sentence practice.

**Directions:** Choose the correct completions.

1. All of the ________ books ________ on this desk ________ are mine.
   (book/books) (in/are)

2. Every ________ book ________ on this desk ________ mine.
   (book/books) (in/are)

3. All of the ________ students ________ here today.
   (student/students) (in/are)

4. Every ________ student ________ here today.
   (student/students) (in/are)
5. Every ________ at my college ________ tests regularly.
   (teacher / teachers) (gives / give)

6. All of the ________ at my college ________ a lot of tests.
   (teacher / teachers) (gives / give)

7. Every ________ in my country ________ bedtime stories.
   (child / children) (likes / like)

8. All of the ________ in my country ________ that story.
   (child / children) (knows / know)

9. All of the ________ in this class ________ studying English.
   (person / people) (is / are)

10. Everyone in this class ________ to learn English.
    (wants / want)

11. ________ all of the ________ in this class speak English well?
    (Does / Do) (student / students)

12. ________ every ________ in the world like to listen to music?
    (Does / Do) (person / people)

13. ________ all of the ________ in the world enjoy dancing?
    (Does / Do) (person / people)

14. ________ everybody in the world have enough to eat?
    (Does / Do)

15. Every ________ in Sweden ________ a good transportation system.
    (city / cities) (has / have)

16. One of the ________ in my class ________ from Iceland.
    (student / students) (is / are)

---

**Exercise 27. Review: error analysis.**

**Directions:** Correct the errors.

1. I work hard every days.

2. I live in an apartment with one of my friend.

3. We saw a pretty flowers garden in the park.

4. Almost of the students are in class today.
5. Every people in my class are studying English.

6. All of the cities big in North America has traffic problems.

7. One of my cars are dark green.

8. Nadia drives a blue small car.

9. Istanbul is one of my favorite city in the world.

10. Every of students in the class have a grammar book.

11. The work will take a long time. We can’t finish every things today.

12. Everybody in the world want peace.

<table>
<thead>
<tr>
<th>14-9 LINKING VERBS + ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The flowers were <strong>beautiful</strong>.</td>
</tr>
<tr>
<td>(b) The flowers <strong>looked</strong> beautiful.</td>
</tr>
<tr>
<td>(c) The flowers <strong>smelled</strong> good.</td>
</tr>
<tr>
<td>(d) I <strong>feel</strong> good.</td>
</tr>
<tr>
<td>(e) Candy <strong>tastes</strong> sweet.</td>
</tr>
<tr>
<td>(f) That book <strong>sounds</strong> interesting.</td>
</tr>
</tbody>
</table>

Adjectives can follow be, as in (a). The adjective describes the subject of the sentence. See Chart 1-6, p. 12.

Adjectives can follow a few other verbs. These verbs are called “linking verbs.” The adjective describes the subject of the sentence. Common linking verbs are look, smell, feel, taste, and sound.

**EXERCISE 28. Let's talk pairwork.**

*Directions:* Work with a partner to practice using linking verbs. Take turns completing the sentences.

**PART 1.** Describe how you feel today. Begin your sentence with I feel . . .

1. good
good
2. fine
fine
3. terrible
terrible
terrible
terrible
4. terrific
terrific
terrific
terrific
terrific
terrific
terrific
5. sleepy
sleepy
6. tired

tired

**PART 2.** Describe something about your class. Begin your sentence with The class...

1. is good
2. is fine
3. is terrible
4. is terrific
5. is sleepy
6. is tired
**PART II.** Name things that . . .
19. taste good 20. taste sour
14. taste terrible 18. smell good
15. taste delicious 19. smell bad
16. taste sweet 20. smell wonderful

**PART III.** Name something in this room that looks . . .
21. clean 25. expensive
22. dirty 26. comfortable
23. new 27. messy
24. old 28. familiar

☐ **EXERCISE 29.** Let's talk.
*Directions:* Work in groups or as a class. Take turns showing and describing emotions.
Speaker A: Choose one of the emotions listed below. Show that emotion through the expression on your face and through your actions. Don’t tell anyone which emotion you’re trying to show.
Speaker B: Describe how Speaker A looks. Use the linking verb *look* and an adjective.

1. angry 5. busy
2. sad/unhappy 6. comfortable
3. happy 7. surprised
4. tired/sleepy 8. nervous

☐ **EXERCISE 30.** *Sentence practico.*
*Directions:* Use any possible completions for these sentences. Use the words in the list or your own words.

<table>
<thead>
<tr>
<th>easy</th>
<th>good / terrific / wonderful / great</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard / difficult</td>
<td>terrible / awful</td>
<td>tired / sleepy</td>
</tr>
</tbody>
</table>

1. Rosa told me about a new book. I want to read it. It sounds ______ interesting / good / terrific ______.

2. Karen learned how to make paper flowers. She told me how to do it. It sounds ______.

3. There's a new play at the community theater. I read a review of it in the newspaper. I'd like to see it. It sounds ______.
4. Professor Wilson is going to lecture on the problems of overpopulation tomorrow evening. I think I'll go. It sounds ________________.

5. Chris explained how to fix a flat tire. I think I can do it. It sounds ________________.

6. Shelley didn't finish her dinner because it didn't taste ________________.

7. What's for dinner? Something smells ________________. Ummm! What is it?

8. Amy didn't get any sleep last night because she studied all night for a test. Today she looks ________________.

9. Yummm! This dessert tastes ________________. What is it?

10. A: What's the matter? Do you feel okay?
    B: No. I feel ________________, I think I'm getting a cold.

11. A: Do you like my new dress, darling?
    B: You look ________________, honey.

12. A: Pyew!* Something smells ________________! Do you smell it too?
    B: I sure do. It's the garbage in the alley.

☐ EXERCISE 31. Let's Talk.

Directions: Work in pairs or small groups. In a given time limit (e.g., fifteen seconds, thirty seconds, a minute), think of as many adjectives or nouns used as adjectives as you can that describe the given nouns. Make a list.

Example: cat
Response: big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

1. weather  5. country
2. animal  6. person
3. food  7. river
4. movie  8. student

* Pyew is sometimes said "p.u." Both Pyew and p.u. mean that something smells very bad.
### ADJECTIVES AND ADVERBS

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ann is a careful driver. (adjective)</td>
<td>careful</td>
<td>An adjective describes a noun.</td>
</tr>
<tr>
<td></td>
<td>slow</td>
<td>In (a): careful describes driver.</td>
</tr>
<tr>
<td></td>
<td>quick</td>
<td>An adverb describes the action of a verb.</td>
</tr>
<tr>
<td></td>
<td>easy</td>
<td>In (b): carefully describes drives.</td>
</tr>
<tr>
<td>(b) Ann drives carefully. (adverb)</td>
<td>carefully</td>
<td>Most adverbs are formed by adding -ly to an adjective.</td>
</tr>
<tr>
<td></td>
<td>slowly</td>
<td>The adjective form and the adverb form are the same for fast, hard, early, late.</td>
</tr>
<tr>
<td></td>
<td>quickly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>easily</td>
<td></td>
</tr>
<tr>
<td>(c) John is a fast driver. (adjective)</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>early</td>
<td></td>
</tr>
<tr>
<td>(d) John drives fast. (adverb)</td>
<td>hard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>late</td>
<td></td>
</tr>
<tr>
<td>(e) Linda is a good writer. (adjective)</td>
<td>good</td>
<td>Well is the adverb form of good.*</td>
</tr>
<tr>
<td>(f) Linda writes well. (adverb)</td>
<td>well</td>
<td></td>
</tr>
</tbody>
</table>

* Well can also be used as an adjective to mean "not sick." Final saur got last week, but now he's well.

### EXERCISE 32. Sentence practice.

**Directions:** Complete the sentences with the adjective or adverb in italics.

1. quiet, quietly
   - My hometown is small and ______ quiet ________.
2. quiet, quietly
   - Mr. Wilson whispered. He spoke ______ quietly ________.
3. clear, clearly
   - Anna pronounces every word ________________.
4. clear, clearly
   - We like to go boating in ________________ weather.
5. careless, carelessly
   - Boris makes a lot of mistakes when he writes. He's a ________________ writer.
6. careless, carelessly
   - Boris writes ________________.
7. easy, easily
   - The teacher asked an ________________ question.
8. easy, easily
   - I answered the teacher's question ________________.
9. good, well  
   David is kind, generous, and thoughtful. He is a  
   ____________ person.

10. good, well  
   Jake has poor eyesight. He can’t see ____________  
   without his glasses.

**EXERCISE 33. Sentence practice.**

**Directions:** Complete the sentences with the correct form (adjective or adverb) of the  
words in italics.

1. careful  
   Do you drive ____________?  

2. correct  
   Carmen gave the ____________ answer to the question.

3. correct  
   She answered the question ____________.

4. fast  
   Mike is a ____________ reader.

5. quick  
   Mike reads ____________.

6. fast  
   Mike reads ____________.

7. neat  
   Barbara has ____________ handwriting. It is easy to read what  
   she writes.

8. neat  
   Barbara writes ____________.

9. hard  
   I study ____________.

10. hard  
    The students took a ____________ test.

11. honest  
    Roberto answered the question ____________.

12. slow  
    Karen and Fumito walked through the park ____________.

13. quick  
    We were in a hurry, so we ate lunch ____________.
14. careless I made some __________ mistakes in my last composition.

15. early Last night we had dinner __________ because we had to leave for the theater at 6:00.

16. early We had an __________ dinner last night.

17. loud I speak __________ when I talk to my grandfather because he has trouble hearing.

18. slow, clear Kim speaks English __________ and __________.

□ EXERCISE 34. Sentence practice.

Directions: Complete the sentences with the correct form (adjective or adverb) of the words in italics.

1. good Did you sleep __________ last night?

2. fast Anita is a __________ learner.

3. quick She learns everything __________.

4. fast Ahmed walks too __________. I can’t keep up with him.

5. soft Please speak __________. The children are asleep.

6. hard It rained __________ yesterday.

7. late I paid my telephone bill __________.

8. easy Ron lifted the heavy box __________. He’s very strong.

9. quiet Olga entered the classroom __________ because she was late for class.

10. beautiful The flowers look __________.

11. good We had a __________ time at the party last night.

12. good Your science project looks __________.

13. fluent Nadia speaks French __________.
EXERCISE 35. Review.

Directions: Choose the correct completions.

1. The teacher gave a test paper to every ______ in the class.
   A. student  B. students  C. of student  D. of students

2. Rosa is a ______ woman.
   A. beautiful Mexican young  C. Mexican beautiful young
   B. beautiful young Mexican  D. young beautiful Mexican

3. ______ the students in our class have dark hair.
   A. All most of  C. Almost
   B. Almost of  D. Almost all of

4. I had some ______ soup for lunch.
   A. vegetable good  C. vegetables good
   B. good vegetables  D. good vegetable

5. Jack introduced me to one ______.
   A. friends  B. of his friend  C. of his friends  D. his friends

6. The flowers ______.
   A. looked beautiful  C. beautiful look
   B. looked beautifully  D. beautifully look

7. ______ have jobs after school.
   A. A lot of students  C. A lots of students
   B. A lot students  D. A lot student

8. I didn’t talk to ______.
   A. something  B. anyone  C. nothing  D. no one

EXERCISE 36. Chapter review: error analysis.

Directions: Correct the errors.

1. Everybody want to be happily.

2. One of the building on Main Street is the post office.

3. I didn’t see nobody at the mall.

4. At the library, you need to do your work quiet.

5. I walk in the park every days.
6. Mr. Jones teaches English very good.

7. The answer looks clearly. Thank you for explaining it.

8. Every grammar test have a lot of difficult questions.

☐ **EXERCISE 37. Review: small groups.**

*Directions:* Play this game in small groups. Think of a noun. Describe this noun to your group by giving clues, but don’t mention the noun. The group will guess the noun you’re thinking of.

*Example:*

**SPEAKER A:** I’m thinking of a kind of plant. It’s small and colorful. It smells good.

**GROUP 1:** A flower!

**SPEAKER B:** I’m thinking of a person. She has short black hair. She’s wearing a blue sweater and a black skirt today.

**GROUP 1:** That’s too easy! Yoko!

**SPEAKER C:** I’m thinking of a very big cat. It’s a wild animal.

**GROUP 1:** A lion!

**SPEAKER C:** No. It’s orange and black. It lives in Asia. It has stripes.

**GROUP 1:** A tiger!

☐ **EXERCISE 38. Review.**

*Directions:* Bring to class an object from your country. In a small group, describe your object and tell your classmates about it. What is it? How is it used? Why is it special? Answer questions from the group.

When all of the groups finish discussing the objects, all of the objects should be placed in the center of the room.

**Speaker A:** Choose one of the objects. Ask questions about it. Find out who it belongs to and what it is. (The owner of the object should NOT speak. People from the owner’s group will give Student A the necessary information.)

**Speaker B:** Choose another one of the objects and ask questions.

Etc.

After all of the objects have been discussed and placed in the middle of the room, choose five of them to write about. Write a short paragraph on each object. What is it? What does it look like? Whose is it? What’s it for? Why is it special? Why is it interesting to you? Etc.
### CHAPTER 15
Possessives

#### 15-1 POSSESSIVE NOUNS

<table>
<thead>
<tr>
<th>SINGULAR NOUN</th>
<th>POSSESSIVE FORM</th>
<th>PLURAL NOUN</th>
<th>POSSESSIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>friend's</td>
<td>students</td>
<td>students'</td>
</tr>
<tr>
<td>student</td>
<td>student's</td>
<td>friends</td>
<td>friends'</td>
</tr>
</tbody>
</table>

To show that a person possesses something, add an apostrophe (') and -s to a singular noun.

**POSSESIVE NOUN, SINGULAR: noun + apostrophe (') + -s**

Add an apostrophe (') at the end of a plural noun (after the -s).

**POSSESIVE NOUN, PLURAL: noun + -s + apostrophe (')**

#### EXERCISE 1. Punctuation practice.

**Directions:** Add apostrophes to the possessive nouns.

1. **Jim**'s

2. Bobs cat likes to sleep on the sofa.

3. My teachers' names are Ms. Rice and Mr. Molina.

4. My mother's first name is Marika.

5. My parents' telephone number is 555-9876.

6. My Uncle George is my father's brother.
7. Nicole is a girls name.

8. Erica and Heidi are girls names.

9. Do you like Tom's shirt?

10. Do you know Anita's brother?

11. Alex's friends visited him last night.

12. The teacher collected the students' test papers at the end of the class.

13. How long is an elephant's trunk?


15. Monkeys' hands have thumbs.

**EXERCISE 2. Sentence practice.**

*Directions:* Complete the sentences. Use your classmates' names.

1. ________________ hair is short and straight.

2. ________________ grammar book is on her desk.

3. ________________ last name is ________________.

4. I don't know ________________ address.

5. ________________ eyes are brown.

6. ________________ shirt is blue.

7. ________________ briefcase is on the floor.

8. I need to borrow ________________ dictionary.
EXERCISE 3. Let's talk: small groups.

Directions: Work in small groups. Take turns making sentences about things that belong to students in your group. Write down five of them.

Example:

SPEAKER A: Kim's dictionary is on his desk.
SPEAKER B: Anna's purse is brown.
SPEAKER C: Pablo's shirt is green.
Etc.

EXERCISE 4. Listening.

Directions: Listen to each sentence and circle the word you hear.

1. Bob
2. Bob
3. teacher
4. teacher
5. friend
6. friend
7. manager
8. cousin

EXERCISE 5. Sentence practice.

Directions: Complete the sentences.

1. My husband's _______ brother _______ is my brother-in-law.
2. My father's _______________ is my uncle.
3. My mother's _______________ is my grandmother.
4. My sister's _______________ are my nieces and nephews.
5. My aunt's _______________ is my mother.
6. My wife's _______________ is my mother-in-law.
7. My brother's _______________ is my sister-in-law.
8. My father's _______________ and _______________ are my grandparents.
9. My niece is my brother's _______________.
10. My nephew is my sister's _______________.

438  CHAPTER 15

Directions: Choose the correct completions.

1. The ______ work hard.
   A) students B) student's C) students'

2. My ______ name is Honey.
   A) cats B) cat's C) cats'

3. My ______ are traveling in Spain.
   A) cousins B) cousin's C) cousins'

4. My ______ meeting them in two weeks.
   A) uncle B) uncle's C) uncles'

5. Two of my ______ live near me.
   A) friends B) friend's C) friends'

6. My ______ names are Mark and Kevin.
   A) friend B) friend's C) friends'

7. My best ______ name is Rob.
   A) friends B) friend's C) friends'

8. The three ______ coats are in the closet.
   A) boys B) boy's C) boys'

9. The ______ riding his bike.
   A) boys B) boy's C) boys'

10. We have three ______ and one girl in my family.
    A) boys B) boy's C) boys'

15-2 POSSESSIVE: IRREGULAR PLURAL NOUNS

(a) The children's boys are on the floor.
(b) That store sells men's clothing.
(c) That store sells women's clothing.
(d) I like to know about other people's lives.

Irregular plural nouns (children, men, women, people) have an irregular plural possessive form. The apostrophe (') comes before the final -s.

REGULAR PLURAL POSSESSIVE NOUN:
the students' books

IRREGULAR PLURAL POSSESSIVE NOUN:
the women's books
EXERCISE 7. Sentence practice.

Directions: Complete the sentences with the possessive form of the nouns in italics. These books belong to...

1. Mary They're ___Mary's_________ books.
2. my friend They're __________________ books.
3. my friends They're __________________ books.
4. the child They're __________________ books.
5. the children They're __________________ books.
6. the woman They're __________________ books.
7. the women They're __________________ books.

EXERCISE 8. Sentence practice.

Directions: Complete the sentences with the possessive form of the nouns in italics.

1. children That store sells ___children's_________ books.
2. girl Rita is a __________________ name.
3. girls Rita and Sue are __________________ names.
4. women Rita and Sue are __________________ names.
5. uncle Roberto is living at his __________________ house.
6. person A biography is the story of a __________________ life.
7. people Biographies are the stories of __________________ lives.
8. students _______________ lives are busy.
9. brother Do you know my __________________ wife?
10. brothers Do you know my __________________ wives?
11. wife Ron fixed his __________________ old sewing machine.
12. dog  My ________________ name is Fido.
13. dogs My ________________ names are Fido and Rover.
14. men Are Jim and Tom ________________ names?
15. man, woman Chris can be a ________________ nickname or a
_______________ nickname.
16. children Our ________________ school is near our house.

Directions: Add apostrophes and final -s as necessary to make possessive nouns.

Paul's
1. Someone stole Paul's bicycle.
2. Do you know Yuko roommate?
3. I can't remember all of my classmate names.
4. My roommate desk is always a mess.
5. What is your parent new address?
6. It's important to respect other people opinions.
7. My husband sister is visiting us this week.
8. Excuse me. Where is the men room?
10. I have my father nose.*
11. Where is Rosa apartment?
12. Does that store sell women clothes?

* I have my father's nose = My nose looks like my father's nose; I inherited the shape of my nose from my father.
EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use object pronouns, possessive adjectives, and possessive pronouns.

1. I own this book.
   This book belongs to _________.
   This is _________ book.
   This book is _________.

2. They own these books.
   These books belong to _________.
   These are _________ books.
   These books are _________.

3. You own that book.
   That book belongs to _________.
   That is _________ book.
   That book is _________.

4. She owns this pen.
   This pen belongs to _________.
   This is _________ pen.
   This pen is _________.

5. He owns that pen.
   That pen belongs to _________.
   That is _________ pen.
   That pen is _________.

6. We own those books.
   Those books belong to _________.
   Those are _________ books.
   Those books are _________.
EXERCISE 11  Sentence practice.

Directions: Complete the sentences. Use the correct possessive form of the words in italics.

1. I
   a. This bookbag is ________ mine ________.
   Sue
   b. That bookbag is ________ Sue's ________.
   I
   c. ________ My ________ bookbag is red.
   she
   d. ________ Hers ________ is green.

2. we
   a. These books are ________ ________.
   they
   b. Those books are ________ ________.
   we
   c. ________ ________ books are on the table.
   they
   d. ________ ________ are on the desk.

3. Tom
   a. This raincoat is ________ ________.
   Mary
   b. That raincoat is ________ ________.
   he
   c. ________ ________ is light brown.
   she
   d. ________ ________ is light blue.

4. I
   a. This notebook is ________ ________.
   you
   b. That one is ________ ________.
   I
   c. ________ ________ has ________ ________ name on it.
   you
   d. ________ ________ has ________ ________ name on it.

5. Jim
   a. ________ ________ apartment is on Pine Street.
   we
   b. ________ ________ is on Main Street.
   he
   c. ________ ________ apartment has three rooms.
   we
   d. ________ ________ has four rooms.
6. I  
   a. This is ______________ pen.
      you  
   b. That one is ______________.
      I   
   c. ______________ is in ______________ pocket.
      you  
   d. ______________ is on ______________ desk.

7. we  
   a. ______________ car is a Chevrolet.
      they  
   b. ______________ is a Volkswagen.
      we   
   c. ______________ gets 17 miles to the gallon.
      they  
   d. ______________ car gets 30 miles to the gallon.

8. Ann  
   a. These books are ______________.
      Paul  
   b. Those are ______________.
      she   
   c. ______________ are on ______________ desk.
      he    
   d. ______________ are on ______________ desk.

☐ EXERCISE 12  Sentence practice
Direction: Choose the correct completions.

1. Is this your / yours pen?

2. Please give this dictionary to Olga. It’s her / hers:

3. A: Don’t forget your / yours hat. Here.
   
   B: No, that’s not my / mine hat. Mine / My is green.

4. A: Please take this wood carving as a gift from me. Here. It’s your / yours:
   
   B: Thank you. You’re very thoughtful.

5. A: Isn’t that the Smiths’ car? That one over there. The blue one.
   
   B: No, that’s not their / theirs car. That / Their is dark blue.
6. A: Abdul and I really like our new apartment. It has lots of space.

   How do you like ours?

   B: Ours is small, but it's comfortable.

7. A: Excuse me. Is this your umbrella?

   B: I don't have an umbrella. Ask Ken. Perhaps it's his.

8. A: When do your classes begin?

   B: September second. How about yours? When do yours begin?

   A: Mine begin August twentieth.

9. A: Maria, your spaghetti sauce is delicious!

   B: Thank you, but it's not as good as yours.

   A: Oh, no. Yours is much better! It tastes just as good as Anna's.

   B: Do you like Anna's spaghetti sauce? I think hers is too salty.

   A: Maybe. My husband makes good spaghetti sauce too.

   He is thick and rich.

   B: Making spaghetti sauce is easy, but everyone's sauce is just a little different.
15-4 QUESTIONS WITH WHOSE

<table>
<thead>
<tr>
<th>(a) Whose book is this?</th>
<th>→ Mine.</th>
<th>Whose asks about possession. Whose is often used with a noun (e.g., whose book), as in (a) and (b).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ It's mine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ It's my book.</td>
<td></td>
</tr>
<tr>
<td>(b) Whose books are these?</td>
<td>→ Rita's.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ They're Rita's.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ They're Rita's books.</td>
<td></td>
</tr>
<tr>
<td>(c) Whose is this? (The speaker is pointing to a book.)</td>
<td>Whose can be used without a noun if the meaning is clear, as in (c) and (d).</td>
<td></td>
</tr>
<tr>
<td>(d) Whose are these? (The speaker is pointing to some books.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Who's your teacher?</td>
<td>In (e): Who's = who is. Whose and who's have the same pronunciation.</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 13. Sentence practice.

Directions: Choose the correct completions.

1. Whose watch ________ is ________? (is / are) (this / these)
2. Whose glasses ________ is ________? (is / are) (this / these)
3. Whose teddy bear ________ is ________? (is / are) (this / these)
4. Whose hat ________ is ________? (is / are) (that / those)
5. Whose shoes ________ is ________? (is / are) (that / those)
6. Whose keys ________ is ________? (is / are) (this / these)

Directions: Work with a partner. Touch or point to something in the classroom that belongs to someone and ask a question with *Whose.*

Example:

** SPEAKER A:** (points to a book) Whose book is this?
** SPEAKER B:** It's mine. / Mine. / It's my book.
** SPEAKER A:** Your turn to ask.
** SPEAKER B:** Whose book is that?
** SPEAKER A:** It's Po's. / Po's. / It's Po's book.

EXERCISE 15. Sentence practice.

Directions: Circle the correct completions.

1. Who's Whose ______ your roommate this year?
2. Who's Whose ______ pen is this?
3. Who's Whose ______ on the phone?
4. Who's Whose ______ that?
5. Who's Whose ______ is that?
6. Who's Whose ______ making so much noise?

EXERCISE 16. Listening.

Directions: Listen to each sentence. Circle *Whose* or *Who's.*

1. Whose Who's
2. Whose Who's
3. Whose Who's
4. Whose Who's
5. Whose Who's
6. Whose Who's
7. Whose Who's
8. Whose Who's
9. Whose Who's
10. Whose Who's

EXERCISE 17. Chapter review: error analysis.

Directions: Correct the errors.

1. Whose that woman?
2. What are those peoples names?
3. Mr. and Mrs. Swan like their's apartment.
4. The two student's study together in the library every afternoon.
5. Who's book is this?
6. Those shoes in the bag are their, not our.
7. My fathers’ sister has M.D. and Ph.D. degrees.
8. Did you meet your children’s teacher?
9. This is mine pillow and that one is your.

**EXERCISE 18. Let’s talk: review of Chapters 14 and 15.**

*Directions*: Work in pairs or small groups. Read the facts about eight friends.

*Facts:*
- Jack, Jim, Jake, John, Jill, Julie, Joan, and Jan are all friends.
- Two of them are secretly engaged.
- They met five months ago.
- They are going to get married next year.

Who is engaged? Read the clues to find out. (Be careful! Some of the clues are only additional information. They will not help you find the answer.)

Fill in the chart as you work through the clues to solve the puzzle.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Clues:*
1. For Julie’s wedding next month, she is planning to wear her mother’s long, white wedding dress. Her mother wore it 30 years ago.
   → Julie’s wedding is next month. The engaged couple is getting married next year, so it’s not Julie.
2. Joan’s husband is working in another city right now. They hope to see each other soon.
3. Jill and Jack love each other. They met at Jill’s sister’s wedding.
4. Jill’s sister got married a year ago.
5. Of all the friends, Jim is the only computer-science student.
6. Joan is a computer-science teacher. She began teaching two years ago.
7. Jan’s boyfriend is a medical student.
8. All of the friends think Julie is very funny.
9. John loves Jan, but she doesn’t love him. He’s a friend to her, not a boyfriend.
CHAPTER 16
Making Comparisons

16-1 COMPARISONS: USING THE SAME (AS), SIMILAR (TO), AND DIFFERENT (FROM)

<table>
<thead>
<tr>
<th>THE SAME (AS)</th>
<th>SIMILAR (TO)</th>
<th>DIFFERENT (FROM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

A and B are the same.  
A is the same as B.

C and D are similar.  
C is similar to D.

E and F are different.  
E is different from F.

☐ EXERCISE 1. Let’s talk: class activity.

Directions: Which of the pictures are the same, similar, or different?

1. Are Pictures A and B the same?
2. Are Pictures A and C the same?
3. Are Pictures A and C similar?
4. Are Pictures A and C different?
5. Are Pictures C and D similar?
6. Are Pictures C and D different?
**EXERCISE 2** Sentence practice.

*Directions:* Complete the sentences. Use *the same (as)*, *similar (to)*, and *different (from)* in your completions.

![Diagram of geometric shapes: A, B, C, D, E, F, G]

1. A is the same as ___________________________ F.
2. D and E are similar* or are different ___________________________.
3. C ___________________________ D.
4. B ___________________________ D.
5. B and D ___________________________.
6. C and D ___________________________.
7. A and F ___________________________.
8. F and G ___________________________.
9. F ___________________________ G.
10. G ___________________________ A and F, but ___________________________ C.

**EXERCISE 3.** Listening.

*Directions:* Listen to the comparisons of Pictures A through G in Exercise 2. Are these comparisons correct? Circle *yes* or *no*.

*Example:* A and F are the same. (yes) no

1. yes no 5. yes no
2. yes no 6. yes no
3. yes no 7. yes no
4. yes no

*Similar gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle and E is a square).*
EXERCISE 4. Error analysis.

Directions: Correct the errors.

1. A rectangle is similar a square.

2. Pablo and Rita come from same country.

3. Girls and boys are different. Girls are different to boys.

4. My cousin is the same age with my brother.

5. Dogs are similar to wolves.

6. Jim and I started to speak at a same time.

EXERCISE 5. Let’s talk: class activity.

Directions: Answer the questions.

1. Which of the figures are the same?

2. Is there at least one figure that is different from all the rest?

3. How many triangles are there in figure 1? (answer: Seven.)

4. How many triangles are there in figure 2?

5. How many triangles are there in figure 6?

EXERCISE 6. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Practice using the same (as), similar (to), and different (from). Close your book for this activity.

Example: Look at ( . . . )’s clothes and ( . . . )’s clothes. What is different about them?

Response: Their shoes are different. ( . . . ) is wearing running shoes, and ( . . . ) is wearing sandals.
1. Look around the room. Name things that are the same.
2. Look around the room. Name things that are similar but not the same.
3. Find two pens that are the same length. Find two pieces of paper that are the same size. Find two notebooks that are different sizes.
4. Find two people in the class who are wearing (earrings). Are their (earrings) the same, similar, or different?
5. Who in the class has a (notebook, briefcase, backpack) that is similar to yours? Does anyone have a (notebook, briefcase, backpack) that is the same as yours?
6. Do any of the people in this room have the same hairstyle? Name two people who have similar hairstyles.
7. Whose shirt is the same color as yours today? Name some things in this room that are the same color. Name things that are similar colors.
8. Who are any of the people in this room come from the same country? Who are two people who come from different countries.
9. Name an animal that is similar to a tiger. Name a bird that is similar to a duck.
10. Are Egypt and Italy on the same continent? Egypt and Algeria? Thailand and Korea? Mexico and Brazil?

16-2 COMPARISONS: USING LIKE AND ALIKE

You have a ballpoint pen with blue ink.
I have a ballpoint pen with blue ink.

(a) Your pen is like my pen.
(b) Your pen and my pen are alike.
(c) Our pens are alike.

like = similar to
alike = similar
Like and alike have the same meaning, but the sentence patterns are different.
This + be + like + that.
This and that + be + alike.

☐ EXERCISE 7. Sentence practice.
Directions: Complete the sentences with like and alike.

1. You and I have similar books. In other words, your book is _______ like _______ mine. Our books are _______ alike _______.

2. Mr. Chang and I have similar coats. In other words, Mr. Chang’s coat is _______ mine. Our coats are _______.

3. Ken and Sue have similar cars. In other words, their cars are _______.

4. You and I have similar hats. In other words, your hat is _______ mine.
5. A town is ____________ a city in some ways.

6. A foot and a hand are ____________ in some ways, but different in other ways.

7. A dormitory and an apartment building are ____________ in many ways.

8. A motorcycle is ____________ a bicycle in some ways.

**Exercise 8. Let's talk: pairwork.**

*Directions:* Work with a partner. Take turns making sentences with *like*. Check off (✓) the things in Column B that compare with the items in Column A. Discuss the ways in which the two things you are comparing are similar.

*Example:* a pencil, a bus

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a pencil</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a bus</td>
<td>a human hand</td>
</tr>
<tr>
<td></td>
<td>✓ a pen</td>
</tr>
<tr>
<td></td>
<td>✓ a lemon</td>
</tr>
<tr>
<td></td>
<td>✓ a taxi</td>
</tr>
</tbody>
</table>

*Partner A:* A pencil is like a pen in some ways. They are both used for writing. Your turn now.

*Partner B:* A bus is like a taxi. You can ride in both of them. Your turn now, etc.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bush</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a cup</td>
<td>a human hand</td>
</tr>
<tr>
<td>3. a hill</td>
<td>a lemon</td>
</tr>
<tr>
<td>4. honey</td>
<td>a chair</td>
</tr>
<tr>
<td>5. a monkey's hand</td>
<td>a mountain</td>
</tr>
<tr>
<td>6. an orange</td>
<td>an ocean</td>
</tr>
<tr>
<td>7. an alley</td>
<td>a street</td>
</tr>
<tr>
<td>8. a sea</td>
<td>sugar</td>
</tr>
<tr>
<td>9. a sofa</td>
<td>a bird</td>
</tr>
<tr>
<td>10. a sports jacket</td>
<td>a suit coat</td>
</tr>
<tr>
<td>11. a butterfly</td>
<td>a tree</td>
</tr>
</tbody>
</table>
16-3 THE COMPARATIVE: USING *ER AND MORE

Mary is 25 years old.
John is 20 years old.
(a) Mary is older than John.
(b) Health is more important than money.

**INCORRECT:** Mary is more old than John.
**INCORRECT:** Health is importanter than money.

When we use adjectives (e.g., old, important) to compare two people or two things, the adjectives have special forms.
In (a): We add *-er* to an adjective, or
In (b): We use *more* in front of an adjective.
The use of *-er* or *more* is called the **COMPARATIVE FORM**.

Notice in the examples: than follows the comparative form: older than, more important than.

<table>
<thead>
<tr>
<th>ADJECTIVES WITH ONE SYLLABLE</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggerer</td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td>cheaperer</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>olderer</td>
</tr>
</tbody>
</table>

Add *-er* to one-syllable adjectives.

Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, hot-hotter, thin-thinner.

<table>
<thead>
<tr>
<th>ADJECTIVES THAT END IN -Y</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>funnier</td>
<td>funnierer</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettierer</td>
</tr>
</tbody>
</table>

If an adjective ends in -y, change the -y to -i and add *-er*.

<table>
<thead>
<tr>
<th>ADJECTIVES WITH TWO OR MORE SYLLABLES</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>famous</td>
<td>more famous</td>
<td>more famouser</td>
</tr>
<tr>
<td>important</td>
<td>more important</td>
<td>more importanter</td>
</tr>
</tbody>
</table>

Use *more* in front of adjectives that have two or more syllables (except adjectives that end in -y).

<table>
<thead>
<tr>
<th>IRREGULAR COMPARATIVE FORMS</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>betterer</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worser</td>
</tr>
</tbody>
</table>

The comparative forms of good, bad, and far are irregular.

☐ **EXERCISE 9.** Comparative practice.

**Directions:** Write the comparative form for these adjectives.

1. old ____________________________
2. small __________________________
3. big ____________________________
4. important ______________________
5. easy ____________________________
6. difficult ________________________

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7. long
8. heavy
9. expensive
10. sweet
11. hot
12. good
13. bad
14. far

**EXERCISE 10. Sentence practice.**

*Directions: Complete the sentences. Use the comparative form of the words in italics.*

1. **comfortable**  This chair is ______ more comfortable than _____ that chair.
2. **deep**  The Pacific Ocean is _____________ the Mediterranean Sea.
3. **important**  Love is ______________ money.
4. **lazy**  I’m ________________ my roommate.
5. **tall**  My brother is ________________ I am.*
6. **heavy**  Iron is ______________ wood.
7. **difficult**  My physics course is ________________ my math course.
8. **hot**  Thailand is ________________ Korea.
9. **thin**  A giraffe’s neck is ________________ an elephant’s neck.
10. **warm**  It’s ________________ today ________________ yesterday.
11. **good**  Nadia’s English is ________________ her husband’s.
12. **long**  The Nile River is ________________ the Mississippi.

---

*Formal written English: My brother is taller than I am.*
*Informal spoken English: My brother is taller than me.*

**Making Comparisons 455**
13. intelligent A dog is ___________________________ a chicken.
14. short My little finger is ______________________ my middle finger.
15. bad The weather yesterday was ______________________ it is today.
16. far Your apartment is ______________________ from school
________________________ mine.
17. strong A horse is ___________________________ a person.
18. curly Ken's hair is ___________________________ mine.
19. nervous The groom was ______________________
at the wedding
________________________ the bride.

☐ EXERCISE 11. Let's talk: pairwork.
Directions: Work with a partner. Use the adjective in parentheses to compare each pair of items. Use more or -er.
Example: a mouse, an elephant (small)
Response: A mouse is smaller than an elephant.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bus, car (big)</td>
<td>1. this book, that one (good)</td>
</tr>
<tr>
<td>2. my old shoes, my new shoes (comfortable)</td>
<td>2. my hair, her hair (curly)</td>
</tr>
<tr>
<td>3. your hair, my hair (dark)</td>
<td>3. her hair, his hair (straight)</td>
</tr>
<tr>
<td>4. my arm, your arm (long)</td>
<td>4. the weather here the weather in</td>
</tr>
<tr>
<td>5. biology, chemistry (interesting)</td>
<td>my hometown (bad)</td>
</tr>
</tbody>
</table>
**EXERCISE 12.** Let's talk: class activity.

**Directions:** Practice comparative forms.

**PART I.** Your teacher will put several different books in a central place. Compare one to another, using the given adjectives.

*Example:* big
*Response:* This book is bigger than that book/that one.

1. large  5. difficult  9. expensive
2. interesting  6. easy  10. cheap
3. small  7. good  11. quick
4. heavy  8. bad  12. important

**PART II.** The given adjectives describe a man named Bob. A man named Jack does not have the same qualities. Draw pictures of Bob and Jack on the board. Compare Bob to Jack.

*Example:* tall
*Response:* Bob is taller than Jack.

Bob is . . .

1. tall  5. young  9. friendly*
2. strong  6. happy  10. responsible
3. lazy  7. kind  11. famous
4. intelligent  8. generous  12. busy

**EXERCISE 13.** Listening.

**Directions:** Listen to each sentence. Circle the adjective you hear.

*Example:* Sky Airlines is ________ than World Airlines. cheap cheaper

1. cold colder  7. safe safer
2. cold colder  8. safe safer
3. cold colder  9. safe safer
4. happy happier  10. fresh fresher
5. happy happier  11. funny funnier
6. happy happier  12. funny funnier

---

*The comparative of friendly has two possible forms: friendlier than or more friendly than.*
**Exercise 14. Sentence Practice.**

*Directions*: Complete the sentences. Use the comparative form of the words in the list (or your own words).

<table>
<thead>
<tr>
<th>big</th>
<th>easy</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>expensive</td>
<td>intelligent</td>
</tr>
<tr>
<td>cheap</td>
<td>fast</td>
<td>large</td>
</tr>
<tr>
<td>cold</td>
<td>high</td>
<td>warm</td>
</tr>
<tr>
<td>comfortable</td>
<td>hot</td>
<td>sweet</td>
</tr>
</tbody>
</table>

1. An elephant is ______bigger than / larger than________ a mouse.
2. A lemon is sour. An orange is __________than________ a lemon.
3. The weather today is __________it was yesterday.
4. Sometimes Mrs. Gsy's feet hurt when she wears high heels.
   
   Bedroom slippers are __________shoes with high heels.
5. I can afford a radio, but not a TV set. A radio is __________a TV set.
6. An airplane moves quickly. An airplane is __________an automobile.
7. A person can think logically. A person is __________an animal.
8. Hills are low. Mountains are __________hills.
9. The sun gives off a lot of light. The sun is __________the moon.
10. A motorcycle costs a lot of money. A motorcycle is __________a bicycle.
11. Arithmetic isn't difficult. Arithmetic is __________algebra.
12. Good health is __________money.
EXERCISE 15. **Let's talk.**

*Directions:* Work in pairs, in groups, or as a class. Make comparisons.

*Example:* an elephant to a mouse

*Response:* An elephant is bigger than a mouse / more intelligent than a mouse. Etc.

1. an orange to a lemon
2. a lake to an ocean
3. good health to money
4. a radio to a TV set
5. an airplane to an automobile
6. a person to an animal
7. the sun to the moon
8. a mountain to a hill
9. arithmetic to algebra
10. bedroom slippers to high heels
11. a horse to a person
12. your little finger to your ring finger
13. love to money
14. your hair to ( . . . )'s hair
15. food in (your country) to food in (another country)
16. the weather today to the weather yesterday

EXERCISE 16. **Let's talk: small groups.**

*Directions:* Work in small groups. Take turns making sentences using *-er/more* with the given adjectives. Share a few of your sentences with the class.

*Example:* large

*Response:* Canada is larger than Mexico. / My feet are larger than yours. / Etc.

1. tall 11. small
2. important 12. intelligent
3. cold 13. big
4. curly 14. heavy
5. expensive 15. cheap
6. long 16. sweet
7. easy 17. high
8. comfortable 18. interesting
9. old 19. good
10. strong 20. bad
EXERCISE 17. Let's talk: pairwork.

Directions: Work with a partner. Write a sentence using -fier more with an adjective from the list in Exercise 16. Tear the sentence into pieces, with only one word or phrase on each piece. Give the pieces to a classmate, who will reassemble your sentence. Repeat this exercise several times, using a different adjective for each new sentence you write.

EXERCISE 18. Let's talk: pairwork.

Directions: Work in pairs. Make comparisons.
Partner A: Ask your partner a question. Your book is open.
Partner B: Answer in a complete sentence. Your book is closed.

Example: Name something that is sweeter than an apple.
Partner A: What's sweeter than an apple? / Can you name something that is sweeter than an apple? / Name something that is sweeter than an apple.
Partner B: Candy is sweeter than an apple.

1. Name a country that is larger than Mexico.
2. Name a planet that is closer to or farther away from the sun than the earth.
3. Name someone in the class who is younger than (I am, you are).
4. Name an animal that is more dangerous than a wild dog.
5. Name a bird that is larger than a chicken.
6. Name something that is more expensive than (an object in this room)
7. Name a sport that is more popular internationally than baseball.
8. Name someone who is more famous than (name of a famous person).

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. Name someone who is taller than you.
10. Name something that is more interesting than (name of a field of study).
11. Name an ocean that is smaller than the Pacific Ocean.
12. Name a place that is farther away from here than (name of a place).
13. Name an animal that is stronger than a horse.
14. Name a game that is, in your opinion, more exciting than (name of a sport).
15. Name a place that is colder than this city.
16. Name a place that is more beautiful than this city.
## THE SUPERLATIVE: USING *-EST AND MOST*

(a) **COMPARATIVE**  
   My thumb is **shorter** than my index finger.  
(b) **SUPERLATIVE**  
   My hand has five fingers. My thumb is the **shortest** (finger) of all.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older (than)</td>
<td>the oldest (of all)</td>
</tr>
<tr>
<td>big</td>
<td>bigger (than)</td>
<td>the biggest (of all)</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier (than)</td>
<td>the prettiest (of all)</td>
</tr>
<tr>
<td>easy</td>
<td>easier (than)</td>
<td>the easiest (of all)</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive (than)</td>
<td>the most expensive (of all)</td>
</tr>
<tr>
<td>important</td>
<td>more important (than)</td>
<td>the most important (of all)</td>
</tr>
<tr>
<td>good</td>
<td>better (than)</td>
<td>the best (of all)</td>
</tr>
<tr>
<td>bad</td>
<td>worse (than)</td>
<td>the worst (of all)</td>
</tr>
<tr>
<td>far</td>
<td>farther/furthest (than)</td>
<td>the farthest/furthest (of all)</td>
</tr>
</tbody>
</table>

### EXERCISE 19. Comparative and superlative practice.

*Directions:* Write the comparative and superlative forms of the given adjectives.

<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long</td>
<td>longer (than)</td>
</tr>
<tr>
<td>2. small</td>
<td></td>
</tr>
<tr>
<td>3. heavy</td>
<td></td>
</tr>
<tr>
<td>4. comfortable</td>
<td></td>
</tr>
<tr>
<td>5. hard</td>
<td></td>
</tr>
<tr>
<td>6. difficult</td>
<td></td>
</tr>
<tr>
<td>7. hot*</td>
<td></td>
</tr>
</tbody>
</table>

*Spelling note:* If an adjective ends in one vowel and one consonant, double the consonant to form the superlative:  
big-bigger, fast-faster, hot-hottest, thin-thinnest.
<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td></td>
</tr>
<tr>
<td>cheap</td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td></td>
</tr>
<tr>
<td>strong</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 20. Sentence practice.**

*Directions:* Complete the sentences. Use the superlative form of the adjectives in italics.

1. *large* The largest city in Canada is Toronto.
2. *long* The Nile is ________________ river in the world.
3. *interesting* I'm taking four classes. My history class is ________________ of all.
4. *high* Mt. McKinley in Alaska is ________________ mountain in North America.
5. *tall* The Sears Tower is ________________ building in Chicago.
7. *short* February is ________________ month of the year.
8. *far* Pluto is ________________ planet from the sun.
9. *beautiful* In my opinion, Seattle is ________________ city in the United States.
10. **bad** In my opinion, Harry's Steak House is ____________ restaurant in the city.

11. **good** In my opinion, the Doghouse Cafe has ______________ food in the city.

12. **comfortable** Ken is sitting in __________________________ chair in the room.

13. **fast** The ______________ way to travel is by airplane.

14. **good** When you feel depressed, laughter is ___________ medicine.

15. **large** Asia is ______________ continent in the world.

16. **small** Australia is ______________ continent in the world.

17. **expensive** Sally ordered ______________ food on the menu for dinner last night.

18. **easy** Taking a taxi is ______________ way to get to the airport.

19. **important** I think good health is ______________ thing in life.

20. **famous** The Gateway Arch is __________________________ landmark in St. Louis, Missouri.
EXERCISE 21. **Listening.**

*Directions:* Look at the people in the picture and listen to each sentence. Circle the correct answer.

*Example:* Pam is the youngest. **yes**  **(no)**

Pam  
(24 years old)

Bob  
(50 years old)

Tim  
(15 years old)

1. yes  no  5. yes  no  8. yes  no
2. yes  no  6. yes  no  9. yes  no
3. yes  no  7. yes  no  10. yes  no
4. yes  no

EXERCISE 22. **Sentence practice.**

*Directions:* Work in small groups or as a class. Make comparisons about each group of pictures.

A. **COMPARE THE SIZES OF THE THREE BALLS.**

1. The golf ball is ______ smaller than ______ the baseball.
2. The soccer ball is ______ larger than ______ the baseball.
3. The soccer ball is ______ the largest ______ of all.
B. COMPARE THE AGES OF THE CHILDREN.

4. Ann is ____________ than Helen.
5. Helen is ____________ than Tommy.
6. Tommy is ____________ than Helen and Ann.
7. Ann is ____________ of all.

C. COMPARE THE HEIGHTS OF THE THREE WOMEN.

8. ____________ is the tallest
9. ____________ is the shortest.
10. ____________ is taller than ____________ but shorter than ____________.
D. COMPARE THE STRENGTHS OF THE THREE MEN.

Mike

Joe

Ron

11. ________________________________

12. ________________________________

13. ________________________________

14. ________________________________

E. COMPARE THE PRICES OF THE THREE VEHICLES.

15. ________________________________

16. ________________________________

17. ________________________________

18. ________________________________
F. COMPARE THE GRADES OF THE TEST PAPERS.

19. 
20. 
21. 
22. 

G. COMPARE HOW INTERESTING (TO YOU) THE THREE BOOKS LOOK.

23. 
24. 
25. 
26. 

☐ EXERCISE 23. Sentence practice.
Directions: Complete the sentences. Use the correct form (comparative or superlative) of the adjectives in italics.

1. long  The Yangtze River is ______________ the Mississippi River.

2. long  The Nile is ______________ river in the world.

3. large  The Caribbean Sea is ______________ the Mediterranean Sea.
4. large  The Caribbean Sea is __________________ sea in the world.
5. high  Mt. Everest is __________________ mountain in the world.
6. high  Mt. Everest is __________________ Mt. McKinley.
7. big  Africa is __________________ North America.
8. small  Europe is __________________ South America.
9. large  Asia is __________________ continent in the world.
10. big  Canada is __________________ the United States in area.
11. large  Indonesia is __________________ Japan in population.
12. good  Fruit is __________________ for your health __________________ candy.
13. good  The student cafeteria has __________________ roast beef sandwiches in the city.
14. comfortable  I have a pair of boots, a pair of sandals, and a pair of running shoes.
   The sandals are __________________ the boots, but the running shoes are __________________
   __________________ of all.
15. easy  This exercise is __________________ the next one. This is one of __________________ exercises in the book.
16. bad  There are over 800 million people in the world who don’t get enough to eat. With few exceptions, poverty and hunger are __________________ in rural areas than in cities and towns.

☐ EXERCISE 24. Listening.

Directions: Listen to the sentences about shopping in a clothing store. Write the words you hear.

1. The blue dress is __________________ the red one.
2. Well, I think the red one is __________________.
3. Is it too __________________, or does it look OK?

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4. It's ____________ of all the ones you tried on.

5. I'm not going to buy the brown shoes. They're too ____________.

6. How do you like this hat? It's ____________ size they have.

7. No, this hat is ____________ that one.

8. I need a belt, but one that is ____________ my old one.

9. Is this belt ____________ enough?

10. It's perfect. And it's ____________ of all of them.

### 16-5 USING ONE OF + SUPERLATIVE + PLURAL NOUN

| (a) The Amazon is **one of the longest rivers** in the world. | The superlative often follows **one of**. Notice the pattern: **one of + superlative + plural noun**. See Chart 14-5, p. 419, for more information about **one of**. |
| (b) A Rolls Royce is **one of the most expensive cars** in the world. | |
| (c) Alice is **one of the most intelligent people** in our class. | |

#### EXERCISE 25. Sentence practice.

*Directions: Use the given phrases to make sentences. Use **one of + superlative + plural noun**.*

1. a high mountain in the world
   → **Mt. McKinley is one of the highest mountains in the world.**

2. a pretty park in (this city)
   → **Forest Park is one of the prettiest parks in St. Louis.**

3. a tall person in our class
   → **Talia is one of the tallest people* in our class.**

4. a big city in the world

5. a beautiful place in the world

6. a nice person in our class

7. a long river in the world

*People is usually used instead of persons in the plural.
8. a good restaurant in *(this city)*
9. a famous landmark in the world
10. an important event in the history of the world

**EXERCISE 26. Let’s talk: class interview.**

*Directions*: Make questions using one of + superlative + plural noun. You are Speaker A. Ask two students each question. Write their first names and their answers. (Note: Try to change people with each question.) Share some of your answers with the class.

*Example:* a big city in Canada

**SPEAKER A:** What is one of the biggest cities in Canada?
**SPEAKER B:** Toronto is one of the biggest cities in Canada.
**SPEAKER C:** Vancouver is one of the biggest cities in Canada.

<table>
<thead>
<tr>
<th>1. a big city in Asia</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a large state in the United States</td>
<td></td>
</tr>
<tr>
<td>3. a beautiful city in the world</td>
<td></td>
</tr>
<tr>
<td>4. a tall person in our class</td>
<td></td>
</tr>
<tr>
<td>5. a good place to visit in the world</td>
<td></td>
</tr>
<tr>
<td>6. a famous person in the world</td>
<td></td>
</tr>
<tr>
<td>7. an important thing in life</td>
<td></td>
</tr>
<tr>
<td>8. a bad restaurant in <em>(this city)</em></td>
<td></td>
</tr>
<tr>
<td>9. a famous landmark in <em>(name of a country)</em></td>
<td></td>
</tr>
<tr>
<td>10. a tall building in <em>(this city)</em></td>
<td></td>
</tr>
<tr>
<td>11. a dangerous sport in the world</td>
<td></td>
</tr>
<tr>
<td>12. a serious problem in the world</td>
<td></td>
</tr>
</tbody>
</table>
□ EXERCISE 27. Let’s talk.

Directions: Your teacher will ask you questions, or work in small groups and take turns asking each other these questions.

1. How many brothers and sisters do you have? Are you the oldest?
2. Who is one of the most famous movie stars in the world?
3. In your opinion, what is the most exciting sport?
4. What is one of the most interesting experiences in your life?
5. In your opinion, what is the most beautiful place in the world?
6. What is one of the most important inventions in the modern world?
7. What is one of the worst experiences of your life?
8. What are the best things in life?
9. What was the happiest day of your life—or one of the happiest days of your life?
10. Who are the most important people in your life today?

□ EXERCISE 28. Let’s talk: small groups.

Directions: First, take this quiz by yourself. Circle the letters of the correct answers. If you don’t know an answer, guess. Second, form small groups to discuss the answers. You can figure out the correct answers by looking at the Table of Statistics on p. 474.

PART I.

1. What is the longest river in the world?
   A. the Yangtze
   B. the Amazon
   C. the Nile
   D. the Mississippi

2. Is the Amazon River longer than the Mississippi River?
   A. yes
   B. no

3. Is the Yangtze River longer than the Mississippi River?
   A. yes
   B. no

4. Which two rivers are almost the same length?
   A. the Nile and the Amazon
   B. the Amazon and the Yangtze
   C. the Nile and the Mississippi
   D. the Mississippi and the Amazon
PART II.

5. What is the largest sea in the world?
   A. the Mediterranean Sea
   B. the South China Sea
   C. the Caribbean Sea

6. Is the South China Sea the smallest of the three seas listed above?
   A. yes
   B. no

PART III.

7. What is the deepest ocean in the world?
   A. the Atlantic Ocean
   B. the Indian Ocean
   C. the Pacific Ocean

8. Is the Indian Ocean larger than the Atlantic Ocean?
   A. yes
   B. no

PART IV.

9. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antarctica</td>
<td>North America</td>
</tr>
<tr>
<td>Asia</td>
<td>South America</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
</tbody>
</table>

   (1) __________________________ (the largest)
   (2) __________________________
   (3) __________________________
   (4) ____________ Antartica ______
   (5) __________________________
   (6) __________________________
   (7) __________________________ (the smallest)
PART V.

10. Which of the following cities has the largest population in the world?
    A. New York City, U.S.A.  C. Mexico City, Mexico
    B. Seoul, Korea          D. Tokyo, Japan

11. Is the population of Sao Paulo, Brazil, larger than the population of New York City, U.S.A.?
    A. yes                  B. no

12. Is the population of Sao Paulo, Brazil, larger than the population of Seoul, Korea?
    A. yes                  B. no

13. What is the largest city in North America?
    A. Mexico City          B. New York City

PART VI.

14. Which of the following countries has the largest area in the world?
    A. Canada               C. the United States
    B. China                D. Brazil

15. Which of the following two countries is larger in area?
    A. Canada               B. Brazil

16. Which of the following countries has the largest population in the world?
    A. India                C. the United States
    B. China                D. Indonesia

17. Which of the following two countries has the larger population?
    A. India                B. Indonesia

18. Which of the following two countries has the larger population?
    A. the United States    B. Brazil

19. Which of the following two countries has the smaller population?
    A. Egypt                B. Japan
### TABLE OF STATISTICS

#### PART I.

<table>
<thead>
<tr>
<th>RIVER</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Amazon River</td>
<td>4,000 miles</td>
</tr>
<tr>
<td>the Mississippi River</td>
<td>2,350 miles</td>
</tr>
<tr>
<td>the Nile River</td>
<td>4,160 miles</td>
</tr>
<tr>
<td>the Yangtze River</td>
<td>3,900 miles</td>
</tr>
</tbody>
</table>

#### PART II.

<table>
<thead>
<tr>
<th>SEA</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Caribbean Sea</td>
<td>970,000 square miles</td>
</tr>
<tr>
<td>the Mediterranean Sea</td>
<td>969,000 square miles</td>
</tr>
<tr>
<td>the South China Sea</td>
<td>895,000 square miles</td>
</tr>
</tbody>
</table>

#### PART III.

<table>
<thead>
<tr>
<th>OCEAN</th>
<th>SIZE</th>
<th>AVERAGE DEPTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Ocean</td>
<td>31,826,000 square miles</td>
<td>12,100 feet</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>29,000,000 square miles</td>
<td>12,750 feet</td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>64,000,000 square miles</td>
<td>13,000 feet</td>
</tr>
</tbody>
</table>

#### PART IV.

<table>
<thead>
<tr>
<th>CONTINENT</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>12,000,000 square miles</td>
</tr>
<tr>
<td>Antarctica</td>
<td>7,000,000 square miles</td>
</tr>
<tr>
<td>Asia</td>
<td>17,129,000 square miles</td>
</tr>
<tr>
<td>Australia</td>
<td>3,000,000 square miles</td>
</tr>
<tr>
<td>Europe</td>
<td>3,837,000 square miles</td>
</tr>
<tr>
<td>North America</td>
<td>9,355,000 square miles</td>
</tr>
<tr>
<td>South America</td>
<td>6,886,000 square miles</td>
</tr>
</tbody>
</table>

#### PART V.

<table>
<thead>
<tr>
<th>CITY</th>
<th>POPULATION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico City, Mexico</td>
<td>28 million</td>
</tr>
<tr>
<td>New York, U.S.A.</td>
<td>21 million</td>
</tr>
<tr>
<td>Sao Paulo, Brazil</td>
<td>25 million</td>
</tr>
<tr>
<td>Seoul, Korea</td>
<td>22 million</td>
</tr>
<tr>
<td>Tokyo, Japan</td>
<td>30 million</td>
</tr>
</tbody>
</table>

#### PART VI.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>AREA</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>3,265,059 sq mi</td>
<td>175 million</td>
</tr>
<tr>
<td>Canada</td>
<td>3,612,187 sq mi</td>
<td>32 million</td>
</tr>
<tr>
<td>China</td>
<td>3,600,927 sq mi</td>
<td>1,275 million*</td>
</tr>
<tr>
<td>Egypt</td>
<td>384,000 sq mi</td>
<td>79 million</td>
</tr>
<tr>
<td>India</td>
<td>1,147,949 sq mi</td>
<td>1 billion</td>
</tr>
<tr>
<td>Indonesia</td>
<td>767,777 sq mi</td>
<td>205 million</td>
</tr>
<tr>
<td>Japan</td>
<td>146,000 sq mi</td>
<td>125 million</td>
</tr>
<tr>
<td>the United States</td>
<td>3,539,224 sq mi</td>
<td>286 million</td>
</tr>
</tbody>
</table>

*Approximate population in the year 2004; 1,275 million is said as "one billion, two hundred seventy-five million."
16-6 USING BUT

(a) John is rich, but Mary is poor.
(b) The weather was cold, but we were warm inside our house.

But gives the idea that "This is the opposite of that."
A comma usually precedes but.

☐ EXERCISE 29. Sentence practice.

Directions: Complete the sentences with adjectives.

1. An orange is sweet, but a lemon is ____________________________.
2. The weather is hot today, but it was __________________________ yesterday.
3. These dishes are clean, but those dishes are __________________________.
4. This suitcase is heavy, but that suitcase is __________________________.
5. My hair is light, but my brother's hair is __________________________.
6. These shoes are uncomfortable, but those shoes are __________________________.
7. This street is narrow, but that street is __________________________.
8. This exercise is easy, but that exercise is __________________________.
9. This food is good, but that food is __________________________.
10. A chicken is stupid, but a human being is __________________________.
11. Smoke is visible, but clean air is __________________________.
12. This answer is right, but that answer is __________________________.
13. This towel is dry, but that towel is __________________________.
14. This cup is full, but that cup is __________________________.
15. This sentence is confusing, but that sentence is __________________________.
16. My apartment is messy, but Bob's apartment is always __________________________.
17. A pillow is soft, but a rock is __________________________.
EXERCISE 30. Listening

directions: Listen to each sentence and write an adjective with the opposite meaning.

Example:
You will hear: This exercise is easy, but that exercise is _______.
You will write: _______.

1. _______.
2. _______.
3. _______.
4. _______.
5. _______.
6. _______.
7. _______.
8. _______.

16-7 USING VERBS AFTER BUT

<table>
<thead>
<tr>
<th>AFFIRMATIVE VERB</th>
<th>but</th>
<th>NEGATIVE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>John is rich,</td>
<td>but</td>
<td>Mary isn't.</td>
</tr>
<tr>
<td>Balls are round,</td>
<td>but</td>
<td>boxes aren't.</td>
</tr>
<tr>
<td>I was in class,</td>
<td>but</td>
<td>Po wasn't.</td>
</tr>
<tr>
<td>Sue studies hard,</td>
<td>but</td>
<td>Sam doesn't.</td>
</tr>
<tr>
<td>We like movies,</td>
<td>but</td>
<td>they don't.</td>
</tr>
<tr>
<td>Alex came,</td>
<td>but</td>
<td>Maria didn't.</td>
</tr>
<tr>
<td>People can talk,</td>
<td>but</td>
<td>animals can't.</td>
</tr>
<tr>
<td>Olga will be there, but</td>
<td>Ivan won't.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE VERB</th>
<th>but</th>
<th>AFFIRMATIVE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary isn't rich, but</td>
<td>John is.</td>
<td></td>
</tr>
<tr>
<td>Boxes aren't round, but</td>
<td>balls are.</td>
<td></td>
</tr>
<tr>
<td>Po wasn't in class, but</td>
<td>I was.</td>
<td></td>
</tr>
<tr>
<td>Sam doesn't study, but</td>
<td>Sue does.</td>
<td></td>
</tr>
<tr>
<td>They don't like cats, but</td>
<td>we do.</td>
<td></td>
</tr>
<tr>
<td>Maria didn't come, but</td>
<td>Alex did.</td>
<td></td>
</tr>
<tr>
<td>Animals can't talk, but</td>
<td>people can.</td>
<td></td>
</tr>
<tr>
<td>Ivan won't be there, but</td>
<td>Olga will.</td>
<td></td>
</tr>
</tbody>
</table>

Often the verb phrase following but is shortened, as in the examples.

EXERCISE 31. Sentence practice

directions: Complete each sentence with an appropriate verb, affirmative or negative.

1. Sara is at home, but her husband _______.
2. Hiroki isn't at home, but his wife _______.
3. Beds are comfortable, but park benches _______.
4. I wasn't at home last night, but my roommate _______.

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5. Kim was in class yesterday, but Anna and Linda _____________.
6. I don't want to go to the movie, but my friends _____________.
7. Ahmed can speak French, but I _____________.
8. Amanda will be at the meeting, but Helen _____________.
9. This shirt is clean, but that one _____________.
10. These shoes aren't comfortable, but those shoes _____________.
11. Mike doesn't write clearly, but Ted _____________.
12. I ate breakfast this morning, but my roommates _____________.
13. Carol has a car, but Jerry _____________.
14. Jerry doesn't have a car, but Carol _____________.
15. Ron was at the party, but his wife _____________.
16. Ron went to the party, but his wife _____________.
17. Boris can't speak Spanish, but his wife _____________.
18. I won't be at home tonight, but Sue _____________.
19. Ken will be in class tomorrow, but Chris _____________.
20. Amy won't be here tomorrow, but Alice _____________.
21. The hotel wasn't expensive, but the plane tickets _____________.

□ EXERCISE 32. Listening.
Directions: Complete each sentence with an appropriate verb, affirmative or negative.

Example:
You will hear: The children wanted to play, but the teacher ______.
You will write: _________ didn't.

1. ___________. 6. ___________.
2. ___________. 7. ___________.
3. ___________. 8. ___________.
4. ___________. 9. ___________.
5. ___________. 10. ___________.
**EXERCISE 33. Let's talk: class activity.**

*Directions:* Your teacher will ask you questions. Answer them using *but.* Close your book for this activity.

*Example:* Who in the class was at home last night? Who wasn’t at home last night?

**TEACHER:** Who was at home last night?

**SPEAKER A:** I was.

**TEACHER:** Who wasn’t at home last night?

**SPEAKER B:** I wasn’t at home last night.

**TEACHER:** (to Speaker C) Summarize, using *but.*

**SPEAKER C:** (Speaker A) was at home last night, but (Speaker B) wasn’t.

1. Who wears glasses? Who doesn’t wear glasses?
2. Who is married? Who isn’t married?
3. Who didn’t watch TV last night? Who watched TV last night?
4. Who will be in class tomorrow? Who won’t be in class tomorrow?
5. Who has a car? Who doesn’t have a car?
6. Who studied last night? Who didn’t study last night?
7. Who can play (*a musical instrument*)? Who can’t play (*that musical instrument*)?
8. Who is hungry right now? Who isn’t hungry right now?
9. Who lives in an apartment? Who lives in a house or in a dorm?
10. Who doesn’t drink coffee? Who drinks coffee?
11. Who won’t be at home tonight? Who will be at home tonight?
12. Who was in class yesterday? Who wasn’t in class yesterday?
13. Who can’t speak (*a language*)? Who can speak (*a language*)?
14. Who didn’t stay home last night? Who stayed home last night?
15. Who has (*a mustache*)? Who doesn’t have (*a mustache*)?

**EXERCISE 34. Let's talk: pairwork.**

*Directions:* Work with a partner. Picture A and Picture B are not the same. There are many differences between them. Can you find all of the differences? Take turns pointing out the differences.

*Example:*

**SPEAKER A:** The woman is sitting in Picture A, but she’s lying down in Picture B.

Your turn now.

**SPEAKER B:** There’s a small fish in Picture A, but a large fish in Picture B.

Your turn now.

Etc.
EXERCISE 35. Writing practice.

Directions: Write a paragraph about one or more of the given topics. The list is a reminder of comparison words you may want to use in your paragraph.

<table>
<thead>
<tr>
<th>WORDS USED IN COMPARISONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>alike</td>
</tr>
<tr>
<td>different (from)</td>
</tr>
<tr>
<td>like</td>
</tr>
<tr>
<td>the same (as)</td>
</tr>
<tr>
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<td>-er/more</td>
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Topics:
1. Write about this city. Compare it to your hometown.
2. Write about your present residence. Compare it to a past residence.
3. Write about two members of your family. Compare them.
4. Write about two animals. Compare them.
5. Write about two countries. Compare them.
### 16-8 Making Comparisons with Adverbs

| (a) Kim speaks more fluently than Ali (does). | COMPARATIVE | SUPERLATIVE | Use **more** and **most** with adverbs that end in -ly. *|
| (b) Anna speaks the most fluently of all. | more fluently more slowly more quickly | the most fluently the most slowly the most quickly |
| (c) Mike worked harder than Sam (did). | harder faster earlier later | the hardest the fastest the earliest the latest |
| (d) Sue worked the hardest of all. | | | Use -er and -est with irregular adverbs: **hard**, **fast**, **early**, **late**. |
| (e) Rosa writes better than I do. | better | the best |
| (f) Kim writes the best of all. | | | **Better** and **best** are forms of the adverb **well**. |

*Exception: **early**, **earlier**, **the earliest**.

---

### Exercise 36. Sentence Practice

**Directions:** Complete the sentences with the correct form (comparative or superlative) of the adverbs in italics.

1. *late*  
   Karen got home _______ later than _______ Alice (did).

2. *quickly*  
   I finished my work ___________________ than Tom (did).

3. *beautifully*  
   Gina sings ___________________ than Susan (does).

4. *beautifully*  
   Ann sings ___________________ of all.

5. *hard*  
   My sister works ___________________ I (do).

6. *hard*  
   My brother works ___________________ of all.

7. *carefully*  
   My husband drives ___________________ I (do).

8. *early*  
   We arrived at the party ___________________ the Smiths (did).

9. *early*  
   The Wilsons arrived at the party ___________________ of all.

10. *well*  
    You can write ___________________ I (can).

11. *well*  
    Ken can write ___________________ of all.

12. *clearly*  
    Anita pronounces her words ___________________ Tina (does).
13. fluently  Sue speaks Spanish ___________________________ I (do).
14. fluently  Ted speaks Spanish ___________________________ of all.

☐ EXERCISE 37. Sentence practice.

Directions: Use the correct form (adjective or adverb, comparative or superlative) of the words in italics.

1. careful  Karen drives __________ more carefully than __________ her brother does.
2. beautiful  A tiger is ___________________________ a goat.
3. neat  Paul’s apartment is ___________________________ mine.
4. neat  Peter’s apartment is ___________________________ of all.
5. neat  You write ___________________________ I do.
6. neat  Ann writes ___________________________ of all.
7. clear  This author explains her ideas ___________________________ that author.
8. good  I like rock music ___________________________ classical music.
9. good  My husband can sing ___________________________ I can.
10. good  My daughter can sing ___________________________ of all.
11. long  Almost universally, wives work ___________________________ hours than their husbands because women take primary responsibility for household chores and child-rearing.
12. late  Robert usually goes to bed ___________________________ his roommate.
13. clear  Anna pronunciation her words ___________________________ of all the students in the class.
14. sharp  A razor is usually ___________________________ a kitchen knife.
15. artistic  My son is ___________________________ my daughter.
16. slow  I eat ___________________________ my husband does.
EXERCISE 38. Listening: review.

Directions: Listen to each sentence. Write the words you hear.

1. I work ___________________ Jim does.
2. Toshi finished his work __________________ of all.
3. Sue studies ____________________ Fred.
4. Jean studies _____________________ of all.
5. A motorcycle is __________________ a bicycle.
7. A snail moves __________________ a crab does.
8. This suitcase is __________________ that one.
9. My glasses are __________________ my contact lenses.
10. I can see __________________ with my glasses.

EXERCISE 39. Review.

Directions: Choose the correct completions.

1. A lion is ______ a tiger.
   A. similar   B. similar with   C. similar from   D. similar to

2. Lions and tigers are ______.
   A. the same   B. similar   C. similar to   D. the same as

3. Good health is one of ______ in a person's life.
   A. best thing   B. the best thing   C. the best things   D. best things

4. There were many chairs in the room. I sat in ______ chair.
   A. the comfortalest   B. the most comfortable   C. most comfortable   D. more comfortable

5. Jane's story was ______ Jack's story.
   A. funnier than   B. funny than   C. more funnier than   D. more funny

6. My last name is ______ my cousin's.
   A. same   B. same from   C. same as   D. the same as

7. I live ______ away from school than you do.
   A. far   B. farther   C. more far   D. farthest
   A. more clearly  C. more clear
   B. clearer       D. more clearer

9. Robert works hard every day, but his brother ______.
   A. is  B. isn't  C. does  D. doesn't

☐ EXERCISE 40. Chapter review: error analysis.
Directions: Correct the errors.

1. Your pen is alike mine.

2. Kim's coat is similar with mine.

3. Jack's coat is same mine.

4. Soccer balls are different with basketballs.

5. Soccer is one of most popular sports in the world.

6. Green sea turtles live long more than elephants.

7. My grade on the test was worst from yours. You got a more better grade.

8. A monkey is intelligenter than a turtle.

9. Pedro speaks English more fluent than Ernesto.

10. Professor Brown teaches full-time, but her husband isn't.

11. Robert and Maria aren't same age. Robert is more young than Maria.

12. A blue whale is more large from an elephant.

13. The exploding human population is the most great threat to all forms of life on earth.

14. The Mongol Empire was the bigger land empire in the entire history of the world.

Making Comparisons 483
EXERCISE 41. Review.

Directions: Work with a partner.
Partner B: Answer in complete sentences. Your book is closed.

1. What's the longest river in the world?*
2. What's the biggest continent? What's the second biggest continent?
3. What country has the largest population?
4. Is a square the same as a rectangle?
5. Name a country that is farther south than Mexico.
6. Name an animal that is similar to a horse.
7. Name a place that is noisier than a library.
8. Is a dormitory like an apartment building? How are they different? How are they similar?
9. Is ( . . . )'s grammar book different from yours?
10. What is one of the most famous landmarks in the world?

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

11. Is the population of Seoul, Korea, larger or smaller than the population of Sao Paulo, Brazil?*
12. Is the Atlantic Ocean deeper than the Indian Ocean?
13. What's the smallest continent in the world?
14. Name two students in this class who speak the same native language. Do they come from the same country?
15. Look at ( . . . ) and ( . . . ). How are they different?
16. Is a lake like a river? How are they different? How are they similar?
17. Name an insect that is smaller than a bee.
18. Name a city that is farther north than Rome, Italy.
19. What is the most popular sport in your country?
20. What is one of the most important inventions in the modern world? Why is it more important than (name of another invention).

EXERCISE 42. Let's write or talk.

Directions: Write or talk about things and people in this room. Look at this thing and that thing, and then compare them. Look at this person and that person, and then compare them.

*If you need to, look at the Table of Statistics on p. 474.
EXERCISE 43. Writing practice

Directions: Write a paragraph on one or more of the given topics.

Topics:
1. Write about your family. Compare the members of your family. Include yourself in the comparisons. (Who is younger than you? Who is the youngest of all? Etc.)
2. Write about your childhood friends when you were ten years old. Compare them. Include yourself in the comparisons. (Who could run faster than you? Who could run the fastest of all? Etc.)
3. What are your three favorite places in the world? Why? Compare them.
4. What are the roles of health, money, and love in your life? Compare them.
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Chapter 1: USING BE

EXERCISE 2, p. 2.

Paulo is a student from Brazil. Marie is a student from France. They're in the classroom. Today is an exciting day. It's the first day of school, but they aren't nervous. They're happy to be here. Mrs. Brown is the teacher. She isn't in the classroom right now. She's late today.

EXERCISE 8, p. 6.
1. Butterflies are insects.
2. English is a country.
3. Spring is a season.
4. Canada is a city.
5. Japan is a language.
6. Roses are flowers.
7. Rabbits are machines.
8. Russian and Arabic are languages.
9. Cows are animals.

EXERCISE 13, p. 9.
1. I like my teachers. They're very nice.
2. I am at school. I'm in the classroom.
3. Yuri is not here. He's late.
4. I know you. You're a teacher.
5. I know Susan. I'm her friend.
6. Ali and I are friends. We're in the same class.
7. My sister has two children. They're young.
8. Los Angeles is a city. It's very big.
9. Anita is from Russia. She's very friendly.
10. I like soccer. It's fun.

EXERCISE 14, p. 9.
SPEAKER A: Hello. My name is Mrs. Brown. I'm the new teacher.
SPEAKER B: Hi. My name is Paulo, and this is Marie. We're in your class.
SPEAKER A: It's nice to meet you.
SPEAKER B: We're happy to meet you too.
SPEAKER A: It's time for class. Please take a seat.

EXERCISE 29, p. 22.
1. Grammar is easy.
3. My books are on the table.
4. My brother's 21 years old.
5. The weather's cold today.
6. The windows are open.
7. My money's in my wallet.
8. Mr. Smith's a teacher.
9. Mrs. Lee's at home now.
10. The sun's bright today.
11. Tom's at home right now.
12. My roommates are from Chicago.
13. My sister's a student at high school.

EXERCISE 30, p. 22.
1. The text's easy.
2. My notebook is on the table.
3. My notebooks are on the table.
4. Sue's a student.
5. The weather is warm today.
6. The window's open.
7. My parents are from Cuba.
8. My cousins are from Cuba too.
10. The teachers are in class.

Chapter 2: USING BE AND HAVE

EXERCISE 1, p. 24.
1. Are England and Canada cities?
2. Is winter a season?
3. Are bananas blue?
4. Is the weather very cold today?
5. Are airplanes slow?
6. Is a carrot a machine?
7. Are diamonds free?
8. Is the earth round?
9. Are big cities quiet?
**EXERCISE 12, p. 32.**
1. The boots have zippers.
2. Anna has a raincoat.
3. Her raincoat has buttons.
4. Her sweater has long sleeves.
5. She has earrings on her ears.
6. The earrings have diamonds.
7. You have long pants.
8. We have warm coats.

**EXERCISE 22, p. 39.**
1. This is my grammar book.
2. That is your grammar book.
3. That's your wallet.
4. This's her purse.
5. Is that your umbrella?
6. This's not my umbrella.
7. Is this your ring?
8. Yes, that's my ring.
9. This isn't my homework.
10. That's their car.

**Chapter 3: USING THE SIMPLE PRESENT**

**EXERCISE 2, p. 55.**
1. I wake up early every day. → wake
2. My brother wakes up late.
3. He gets up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
10. We talk about our day.

**EXERCISE 8, p. 59.**
1. I go to work every morning. → going
2. I celebrate my birthday every year.
3. Our son is two years old.
4. I use my computer every day.
5. Bob uses his computer five days a week.
6. I eat three times a day.
7. Anna listens to the radio every night.
8. I visit my uncle every month.

**EXERCISE 13, p. 62.**
1. Mrs. Miller teaches English on Saturdays. → teaches
2. My, and Mrs. Smith teach English in the evenings.
3. Doug fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends.
6. Their daughter watches videos.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.
9. The Johnsons wash their car every weekend.
10. Susan rarely washes her car.

**EXERCISE 18, p. 65.**
Marco is a student. He has an unusual schedule. All of his classes are at night. His first class is at 6:00 p.m. every day. He has a break from 7:30 to 8:00. Then he has classes from 8:00 to 10:00. He leaves school and goes home at 10:00. After he has dinner, he watches TV. Then he does his homework from midnight to 3:00 or 4:00 in the morning.
Marco has his own computer at home. When he finishes his homework, he usually goes on the Internet. He usually stays at his computer until the sun comes up. Then he does a few exercises, has breakfast, and goes to bed. He sleeps all day. Marco thinks his schedule is great, but his friends think it is strange.

**Chapter 4: USING THE PRESENT PROGRESSIVE**

**EXERCISE 7, p. 94.**
1. Tony is sitting in the cafeteria.
2. He is sitting alone.
3. He is wearing a hat.
4. He is eating lunch.
5. He is reading his grammar book.
6. He is looking at his computer.
7. He is studying hard.
8. He is smiling.
9. He is listening to the radio.
10. He is waving to his friends.

**EXERCISE 21, p. 107.**
1. I write in my grammar book . . . .
2. I am writing in my grammar book . . . .
3. It is raining outside . . . .
4. It doesn't rain . . . .
5. My cell phone rings . . . .
6. My cell phone isn't ringing . . . .
7. My friends and I listen to music in the car . . . .
8. We're not listening to music . . . .

**EXERCISE 25, p. 110.**
1. A: Does Tom have a black hat?
   B: Yes.
   A: Does he wear it every day?
   B: No.
   A: Is he wearing it right now?
   B: I don't know. Why do you care about Tom's hat?
   A: I found a hat in my apartment. Someone left it there. I think that it belongs to Tom.
2. A: Do animals dream?
   B: I don't know. I suppose so. Animals aren't very different from human beings in lots of ways.
A: Look at my dog. She is sleeping. Her eyes are closed. At the same time, she is barking and moving her head and her front legs. I am sure that she is dreaming right now. I’m sure that animals dream.

**EXERCISE 26, p. 111.**

**SPAKER A:** What are you doing? Are you working on your English paper?

**SPAKER B:** No, I’m not. I’m writing an e-mail to my sister.

**SPAKER A:** Do you write to her often?

**SPAKER B:** Yes, but I don’t write a lot of e-mails to anyone else.

**SPAKER A:** Does she write to you often?

**SPAKER B:** Yes. I get an e-mail from her several times a week. How about you? Do you get a lot of e-mails?

**SPAKER A:** Yes. I like to send e-mails to friends all over the world.

**Chapter 5: TALKING ABOUT THE PRESENT**

**EXERCISE 1, p. 121.**

1. **What time is it?**
2. **What month is it?**
3. **What day is it today?**
4. **What year is it?**
5. **What’s the date today?**

**EXERCISE 4, p. 124.**

1. My birthday is in June. I was born on June 24. I have class every day at 1:00. Who am I?
2. I have class at 7:00. I go to class in the morning. I was born in 1986. Who am I?
3. I have class in the morning. I was born in July. I was born in 1990. Who am I?
4. I was born in 1989. My birthday is July 7. I go to class at night. Who am I?

**EXERCISE 12, p. 130.**

1. There’re ten students in the classroom.
2. There’s a new teacher today.
3. There’re two teachers outside.
4. There’s a book on the floor.
5. There’s some information on the blackboard.
6. There’re several papers in the wastepaper basket.
7. There’re two coffee cups on the teacher’s desk.
8. There’s a lot of homework for tomorrow.

**EXERCISE 23, p. 138.**

1. There are trees behind the train.
2. A bird is under the picnic table.
3. There are butterflies in the air.
4. There is a fishing pole on top of the table.
5. There is a knife on top of the table.
6. A boat is in the water.
7. The bridge is below the water.
8. There are clouds above the hills.
9. There are flowers beside the river.
10. There are flowers next to the river.
11. The guitar is under the table.
12. One bike is under the tree.
13. The fish is on the grass.
14. The table is between the tree and the river.
15. The flowers are near the water.

**EXERCISE 31, p. 145.**

1. A: Where do you want to go for dinner tonight?
   B: Rossi’s Restaurant.
2. A: What time do you want to go to the airport?
   B: Around five. My plane leaves at seven.
3. A: Jean doesn’t want to go to the baseball game.
   B: Why not?
   A: Because she needs to study for a test.
4. A: I’m getting tired. I want to take a break for a few minutes.
   B: Okay. Let’s take a break. We can finish the work later.
5. A: We don’t need to come to class on Friday.
   B: Why not?
   A: It’s a holiday.
6. A: Peter wants to go back to his apartment.
   B: Why?
   A: Because he wants to change his clothes before he goes to the party.
7. A: Where do you want to go for your vacation?
   B: I want to visit Niagara Falls, Quebec, and Montreal.
8. A: May I see your dictionary? I need to look up a word.
   B: Of course. Here it is.
   A: Thanks.
9. A: Do you want to go with us to the park?
   B: Sure. Thanks. I need to get some exercise.

**EXERCISE 32, p. 147.**

1. Tony’d like a cup of coffee.
2. He’d like some sugar in his coffee.
3. Ahmed and Anita’d like some coffee too.
4. They’d like some sugar in their coffee too.
5. A: Would you like a cup of coffee? (“Would you” can’t be contracted in short answers or questions.)
   B: Yes, I would. Thank you.
9. I’d like to thank you for your kindness and hospitality.
7. My friends’d like to thank you too.
8. A: Would Robert like to ride with us?
   B: Yes, he would.
Chapter 6: Nouns and Pronouns

Exercise 13, p. 167.
1. A: Yoko and I are ("l-er") going downtown this afternoon. Do you want to ("wanna") come with us?
   B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.

2. A: Hi, Ann. How do you like your new apartment?
   B: It's very nice.
   A: Do you have a roommate?
   B: Yes. Maria Hall is my roommate. Do you know her ("know-er")? She's from Miami.
   A: No, I don't know her ("know-er"). Do you get along with her?
   B: Yes, we enjoy living together. You must visit us sometime. Maybe you can come over for dinner soon.
   A: Thanks. I'd like that.

3. A: Do George and Mike come over to your house often?
   B: Yes, they do. I invite them to my house often. We like to play cards.
   A: Who usually wins your card games?
   B: Mike. He's a really good card player. We can't beat him.

Exercise 15, p. 170.
1. A: We're going to the movies. Do you have any suggestions?
   B: Let's go to the new Italian restaurant. It's really good.

Chapter 7: Count and Noncount Nouns

Exercise 6, p. 184.
   B: That sounds nice.

2. A: My English class lasts an hour.
   B: Yes, it's quite long.

3. A: I'm going to the library. It opens at 8:30.
   B: I'm going with you. Let's meet there.

4. A: I'm going to the bookstore. It's just around the corner.
   B: I think I'll go with you. I need some books for my class.

5. A: I'm going to the park. It's really nice.
   B: I'm going with you. Let's take a walk.

6. A: I'm going to the museum. It's really interesting.
   B: I think I'll go with you. I need to learn something new.

7. A: I'm going to the library. It opens at 8:30.
   B: I'm going with you. Let's meet there.

8. A: I'm going to the bookstore. It's just around the corner.
   B: I think I'll go with you. I need some books for my class.

9. A: I'm going to the park. It's really nice.
   B: I'm going with you. Let's take a walk.

10. A: I'm going to the museum. It's really interesting.
    B: I think I'll go with you. I need to learn something new.

   B: I'm going with you. Let's meet there.

   C: I'm going to the bookstore. It's just around the corner.
   B: I think I'll go with you. I need some books for my class.

   D: I'm going to the park. It's really nice.
   B: I'm going with you. Let's take a walk.

   E: I'm going to the museum. It's really interesting.
   B: I think I'll go with you. I need to learn something new.

   B: I'm going with you. Let's meet there.

   F: I'm going to the library. It opens at 8:30.
   B: I'm going with you. Let's meet there.

   G: I'm going to the bookstore. It's just around the corner.
   B: I think I'll go with you. I need some books for my class.

   H: I'm going to the park. It's really nice.
   B: I'm going with you. Let's take a walk.

   I: I'm going to the museum. It's really interesting.
   B: I think I'll go with you. I need to learn something new.

   B: I'm going with you. Let's meet there.

   J: I'm going to the library. It opens at 8:30.
   B: I'm going with you. Let's meet there.

   K: I'm going to the bookstore. It's just around the corner.
   B: I think I'll go with you. I need some books for my class.

   L: I'm going to the park. It's really nice.
   B: I'm going with you. Let's take a walk.

   M: I'm going to the museum. It's really interesting.
   B: I think I'll go with you. I need to learn something new.

   B: I'm going with you. Let's meet there.
4. It's an interesting class.
5. We have a new teacher.
6. My mother has an office downtown.
7. It's an insurance office.
8. My father is a nurse.
9. He works at a hospital.
10. He has a difficult job.

EXERCISE 31, p. 204.
1. Vegetables have vitamins. → general
2. Cats make nice pets.
3. The teacher is absent.
4. I love bananas.
5. New cars are expensive.
6. I need the keys to the car.
7. Are the computers in your office working?
8. Let's feed the ducks at the park.

EXERCISE 32, p. 206.
1. A: Do you have a pen?
   B: There's one on the counter in the kitchen.
2. A: Where are the keys to the car?
   B: I'm not sure, but I have a set. You can use mine.
   B: It's just a bird outside, probably a woodpecker.
   Don't worry.
4. A: John Jones teaches at the university.
   B: I know. He's an English professor.
5. A: He's also the head of the department.
6. A: Hurry! We're late.
   B: No, we're not. It's five o'clock, and we have an hour.
   A: No, it isn't. It's six! Look at the clock.
   B: Oh, my. I need a new battery in my watch.

Chapter 8: EXPRESSING PAST TIME, PART 1

EXERCISE 5, p. 215.
1. I wasn't at home last night. → wasn't
2. I was at the library.
3. Our teacher was sick yesterday.
4. He wasn't at school.
5. Many students were absent.
6. They weren't at school for several days.
7. There was a substitute teacher.
8. She was very patient and kind.
9. My friends and I weren't nervous on the first day of school.
10. We were very relaxed.

EXERCISE 14, p. 224.
1. Mary played the piano for the class. → played
2. She plays very well.
3. The students watched an interesting movie.
4. They enjoyed it a lot.
5. They often watch movies together.
6. The class asked the teacher many questions.
7. The teacher answered their questions clearly.
8. The students listened very carefully.
9. They like their class.
10. The class works very hard.

EXERCISE 18, p. 226.
PART I.
1. What day was it two days ago?
2. What day was it five days ago?
3. What day was it yesterday?
4. What month was it last month?
5. What year was it ten years ago?
6. What year was it last year?
7. What year was it one year ago?

PART II.
8. What time was it one hour ago?
9. What time was it five minutes ago?
10. What time was it one minute ago?

EXERCISE 22, p. 230.
1. I ate . . .
2. We sat . . .
3. They came . . .
4. She had . . .
5. He got . . .
6. I stood . . .

EXERCISE 30, p. 235.
1. Did we do well on the test?
2. Did you finish the assignment?
3. Did it make sense?
4. Did I answer your question?
5. Did they need more help?
6. Did he understand the homework?
7. Did I explain the project?
8. Did they complete the project?
9. Did you do well?
10. Did she pass the class?

EXERCISE 33, p. 237.
PART I.
1. Did you ("did-juh") read the paper this morning?
2. A: Tom called.
   B: Did he ("dih-deh") leave a message?
3. A: Sara called.
   B: Did she ("dih-sheh") leave a message?
4. Did it ("dih-di") rain yesterday?
5. A: The children are watching TV.
   B: Did they ("dih-thay") finish their homework?
6. I can't find my notebook. Did I ("dih-di") leave it on your desk?

PART II.
1. Did you ("did-juh") finish the homework assignment?
2. Did it ("dib-dic") take a long time?
3. Did you ("dih-joh") hear my question?
4. Did they ("dih-chey") hear my question?
5. Did I ("dih-dih") speak loud enough?
6. Did he ("dih-dee") understand the information?
7. Did she ("dih-shoh") understand the information?
8. Did you ("dih-yuh") want more help?
9. Did I ("dih-dih") explain it okay?
10. Did he ("dih-dee") do a good job?

**EXERCISE 37, p. 241.**
1. She caught . . . .
2. They drove . . . .
3. We read . . . .
4. I rode . . . .
5. He bought . . . .
6. We ran . . . .

**EXERCISE 41, p. 244.**
I woke up with a headache this morning. I took some medicine and went back to bed. I slept all day. The phone rang. I heard it, but I was very tired. I didn’t answer it. I listened to the answering machine. It was the doctor’s office. The nurse said I missed my appointment. Now my headache is really bad!

**EXERCISE 44, p. 247.**
My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it many years ago. I thought someone stole it, but she told me, “No, it didn’t happen that way.” She told me she was outside in her garden recently with her dog. The dog brought her something. She thought it was money. Then she saw it was my ring. She put it on her finger and wore it. She didn’t want to lose it again. I was so happy. I hung up the phone and began to laugh and cry at the same time.

**Chapter 9: EXPRESSING PAST TIME, PART 2**

**EXERCISE 4, p. 256.**
1. Where did Susan go?
2. Why did Susan go there?
3. Where did Nancy go?
4. When did Nancy go?
5. Why did Nancy go there?
6. Where did Tom go?
7. Why did Tom go there?
8. When did Susan go?
9. Where did Bill go?
10. When did Bill go?
11. Why did Bill go there?
12. When did Tom go?

**EXERCISE 10, p. 259.**
1. When did you arrive?
2. Why did you leave?
3. Where do they live?
4. What did she want?
5. What does this mean?
6. Why didn’t you study?
7. Where did he go?
8. When does class end?

**EXERCISE 14, p. 263.**
1. Where does Sally live?
2. When did you leave?
3. What do you need?
4. Who is going with me?
5. Who came last?
6. Where are you moving to?
7. When did the movie end?
8. Why didn’t you help?

**EXERCISE 17, p. 266.**
1. The student didn’t understand . . . .
2. The woman spent . . . .
3. Did you cut . . . .
4. The car hit . . . .
5. The man forgot . . . .

**EXERCISE 20, p. 268.**
1. A tree fell . . . .
2. The girls went . . . .
3. The teacher drew . . . .
4. I felt . . . .
5. My brother threw . . . .

**EXERCISE 23, p. 271.**
1. Mrs. Brown fed . . . .
2. Mr. and Mrs. Johnson built . . . .
3. The dog bit . . . .
4. The children hid . . . .
5. The teacher held . . . .

**EXERCISE 40, p. 287.**
I had a strange experience yesterday. I was reading my book on the bus when a man sat down next to me and asked me if I wanted some money. I didn’t want his money. I was very confused. I stood up and walked toward the door of the bus.

While I was waiting for the door to open, the man tried to give me the money. When the door opened, I got off the bus quickly. I still don’t know why he was trying to give me money.

**Chapter 10: EXPRESSING FUTURE TIME, PART 1**

**EXERCISE 9, p. 300.**
1. Look. The doctor is coming. → present
2. The doctor is coming soon.
3. Oh, no. It’s raining.
4. We are leaving early in the morning.
5. Hurry. The bus is leaving.
6. Shh. Class is beginning.
7. We’re going to a movie this afternoon.
8. My parents are coming over tonight.

EXERCISE 11, p. 301.
1. It’s going to ("gonna") rain tomorrow.
2. I am leaving soon.
3. Our class starts at nine.
4. Anita is coming to the meeting tomorrow.
5. The doctor is going to call you.
6. Are you going to ("gonna") study tonight?
7. We are having dinner at a restaurant tomorrow.
8. We aren’t going to the concert tonight.
9. Alex rides his bicycle to work.
10. Who is going to help me?

EXERCISE 15, p. 304.
1. Bob is going to finish his work → in five minutes.
2. Mary is going to school . . .
3. Tom left . . .
4. The Johnsons got married . . .
5. The store is going to ("gonna") open . . .
6. The movie started . . .
7. Janet is going to graduate . . .
8. We took a vacation . . .
9. I’m going to ("gonna") buy a car . . .
10. There was a meeting at school . . .

EXERCISE 20, p. 307.
1. Jane is going to leave in a couple of days. → same
2. Tom is going to leave in a few weeks.
3. The doctor is going to ("gonna") call in a few minutes.
4. Tim graduated from high school a couple of years ago.
5. We sold our house a couple of years ago.
6. The mail came a couple of minutes ago.
7. The phone rang a few minutes ago.
8. John is going to ("gonna") be here in a few minutes.

EXERCISE 25, p. 310.
1. The class is working on a project today. → present
2. We are going to finish this weekend.
3. We talked about the project this morning.
4. It is going to ("gonna") rain this week.
5. It rained a lot this month.
6. I am going to graduate from college this year.
7. I am studying psychology this year.
8. The professor spoke for two hours this morning.
9. She’s going to ("gonna") give us a test this week.
10. We had a lot of homework today.

EXERCISE 27, p. 312.
1. The teacher’ll help you. → teacher’ll
2. The teacher will help you.
3. We’ll have a test tomorrow.
4. We will have a test tomorrow.
5. I’ll be back in five minutes.
6. The students’ll be late.
7. John will be here soon.
8. The doctor’ll see you now.
9. The nurse will give you some medicine.
10. You’ll feel better soon.

EXERCISE 28, p. 319.
1. Where will you go?
2. When will you go there?
3. Why will you go there?
4. Who will go with you?
5. What will you do there?

EXERCISE 31, p. 315.
1. Will Jane study more? → Yes, she will.
2. Will Jane go to more parties on weekends?
3. Will Jane begin smoking?
4. Will Jane exercise with her grandmother?
5. Will Jane graduate from a university next year?
6. Will Jane go on a diet?
7. Will Jane exercise only two times a week?
8. Will Jane spend more time with her grandmother?

EXERCISE 32, p. 316.
1. We want to see you soon. → want
2. I won’t be late for class again.
3. You won’t believe the news!
4. I want a new car.
5. A new car won’t be cheap.
6. My car won’t start.
7. Mr. and Mrs. Thomas want to retire.
8. They want to travel more.

EXERCISE 34, p. 318.
1. Bill doesn’t like meat, eggs, or fish.
2. He is a vegetarian. He doesn’t eat meat from animals. He didn’t eat it as a child, either.
3. His wife Beth doesn’t eat meat, but she isn’t a vegetarian.
4. She doesn’t enjoy the taste of meat.
5. They are going to ("gonna") try a new restaurant tomorrow.
6. John will probably have a dish with lots of vegetables.
7. Beth won’t have vegetables for a main dish. She’ll probably ask for something else.
8. Are they going to ("gonna") enjoy themselves?
9. Will they go back to this restaurant?
EXERCISE 36, p. 319.
1. A: Will you be here tomorrow?  
   B: Yes, I will; but I’ll probably be late.
2. A: Where are your visitors from?  
   B: Ali is from Kuwait and Toshi and Hiko are from Japan.
3. A: Were everyone in class yesterday?  
   B: All the students were there, but the teacher was absent.
   A: Was he sick?  
   B: No, he wasn’t, but his daughter was.
4. A: Let’s hurry. We’re going to be really late.  
   B: We’re not going to be late. I think your watch is fast.
   A: My watch isn’t fast. Maybe your watch is slow.  
   B: Let’s not argue. We won’t be there any sooner if we argue.

Chapter 11: EXPRESSING FUTURE TIME, PART 2

EXERCISE 6, p. 329.
1. You may be late for class tomorrow.
2. Our teacher may give a lot of homework this weekend.
3. Maybe you’ll get a package in the mail tomorrow.
4. I may go to bed early tonight.
5. Maybe I’ll go shopping tomorrow.
6. Maybe you will get married next year.
7. The weather may be sunny tomorrow.
8. Maybe it will rain tomorrow.

EXERCISE 11, p. 332.
1. I might be absent tomorrow.  
   → a. Maybe I will be absent.
2. There may be a change in our plans.
3. The weather report says it’ll rain tomorrow.
4. We might finish this grammar book soon.
5. John may get good news tomorrow.
6. The class’ll start on time.

EXERCISE 19, p. 338.
1. What are you going to do if the weather is nice after class tomorrow?
2. What are you going to do if your teacher cancels class tomorrow?
3. What are you going to do if your teacher talks too fast?
4. What are you going to do if you’re sick tomorrow?

EXERCISE 24, p. 342.
1. Before I go to bed every night, I watch TV.
2. If I go to bed early tonight.
3. After I get to school every day.
4. If class finishes early today.
5. Before I eat breakfast every day.
6. After I finish breakfast today.
7. If I get all the answers in this exercise correct.
8. When I finish this grammar book.

EXERCISE 28, p. 347.
1. A: Did you see that?  
   B: What?  
   A: The man in the red shirt hit the man in the blue shirt.
2. A: Are you sure?  
   B: Yes, I watched the whole thing.
2. A: Were you late for the movie?  
   B: No. The movie began at 7:30, and we got to the theater at 7:25.
3. A: Do you hear that noise?  
   B: What noise?  
   A: Late again.
   B: Now I hear it. Is someone coming?
4. A: Do you want to (“wanna”) go to the zoo this afternoon?  
   B: I’d like to go, but I can’t because I need to study.
   A: That’s too bad.
   B: Are you going to (“gotta”) go to the zoo?  
   A: Yes. The weather is perfect, and I want to (“wanna”) get outside and enjoy it.

Chapter 12: MODALS, PART 1: EXPRESSING ABILITY

EXERCISE 5, p. 356.
1. The students can understand their teacher.  
   → can
2. The students can’t understand their teacher.
3. I can’t hear you.
4. You can help me.
5. Tom can’t work today.
6. The doctor can’t see you today.
7. Professor Clark can meet with you.
8. I can’t find my glasses.
9. The children can’t wait.
10. We can stop now.

EXERCISE 6, p. 357.
In my last job, I was an office assistant. I had good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phones with a friendly voice. I also speak French and Chinese. I also studied English. I can read it, but I can’t speak it well. I hurt my back a few years ago. I can’t help guests with their suitcases. I can work both Saturdays and Sundays.

EXERCISE 10, p. 360.
1. A: (Phone rings) Hello?  
   B: Can I speak to Mr. Jones, please?
A: I'm very busy. I can't come to the phone right now. Can I take a message? He can return your call in about a half-hour.
B: Yes. Please tell him Bob Anderson called.
2. A: Can you help me lift this box?
B: It looks very heavy. I can try to help you, but I think we need a third person.
A: No, I'm very strong. I think we can do it together.
3. A: I can't hear the TV. Can you turn it up?
B: I can't turn it up. I'm doing my homework. If I turn it up, I can't concentrate.
A: Can you do your homework in another room?
B: Oh, all right.

EXERCISE 21, p. 367.
1. A: Were you able to talk to John last night?
B: I couldn't reach him. I can try again later today.
2. A: Do you know how to make bread?
B: Yes, I can make bread. What about you?
A: No. Can you teach me?
B: Sure, I can.
3. A: Are you able to understand the teacher?
B: I couldn't understand her in the beginning, but now I can understand most of her lectures.
A: I still can't understand her very well.
4. A: Professor Jones, when will you be able to correct our tests?
B: I began last night, but I wasn't able to finish. I'll try again tonight. I hope I will be able to hand them back to you tomorrow.
5. A: (phone rings) Hello?
B: Hi. This is Jan Smith. I'm wondering if I can get in to see Dr. Brown today or tomorrow.
A: Well, she can see you tomorrow morning at 11:00. Can you come in then?
B: Yes, I can. Please tell me where you are. I don't know the way to your office.

Chapter 13: MODALS, PART 21 ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

EXERCISE 5, p. 383.
1. People should exercise to stay healthy.
2. People should eat a lot of candy.
3. People shouldn't steal money.
4. People should keep some money in a bank.
5. Students should study every day.
6. Students shouldn't study on weekends.
7. English students should speak English in class.
8. English teachers shouldn't translate for their students.

EXERCISE 10, p. 386.
1. I have to (“haftha”) leave early today. → have to
2. You have to (“haftha”) come with us.
3. Where does your friend have to (“haftha”) go?
4. She has to (“haftha”) go to the dentist again.
5. Why does she have to (“haftha”) go there so often?
6. My teachers have to (“haftha”) correct a lot of homework.
7. Do they have to (“haftha”) give so much work?
8. My dog has to (“haftha”) go to the animal hospital.
9. He has to (“haftha”) have surgery.
10. We have to (“haftha”) take good care of our pets.

EXERCISE 15, p. 390.
1. a. People must eat healthy foods.
   b. People should eat healthy foods.
2. a. People must wear clothes outdoors.
   b. People should wear clothes outdoors.
3. a. People should stop their cars for a police siren.
   b. People must stop their cars for a police siren.
4. a. People must wear coats in cool weather.
   b. People should wear coats in cool weather.
5. a. People should pay taxes to their government.
   b. People may pay taxes to their government.
6. a. People must learn how to use computers.
   b. People should learn how to use computers.
7. a. People should wear seatbelts when they're in a car.
   b. People must wear seatbelts when they're in a car.
8. a. People must be polite to one another.
   b. People should be polite to one another.
9. a. People must keep their homes clean.
   b. People should keep their homes clean.

EXERCISE 27, p. 401.
1. It might snow tomorrow. → b. It may snow.
2. Tom has to work.
3. Becky knows how to swim.
4. The teacher needed to correct papers.
5. It's a good idea to study for the test tomorrow.
6. We may go to a movie tonight.
7. We didn't have to help.
8. I couldn't go to school yesterday.

Chapter 14: NOUNS AND MODIFIERS

EXERCISE 4, p. 406.
1. The phone is on the kitchen counter.
2. The phone is in the kitchen.
3. I'm moving to a new apartment next month.
4. The apartment building has a swimming pool.
5. How do you like your music class?
6. Where are the keys to the car?
7. I'm always losing my car keys.
8. Let's have some chicken soup.
9. The soup is good, but where's the chicken?
10. This grammar book has a lot of information.

LISTENING SCRIPT 497
EXERCISE 13, p. 415.
1. That was delicious birthday.
2. Here are the car.
3. I need to buy some comfortable.
4. The teacher gave the class an easy.
5. The little boy is playing computer.
6. I'd like to read the newspaper.

EXERCISE 16, p. 418.
1. All of the coffee is gone.
2. Some of the coffee is gone.
3. Half of the coffee is gone.
4. Almost all of the coffee is gone.
5. A lot of the coffee is gone.
6. Most of the coffee is gone.

EXERCISE 21, p. 422.
1. Some of the homework is hard.
2. One of the books is missing.
3. None of the children are here yet.
4. All of the students were late.
5. Half of the class is absent.
6. Almost all of the food was vegetarian.
7. A lot of the exercises were helpful.
8. Most of the movie was scary.

EXERCISE 22, p. 422.
1. Most of the people are happy.
2. All of them are smiling.
3. One of them is mad.
4. None of them are sleeping.
5. Only half of them have hats.
6. Some of them aren’t wearing hats.
7. Only one of them has sunglasses.
8. Almost all of them look happy.

Chapter 15: POSSESSIVES

EXERCISE 4, p. 438.
2. Bob has two brothers and one sister.
3. My teacher's apartment is near mine.
4. My teacher is very funny.
5. What is your friend saying?
6. My friend’s dog ran away.
7. The store manager’s name is Dan.
8. My cousin studies engineering.

EXERCISE 16, p. 447.
1. Who’s that?
2. Whose glasses are on the floor?
3. Who’s coming?
4. Who’s next?
5. Whose homework is this?
6. Whose car is outside?
7. Who’s ready to begin?
8. Whose turn is it?
9. Whose work is ready?
10. Who’s going to help me?

Chapter 16: MAKING COMPARISONS

EXERCISE 3, p. 450.
1. B and D are the same.
2. E is different from A.
3. G and B are similar.
4. A is similar to G.
5. F is the same as A.
6. C and G are different.
7. A and C are similar.

EXERCISE 13, p. 457.
1. It’s getting colder outside.
2. The weather today is colder than yesterday.
3. The weather is getting colder outside.
4. Our teacher is happier this week than last week.
5. Professor Jones is happy every day.
6. Are you happy today?
7. Is a big car safer than a small car?
8. I want to drive a safe car.
9. I need to get a safer car.
10. The coffee is fresh and tastes delicious.
11. Maria tells a very funny story in class yesterday.
12. Maria and Sam both told stories. Sam’s story was funnier than Maria’s story.

EXERCISE 21, p. 464.
1. Tim is older than Bob.
2. Pam looks happier than Tim.
3. Bob is the tallest of all.
4. Pam is younger than Bob.
5. Tim looks the most serious.
6. Bob is shorter than Tim.
7. Pam looks happier than Tim.
8. Tim is the youngest.
9. Pam is shorter than Bob.
10. Bob looks more serious than Pam.

EXERCISE 24, p. 468.
1. The blue dress is more expensive than the red one.
2. Well, I think the red one is prettier.
3. Is it too short, or does it look OK?
4. It’s the nicest of all the ones you tried on.
5. I’m not going to buy the brown shoes. They’re too small.
6. How do you like this hat? It’s the biggest size they have.
7. No, this hat is bigger than that one.
8. I need a belt, but one that is longer than my old one.
9. Is this belt long enough?
10. It’s perfect. And it’s the cheapest of all of them.

EXERCISE 30, p. 476.
1. Linda is tall, but her sister is . . . .
2. My old apartment was small, but my new apartment is . . . .
3. First Street is noisy, but Second Street is . . . .
4. This picture is ugly, but that picture is . . . .
5. A car is fast, but a bike is . . . .
6. A kitten is weak, but a horse is . . . .
7. This watch is expensive, but that watch is . . . .
8. Tom is hard-working, but his brother is . . . .

EXERCISE 32, p. 477
1. I like strong coffee, but my friend . . . .
2. Ellen can speak Spanish, but her husband . . . .
3. The children didn’t want to go to bed early, but their parents . . . .
4. The children weren’t tired, but their parents . . . .
5. Jack doesn’t want to go out to eat, but his friends . . . .
6. The doctor isn’t friendly, but the nurse . . . .
7. I was at home yesterday, but my roommate . . . .
8. Pablo went to the party, but Steve . . . .
9. The grocery store will be open tomorrow, but the bank . . . .
10. I won’t be home tonight, but my husband . . . .

EXERCISE 38, p. 482.
1. I work faster than Jim does.
2. Tochi finished his work the fastest of all.
3. Sue studies harder than Fred.
4. Jean studies the hardest of all.
5. A motorcycle is more dangerous than a bicycle.
6. Ali speaks more loudly than Yoko does.
7. A snail moves more slowly than a crab does.
8. This suitcase is heavier than that one.
9. My glasses are clearer than my contact lenses.
10. I can see more clearly with my glasses.
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EXERCISE 2, p. 2.
1. is 7. They're happy
2. They're in 8. is
3. is an 9. isn't
4. It's 10. She's
5. aren't

EXERCISE 3, p. 2.
1. English is a language. 7. A house is a building.
2. Tokyo is a city. 8. A bear is an animal.
3. Australia is a country. 9. A bee is an insect.
4. Red is a color. 10. An ant is an insect.
5. A dictionary is a book.
6. Tennis is a sport.

EXERCISE 4, p. 3
4. Tennis is a sport. 9. A fly is an insect.
5. Chicago is a city. 10. Baseball is a sport.
6. Spanish is a language. 11. China is a country.
7. Mexico is a country. 12. Russian is a language.
8. A cow is an animal.

EXERCISE 6, p. 4.
2. Computers are machines.
3. Dinosaurs are books.
4. Chickens are birds.
5. Roses are flowers.
6. Carrots are vegetables.
7. Rabbits are animals.
8. Egypt and Indonesia are countries.
9. Winter and summer are seasons.

EXERCISE 7, p. 5.
1. A bear is an animal.
2. An ant is an insect.
3. London is a city.
4. Spring is a season.
5. A carrot is a vegetable.
6. September and October are months.
7. Mexico and Canada are countries.
8. A dictionary is a book.
9. Chickens are birds.
10. China is a country.
11. Winter and summer are seasons.
12. Arabic is a language.
13. A computer is a machine.
14. A fly is an insect.

EXERCISE 8, p. 6.
1. yes 7. no
2. no 8. yes
3. 6. yes 9. yes

EXERCISE 10, p. 7.
1. I am a student.
2. Rita is a student.
3. Rita and Tom are students.
4. You are a student.
5. You are students.

EXERCISE 12, p. 8.
2. He's in my class.
3. He's twenty years old.
4. They're students.
5. It's on my desk.
6. They're friendly.
7. They're on my desk.
8. He's married.
9. She's single.
10. They're in my class.
11. They're interesting.
12. It's easy.
13. We're roommates.
15. I'm a student.
16. You're in my
       English class.

EXERCISE 13, p. 9.
1. They're very nice.
2. I'm in the classroom.
3. He's late.
4. You're a teacher.
5. I'm her friend.
6. We're in the same class.
7. They're young.
8. It's very big.
9. She's very friendly.
10. It's fun.

EXERCISE 14, p. 9.
1. is 4. is
2. I'm 5. We're
3. is 6. It's

501
EXERCISE 15, p. 10.
1. Canada is a country. It is not ocean.
2. Jakarta is not a country. It is an island.
3. Beijing and London are cities. They are not countries.
4. Asia is not an ocean. It is a continent.
5. Asia and South America are continents. They are not countries.

EXERCISE 16, p. 11.

PART I

bus driver: Mr. Black
police officer: Mr. Rice
nurse: Ann

driver: Mike

PART II

1. It is a doctor.
2. It is a painter.
3. It is a doctor.
4. It is an artist.
5. It is not an artist.
6. It is a bus driver.

EXERCISE 17, p. 12.

1. He is poor. 7. They're fast.
2. He is short. 8. It's easy.
3. They're clean. 9. She's tall.
4. They're beautiful. 10. They're old.
5. They're expensive. 11. It's noisy.

EXERCISE 18, p. 13.

1. Ice and snow are cold.
2. A box is square.
3. Bally and oranges are round.
4. Sugar is sweeter.
5. An elephant is large.
6. A rain forest is wet, but a desert is dry.
7. A joke is funny.
8. Good health is important.
9. They are dangerous.
10. A coin is small, round, and flat.
11. A lemon is sour.


1. Lemons are yellow.
2. Ripe bananas are yellow too.
3. A lemon isn't sweet. It isn't sour.
4. My pen isn't heavy. It isn't light.
5. This room isn't dark. It isn't light.
6. My classmates are friendly.
7. A turtle's slow.
8. Airplanes aren't slow. They are/Fast.
9. The floor in the classroom isn't clean. It isn't clean.
10. The weather isn't cold today. It isn't cold.
11. The sun isn't bright today. It isn't bright.
12. My shoes are a little big. They are / are not comfortable.

EXERCISE 21, p. 15.

Part A:
1. The table isn't clean. It's dirty.
2. The little boy is sick. He isn't well.
3. The algebra problem isn't easy. It's difficult.
4. The cars are old. They aren't new.

Part B:
1. The rain is friendly. He isn't unfriendly.
2. The coffee isn't cold. It's hot.
3. The woman is tall. She isn't short.
4. Ken's sister isn't old. She's young.

EXERCISE 25, p. 19.

1. under 4. next to 6. behind
2. top 5. above 7. between

EXERCISE 26, p. 21.

4. are + a noun 8. am + a place
5. is + a place 9. is + a place
6. is + an adjective 10. are + an adjective
7. see + a noun

EXERCISE 30, p. 23.

1. B 5. A 8. A
4. B

Chapter 2: USING BE AND HAVE

EXERCISE 1, p. 24.

1. no 4. yes/no 7. no
2. yes 5. no 8. yes
3. no 6. no 9. no

EXERCISE 2, p. 24.

2. Is the sun a ball of fire?
3. Are carrots vegetables?
4. Are chicken's hicks?
5. Is Mr. Wu here today?
6. Are Sue and Mike here today?
7. Is English grammar fun?
8. Are you ready for the next grammar chart?

EXERCISE 3, p. 25.

3. A: Are you homesick?
   B: No, I'm not.
4. A: Is Bob homesick?
   B: Yes, he is.
5. A: Is Sue here today?
   B: No, she isn’t.
6. A: Are the students in this class intelligent?
   B: Yes, they are.
7. A: Are the chairs in this room comfortable?
   B: No, they aren’t.
8. A: Are you married?
   B: No, I’m not.
9. A: Are Tom and you roommates?
   B: Yes, we are.
10. A: Is a butterfly a bird?
    B: No, it isn’t.

EXERCISE 7, p. 28.
3. Is Cairo in Egypt?
4. Where is Cairo?
5. Are the students in class today?
6. Where are the students?
7. Where is the post office?
8. Is the train station on Grand Avenue?
9. Where is the bus stop?
10. Where are Sue and Ken today?

EXERCISE 9, p. 30.
2. have 9. have
3. has . . . has 10. has . . . has
4. have 11. has
5. has 12. have
6. have . . . have 13. have
7. has 14. has
8. have . . . has

EXERCISE 10, p. 31.
1. has a headache 5. have a cold
2. have toothaches 6. have backaches
3. have a fever 7. has a stomachache
4. has a sore throat

EXERCISE 11, p. 31.
1. A: How are you?
   B: I have a headache.
2. A: How is he?
   B: He has a sore tooth.
3. A: How is Howie’s room?
   B: She has a sore back.
4. A: How is Howie’s Mr. Lee?
   B: He has a backache.
5. A: How are your parents?
   B: They have colds.
6. A: How is Howie’s little brother?
   B: He has a sore throat.
7. A: How is Howie’s Mrs. Wood?
   B: She has a fever.

EXERCISE 12, p. 32.
1. have 5. has
2. has 6. have
3. has 7. have
4. has 8. have

EXERCISE 14, p. 33.
1. your 6. their
2. her 7. your
3. their 8. our
4. her 9. his
5. my 10. her

EXERCISE 15, p. 33.
1. His . . . Palms
2. His . . . John
3. His . . . B.
4. Their . . . 98301
5. Their . . . (888)
6. Her . . . 41270
7. Her . . . April 12
8. Her . . . Ellen
9–15. My . . . (free response)

EXERCISE 17, p. 36.
2. His 10. Their
4. Their 8. Her 12. My
5. Your 9. His

EXERCISE 19, p. 37.
2. has . . . His 8. have . . . My
3. have . . . Your 9. have . . . Our
4. has . . . Her 10. have . . . Your
5. have . . . Their 11. has . . . Her
6. have . . . Their 12. has . . . His
7. have . . . Our

EXERCISE 20, p. 38.
3. This 6. This 9. That
4. That 7. This 10. This
5. That 8. That

EXERCISE 22, p. 39.
1. This 5. that 8. that
2. That 6. This 9. This
3. That 7. this 10. That
4. This

EXERCISE 23, p. 40.
1. These 4. These
2. Those 5. Those
3. Those 6. These
EXERCISE 24, p. 40.
2. This . . . Those 8. This . . . Those
3. These . . . Those 7. these . . . those
4. This . . . That 8. This . . . Those
5. These . . . Those

EXERCISE 26, p. 42.
2. What are 5. Who are 8. Who are
3. Who is 6. What is 9. What is
4. What is 7. Who is 10. What are

EXERCISE 31, p. 47.
2. I am not/I'm not hungry.
3. I am/I'm a student. He is a teacher.
4. Yoko is not here. She is at school.
5. I'm from Mexico. Where are you from?
6. Is Roberto a student in your class?
7. Those pictures are beautiful.
8. This is your dictionary. It is/It's not my dictionary.
9. No, Lee has a brown coat.
10. They aren't here today.
11. These books are expensive. Or: This book is expensive.
12. Cuba is an island.

EXERCISE 32, p. 47.

EXERCISE 33, p. 48.
1. are not/aren't 6. are . . . are not/aren't
2. is 7. is not/ isn't . . . is
3. am/is/ am not 8. is
4. are 9. are
5. are 10. is not/ isn't . . . is

EXERCISE 34, p. 49
A: is
B: has
A: are
B: have
2. A: What is/What's
B: is a
A: Who is
B: is
A: Who are
3. A: this/that . . . this/that
B: free response
4. free response
5. free response
6. A: What is/What's a . . . What is/What's a
B: It is/It's an
A: is a
B: They are/They're

EXERCISE 37, p. 51
3. I am/I'm 16. She is/She's
4. I am/I'm 17. my
5. My 18. is
6. is 19. He is/He's
7. He is/He's 20. has
8. My 21. It is/It's
9. is 22. is
10. She is/She's 23. His
11. have 24. He is/He's
12. are 25. He is/He's
13. is 26. They are/They're
14. She is/She's 27. my
15. is 28. They are/They're

Chapter 3: USING THE SIMPLE PRESENT

EXERCISE 2, p. 55.
1. I wake up early every day.
2. My brother wakes up late.
3. He gets up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
9. My friends take the bus too.
10. We talk about our day.

EXERCISE 3, p. 56.
2. drinks 5. study 8. stops
3. takes 6. walk 9. eat
4. takes 7. begins 10. go

EXERCISE 4, p. 56.
1. usually 4. sometimes 6. rarely
3. often 5. seldom 7. never

EXERCISE 5, p. 57.
2. I eat I never eat carrots
3. I watch I seldom watch TV
4. I have I sometimes have tea
5. Sonya eats Sonya usually eats lunch
6. Joe drinks Joe rarely drinks tea.
7. We listen We often listen to music
8. The students speak The students always speak English

EXERCISE 7, p. 58.
2. once . . . rarely 5. five times . . . often
3. twice . . . seldom 6. never
4. six times . . . usually 7. three times . . . sometimes
EXERCISE 8, p. 59.
1. I go to work every morning.
2. I celebrate my birthday every year.
3. Our son is two years old.
4. I use my computer every day.
5. Bob uses his computer five days a week.
6. I eat three times a day.
7. Anna listens to the radio every night.
8. I visit my uncle every month.

EXERCISE 9, p. 60.
3. Maria is often late for class.
4. Maria often comes to class late.
5. It never snows in my hometown.
6. It is never very cold in my hometown.
7. Bob is usually at home in the evening.
8. Bob usually stays at home in the evening.
9. Tom seldom studies at the library in the evening.
10. His classmates are seldom at the library in the evening.
11. I sometimes skip breakfast.
12. I rarely have time for a big breakfast.
13. I am usually very hungry by lunchtime.

EXERCISE 12, p. 61.
2. teaches 7. wears
3. fixes 8. washes
4. drinks 9. walks
5. watches 10. stretches...yawns
6. kisses

EXERCISE 13, p. 62.
1. Mrs. Miller teaches English on Saturdays.
2. Mr. and Mrs. Smith teach English in the evenings.
3. Doug fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends.
6. Their daughter watches videos.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.
9. The Johnsons wash their car every weekend.
10. Susan rarely washes her car.

EXERCISE 14, p. 62.
goes...cooks...sits...washes...turns...watches...reads...falls

EXERCISE 15, p. 63.
1. flies 8. buys
2. studies 9. pays
3. stays 10. plays
4. worries

EXERCISE 16, p. 63.
2. seldom cries 6. always carries
3. studies 7. seldom buys
4. usually stays 8. worries
5. flies 9. etch

EXERCISE 17, p. 64.
3. have 6. has
4. has 7. does
5. goes 8. do
10. go

EXERCISE 18, p. 65.
3. is 7. has
4. has 8. does
5. has 9. has
6. goes 10. does
11. is

EXERCISE 20, p. 67.
2. usually studies
3. bits
4. cases
5. worry...never worries...studies
6. washes...teaches
7. dry...have
8. flies...has
9. always does...never goes
10. always says
11. always pays...answers...listens...asks
12. enjoys...often tries...likes...invites...
go...watch...has...watches...makes...
washes...cleans...never cook...is...loves

EXERCISE 23, p. 69.
3. doesn’t know 10. isn’t
4. don’t need 11. aren’t
5. doesn’t snow 12. don’t have
6. don’t speak 13. doesn’t have
7. I’m not 14. isn’t
8. don’t live 15. doesn’t rain
9. doesn’t have

EXERCISE 26, p. 72.
2. don’t speak 7. don’t do
3. doesn’t shave 8. doesn’t drink
4. don’t go 9. doesn’t make
5. doesn’t smoke 10. don’t do
6. don’t eat 11. doesn’t put on

EXERCISE 28, p. 74.
3. A: Do you speak Chinese?
B: No, I don’t.
4. A: Does Ann speak Italian?
B: Yes, she does.
5. A: Do Ann and Tom speak Arabic?
B: No, they don’t.

ANSWERKEY 505
6. A: Do you exercise every morning?  
B: Yes, I do.
7. A: Does Sue have a cold?  
B: Yes, she does.
8. A: Does Jim do his homework every day?  
B: No, he doesn’t.
9. A: Does it rain a lot in April?  
B: Yes, it does.
10. A: Do frogs have tails?  
B: No, they don’t.

EXERCISE 33, p. 76.
3. Where does Peter work?  
4. Does Peter work at the post office?  
5. Do you live in an apartment?  
6. Where do you live?  
7. Where does Bill eat dinner every day?  
8. Where do you sit during class?  
9. Where does Jessica go to school?  
10. Where is your book?  
11. Where do you go every morning?  
12. Where are the students?  
13. Where do kangaroos live?

EXERCISE 34, p. 80.
3. When? What time do you get up?  
4. When? What time does Maria usually get up?  
5. When? What time does the movie start?  
6. When? What time do you usually go to bed?  
7. When? What time do you usually eat lunch?  
8. When? What time does the restaurant open?  
9. When? What time does the train leave?  
10. When? What time do you usually eat dinner?  
11. When? What time do your classes begin?  
12. When? When time does the library close on Saturday?

EXERCISE 37, p. 82.
2. Do  7. Do  12. Is  
3. is  8. Are  13. does  
5. are  10. Do  15. Are  

EXERCISE 38, p. 84.
2. Does  (no)  
3. Do  (yes)  
4. Is  (no)  [It’s a star.]  
5. Are  (no)  
6. Is  (yes)  [Around 900 degrees Fahrenheit.]  
7. Is  (no)  [You need a telescope.]  
8. Is  (yes)  [The winds are stronger than the earth’s wind.]  
9. Do  (yes)  
10. Do  (yes)  [Saturn has at least 24; Uranus has at least 21.]

EXERCISE 40, p. 85.
(1) My friend Abdul lives in an apartment near school. (2) He walks to school almost every day. (3) Sometimes he catches a bus, especially if it’s cold and rainy outside. (4) Abdul shares the apartment with Pablo. (5) Pablo comes from Venezuela. (6) Abdul and Pablo go to the same school. (7) They take English classes. (8) Abdul speaks Arabic as his first language, and Pablo speaks Spanish. (9) They communicate in English. (10) Sometimes Abdul tries to teach Pablo to speak a little Arabic, and Pablo gives Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoys having Pablo as his roommate, but he misses his family back in Saudi Arabia.

EXERCISE 43, p. 88.
1. have  7. never washes  
2. washes  8. wears  
3. Do you know  9. is always  
4. Is  10. is always  
5. doesn’t change  11. says  
6. keeps  12. takes

EXERCISE 46, p. 90.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where does she/he live?</th>
<th>What does she/he do?</th>
<th>Where does she/he work?</th>
<th>What pets does she/he have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>on a boat</td>
<td>catches fish</td>
<td>on his boat</td>
<td>a turtle</td>
</tr>
<tr>
<td>Kathy</td>
<td>in a cabin in the mountains</td>
<td>reaches skiing</td>
<td>at a ski school</td>
<td>ten fish</td>
</tr>
<tr>
<td>Ron</td>
<td>in an apartment in the city</td>
<td>makes jewelry</td>
<td>at a jewelry store</td>
<td>three cats</td>
</tr>
<tr>
<td>Lisa</td>
<td>in a beach cabin on an island</td>
<td>surfs and swims</td>
<td>has no job</td>
<td>(a snail)</td>
</tr>
<tr>
<td>Jack</td>
<td>in a house in the country</td>
<td>designs web pages</td>
<td>at home</td>
<td>a horse</td>
</tr>
</tbody>
</table>

506 ANSWER YEV
EXERCISE 47, p. 91.
2. Ann usually comes to class on time.
3. Peter uses his cell phone often.
4. Amy carries a computer notebook to work every day.
5. She enjoys her job.
6. I don’t know Joe.
7. Mike doesn’t like milk. He never drinks it.
8. Tina doesn’t speak Chinese. She speaks Spanish.
9. Are you a student?
10. Does your roommate sleep with the window open?
11. A: Do you like strong coffee?
    B: Yes, I do.
12. Where do your parents live?
13. What time does your English class begin?
14. Olga doesn’t need a car. She has a bicycle.
15. Does Pablo do his homework every day?

Chapter 4: USING THE PRESENT PROGRESSIVE

EXERCISE 7, p. 96.
1. yes 5. no 8. yes
2. yes 6. no 9. no
3. no 7. no 10. no
4. no

EXERCISE 8, p. 96.
2. riding 8. counting
3. running 9. fixing
4. stopping 10. writing
5. raining 11. growing
6. sleeping 12. waiting
7. pushing

EXERCISE 9, p. 97.
2. coming 8. planning
3. dreaming 9. dining
4. being 10. snowing
5. hitting 11. studying
6. joining 12. warning
7. hurrying

EXERCISE 10, p. 98.
1. smiling 9. eating
2. flying 10. running
3. laughing 11. singing
4. sitting 12. reading
5. standing 13. drinking
6. sleeping 14. sneezing
7. clapping 15. crying
8. writing 16. cutting

EXERCISE 12, p. 99.
1. watching the news . . . talking on the phone.
2. is listening to music . . . not playing the piano.
3. is reading a magazine . . . not reading a book.
4. aren’t flying . . . sitting on a telephone wire.

EXERCISE 15, p. 102.
2. Is John riding a bicycle?
3. Are you sleeping?
4. Are the students watching TV?
5. Is it raining outside?

EXERCISE 18, p. 104.
2. Why are you reading your grammar book?
3. What are you writing in your grammar book?
4. Where is Seung sitting?
5. Where are you living?
6. What is Roberto wearing today?
7. Why are you smiling?

EXERCISE 19, p. 105.
3. A: Is Anna eating lunch?
    B: she is.
4. is she eating?
5. A: Is Mike drinking a cup of coffee?
    B: he isn’t.
6. is he drinking?
7. A: Are the girls playing in the street?
    B: they aren’t.
8. are they playing?
9. are they playing in the park?

EXERCISE 20, p. 107.
1. . . . is talking . . . isn’t talking
2. rains . . . isn’t raining . . . is shining . . . Does it rain
3. sit . . . help . . . is helping
4. cooks . . . is cooking . . . Is he cooking . . .
    doesn’t eat . . . Do you eat . . . Are you

EXERCISE 21, p. 107.
1. every day 5. every day
2. now 6. now
3. now 7. every day
4. every day 8. now

EXERCISE 23, p. 108.
1. Are . . . is 6. am . . . Do
2. Do 7. does
3. is . . . Does 8. is
4. do 9. do
5. Am 10. Do

EXERCISE 24, p. 109.
2. A: walk . . . don’t take . . . Do you take
    . . . Does you take
3. B: is the talking
    A: is running
4. A: read
    B: Do you read
    A: don’t read

ANSWER KEY 507
EXERCISE 25, p. 110.

1. A: Does he have
   B: (Yes.)
   A: Does he wear
   B: (No.)
   A: Is he wearing
   B: don't know
   A: think

2. A: Do you dream
   B: aren't
   A: Is she sleeping
   B: aren't
   A: Is she moving
   B: aren't
   A: Is she dreaming
   B: dream

EXERCISE 26, p. 111.

A: Are you working
B: I'm not...
A: Do you write
B: don't write
A: Does she write
B: get...
A: like

EXERCISE 27, p. 112.

2. is snowing...like
3. know
4. is talking...understand
5. is eating...likes...tastes
6. smell...Do you smell
7. is telling...believe...think
8. is smoking...smells...hate
9. is holding...loves...is smiling

EXERCISE 28, p. 113.

Questions:
1. What do you like?
2. What do babies around the world like?
3. What do you want?
4. What do children around the world want?
5. What do you love?
6. What do teenagers around the world love?
7. What do you dislike or hate?
8. What do people around the world dislike or hate?
9. What do you need?
10. What do elderly people around the world need?

EXERCISE 30, p. 115.

2. speaks...is speaking
3. are doing...do
4. am looking...is writing...is looking...is biting
5. works...has...often eats...usually brings...usually sits...sits...watches...watches...relaxes
6. am looking...isn't...is...is sitting...is eating...is running...is sitting...is eating...is watching...always watches...are swimming...are flying...is riding...rides...is having...go

EXERCISE 34, p. 119.


EXERCISE 35, p. 119.

1. It's raining today. I don't like the rain.
2. I like New York City. I think that it is a wonderful city.
3. Is Abdul sleeping right now?
4. Why are you going downtown today?
5. I'm listening to you.
6. Do you hear a noise outside the window?
7. Kunio is at a restaurant right now. He usually eats at home, but today he is eating dinner at a restaurant.
8. I like flowers. They smell good.
9. Alex is sitting at his desk. He's writing a letter.
10. Where are they sitting today?

Chapter 5: Talking about the Present

EXERCISE 2, p. 122.

2. What's the date today?
3. What time is it?
4. What month is it?
5. What time is it?
6. What day is it?
7. What's the date today?
8. When is the date?
9. What time is it?

EXERCISE 3, p. 123.

2. from...to 8. on
3. in...in 9. on
4. in 10. on
5. at 11. from...to
6. in 12. at
7. in

EXERCISE 4, p. 124.

PART I
1. Ann 3. Ron
2. Lisa 4. Tom

PART II
1. Ann...Ann
2. in...in
3. in...in
4. Ann...Ann

EXERCISE 6, p. 126.

2. 0°F cold, freezing
3. 38°C hot
4. 24°C warm
5. 18°F very cold, below freezing
**EXERCISE 7, p. 125.**
2. 34° F  5. 62° F  8. 14° C
3. 90° F  6. 73° C  9. 33° C
4. 50° F  7. 20° C  10. -5° C

**EXERCISE 9, p. 128.**
3. is (yes)
4. are (no)
5. is
6. are
7. are
8. is
9. are
10. is
11. are
12. are

**EXERCISE 12, p. 130.**
1. There's
2. There's
3. There're
4. There's
5. There's
6. There's
7. There're
8. There's

**EXERCISE 16, p. 132.**
Teacher's key:

<table>
<thead>
<tr>
<th></th>
<th>swimming pool</th>
<th>beach</th>
<th>tennis courts</th>
<th>horses</th>
<th>ocean-view rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel 1</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 2</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 3</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 4</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 5</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>(yes)</td>
</tr>
</tbody>
</table>

**EXERCISE 19, p. 134.**
1. in
2. in
3. on
4. at...in
5. First Street
6. Miami / Florida / Miami, Florida
7. 442 First Street
8...11. (free response)

**EXERCISE 20, p. 136.**
2. under/in front of
3. above/behind
4. beside, near, next to
5. in (way) from
6. in/inside
7. between
8. around
9. outside/next to
10. front
11. back
12. the front/inside
13. the back/inside

**EXERCISE 23, p. 138.**
1. yes 6. yes 11. no
2. no 7. no 12. yes
3. yes 8. yes 13. no
4. no 9. yes 14. yes
5. yes 10. yes 15. yes

**EXERCISE 24, p. 139.**

**PART I.**
1. Mary is eating at a restaurant.
2. I see a cup of coffee, a vase of flowers, a candle, a bowl of salad, a glass of water, a plate, and a piece of meat.
3. Mary is holding a knife in her right hand. She is holding a fork in her left hand.
4. There's some salad in the bowl.
5. There's a steak's piece of meat on the plate.
6. There's coffee in the cup.
7. A candle is burning.
8. No, Mary isn't eating breakfast.
9. No, Mary isn't at home. She's at a restaurant.
10. She's cutting a steak's piece of meat.

**PART II.**
11. at
12. on
13. in
14. isn't
15. in
16. is...in

**EXERCISE 25, p. 140.**

**PART I.**
1. John is studying.
2. I see a clock, a sign, some books, some bookshelves, a librarian, a desk, a plant, a table, three chairs, and two students.
3. No, John isn't at home. He's at the library.
4. No, John isn't reading a newspaper.
5. The librarian is standing behind the circulation desk.
6. John is right-handed.

**PART II.**
7. at/ in
8. at
9. in/on
10. in/on
11. on
12. behind
13. on
14. behind
15. in/...behind
16. beside/next to

**EXERCISE 26, p. 141.**

**PART I.**
1. Mary is signing/writing a check.
2. Mary's address is 3471 Tree Street, Chicago, Illinois 60656.
3. Mary's full name is Mary S. Jones.
4. Mary's middle initial is S.
5. Mary's last name is Jones.
6. Mary wants fifty dollars.
PART II.

10. check                13. at
11. her                  14. in
12. of                   15. in . . . of

EXERCISE 27, p. 142.

PART I.
1. Mary is cashing a check.
2. No, Mary isn’t at a store. She’s at/in a bank.
3. I see a bank teller, a clock, a sign, a line of people, a check, a purse/handbag/pocketbook, a briefcase, a tie/necktie, eyeglasses, a suit, a T-shirt, a beard and a mustache, pants, jeans, and a dress.
4. A woman is standing behind Mary.
5. A man is standing at the end of the line.
6. There are three men in the picture.
7. There are two women in the picture.
8. There are five people in the picture.
9. There are four people standing in line.

PART II.
10. at/in/inside        14. in . . . behind/in back of
11. are                 15. isn’t . . . at . . . of
12. at/in front of     16. is . . . at . . . of
13. behind/in back of  17. is . . . between

EXERCISE 28, p. 143.
3. Linda wants to go to the bookstore.
4. (no change)
5. I need to make a telephone call.
6. (no change)
7. Do you want to go to the movie with us?
8. (no change)

EXERCISE 30, p. 144.
2. to go . . . to buy      9. to marry
3. to watch              10. to take
4. to play               11. to go
5. to call               12. to listen to
6. to go . . . to cash   13. to take . . . to walk
7. to do                 14. to pay
8. to wash

EXERCISE 31, p. 145.
1. do you want to go
2. do you want to go

3. doesn’t want to go . . . she needs to study
4. I want to take
5. We don’t need to come
6. wants to go back . . . he wants to change
7. A: do you want to go
   B: I want to visit
8. I need to look up
9. A: Do you want to go
   B: I need to get

EXERCISE 32, p. 147.
3. Ahmed and Anita would like
4. They would like
5. A: Would you like
   B: I would
6. I would like to thank
7. My friends would like to thank
8. A: Would Robert like to ride
   B: he would

EXERCISE 34, p. 148.
1. ’d like
2. like
3. ’d like
4. likes
5. ’d like
6. like

EXERCISE 37, p. 160.
PART I.
1. John/He is cooking/making dinner.
2. I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a spoon, and a shopping/grocery list.
3. John is in the kitchen. John is at the store.
4. Yes, John/He is tasting his dinner.
5. No, John/He isn’t a good cook. [Because he doesn’t like the taste of the food]
6. The refrigerator is beside/next to the stove.
   [behind John]
7. There’s a shopping/grocery list on the refrigerator.
8. The food on the stove is hot.
9. The food in the refrigerator is cold.

PART II.
10. in                        14. to go
11. on                        15. on
12. beside/next to           16. on . . . of
13. at                        17. in

EXERCISE 38, p. 151.

PART I.
1. John and Mary are sitting on a sofa. They’re watching TV.
2. I see a TV set, a table, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa.
3. No, John and Mary aren’t in the kitchen. They’re in the living room.
4. The lamp is on the floor. The lamp is beside/beside from the sofa.
5. The rug is on the floor in front of the sofa.
6. The dog is on the rug.
7. The cat is on the sofa. Or: The cat is beside/next to Mary.
8. No, the cat isn’t walking. The cat is sleeping.
9. The dog is sleeping (too).
10. A fishbowl is on top of the TV set. Or: There’s a fishbowl on top of the TV set.
11. No, the fish isn’t watching TV.
12. There’s a singer on the TV screen. John and Mary are watching a singer on TV.

EXERCISE 39, p. 152.

PART I.
1. John and Mary are talking to each other on the phone.
2. I see a clock, a refrigerator, a calendar, two phones, a table, a pen, a chair, a piece of paper, a telephone book, and a picture on the wall.
3. Yes, John/ she is happy. Yes, Mary/ she is happy. Yes, John and Mary/ they are smiling.
4. No, they aren’t sad. / No, they’re not sad.
5. John is standing. Mary is sitting.
6. No, John isn’t in his bedroom. He’s in his kitchen.
7. Mary is drawing a heart.
8. There’s a telephone book on Mary’s table. Or: There’s a piece of paper. Or: There’s a telephone book and a piece of paper on Mary’s table.
9. There’s a clock on the wall next to the refrigerator. Or: There’s a calendar on the wall next to the refrigerator. Or: A clock and a calendar are on the wall next to the refrigerator.
10. The clock is on the wall next to the refrigerator.
11. It’s eight-thirty/half past eight.
12. There’s a picture of a mountain on the wall above the table.


PART I.
1. Mary is sleeping. She’s dreaming about John.
2. John is sleeping. He’s dreaming about Mary.
3. Mary and John are sleeping and dreaming about each other.
4. I see an alarm clock, two pillows, two heads, and two beds.
5. Yes, she is. Mary is in her bedroom.
6. No, John isn’t in class. He’s in his bedroom.
7. John is/ He’s tying down.
8. Yes, Mary/ she’s dreaming.
9. Yes, Mary and John/ they are dreaming about each other.
10. Yes, Mary and John/ they are in love.

PART II.
11. are/ . . . in
12. is . . . about of/ is . . . about of . . . are . . . about of
13. on
14. aren’t
15. are/ . . . aren’t
16. in
17. to

EXERCISE 43, p. 154.

4. C

EXERCISE 44, p. 154.

1. Do you want to go downtown with me?
2. There are many problems in big cities today.
3. I’d like to see a movie tonight.
4. We need to find a new apartment soon.
5. Mr. Rice would like to have a cup of tea.
6. How many students are there in your class?
7. Yoko and Ivan are studying grammar right now.
8. They want to learn English.
9. I would like to have tea. How about you?
10. Please put the chair in the middle of the room.
11. The teacher needs to check our homework now.

EXERCISE 46, p. 156.

1. is sitting
2. is reading
3. is sitting
4. is studying
5. is listening to
6. heavy
7. you’re listening to
8. is reading
9. is making
10. is studying
11. thinks
12. is thinking about
13. understands
14. is cooking
15. is making
16. is rising
17. doesn’t like
18. knows
19. is making
20. is thinking about
21. gets
22. are

ANSWER KEY 511
Chapter 6: Nouns and Pronouns

EXERCISE 1, p. 160.

Nouns: dog, eyes, English, mathematics, flowers, juice, Paris

EXERCISE 3, p. 159.

3. Children like candy; some; many.
4. The teacher is reading; the book; with; her hand.
5. Mike lives in Asia.
6. The sun is shining; some; any; some.
7. Robert is reading a book about butterflies.
8. Tom and Ann live with their parents.
9. Monkeys eat fruit and bananas; some; any.
10. Mary and Bob help Sue with her homework.
11. Ships sail; some; across; the ocean.
12. Water contains hydrogen and oxygen; some; any.

EXERCISE 4, p. 161.

2. sister = noun
   beautiful = adjective
   house = noun
5. Olga = noun
   American = adjective
   hamburgers = noun
3. Italian = adjective
   restaurant = noun
6. sour = adjective
   apples = noun
4. favorite = adjective
   songs = noun
   shower = noun
   fruit = noun

EXERCISE 5, p. 162.

2. Jack = a noun used as the subject
   radio = a noun used as the object of the verb "has"
   car = a noun used as the object of the preposition "in"
3. Monkeys, apes = nouns used as the subject
   thumbs = a noun used as the object of the verb "have"
4. Janet = a noun used as the subject
   office = a noun used as the object of the preposition "in"
5. Scientists = a noun used as the subject
   origins = a noun used as the object of the proposition "on"
   earth = a noun used as the object of the proposition "of"
6. Egypt = a noun used as the subject
   nomads, wanderers = nouns used as objects of the verb "has"
7. farmers = a noun used as the subject
   villages = a noun used as the object of the proposition "in"
   fields = a noun used as the object of the preposition "in"
8. cities = a noun used as the subject
   problems = a noun used as the object of the verb "face"
9. problems = a noun used as the subject
   poverty, pollution, crime = nouns used as objects of the verb "include"
10. hour = a noun used as the subject
    minutes = a noun used as the object of the proposition "of" "day = a noun used as the subject"
     minutes = a noun used as the object of the proposition "of" "[Yes, there are 1440 minutes in a day. 60 x 24 = 1440.]

EXERCISE 7, p. 163.

2. (Mexico)/Mexican

---

8. Sample answers:
   France/French
   Korea/Korean
   Egypt/Egyptian
   Malaysia/Malaysian
   Indonesia/Indonesian
   Mexico/Mexican
   Italy/Italian
   America/American
   Japan/Japanese

512 ANSWER KEY
EXERCISE 8, p. 154.
2. She ... him
3. They ... her
4. They ... him
5. He ... her
6. She ... them
7. He ... them
8. They ... them
9. It

EXERCISE 9, p. 166.
2. them
3. it
4. He
5. him
6. her
7. She
8. us
9. It
10. We

EXERCISE 10, p. 166.
Questions: When do you...
1. do it?
2. visit them?
3. read them?
4. talk to her?
5. watch it?
6. buy them?
7. wear them?
8. use it?

EXERCISE 11, p. 166.
2. it
3. we
4. they
5. it
6. he

EXERCISE 12, p. 167.
1. A: I am going ... with us
2. B: I am going ... We need to
3. B: It's ... know her? She's from
4. A: know her ... with her
5. B: we enjoy ... visit us ... you
6. A: I'd like
7. 3. they do ... them ... He's ... him

EXERCISE 13, p. 168.

LIST A
2. counties
3. babies
4. boys
5. cities
6. parties
7. trays
8. dictionaries
9. ladies
10. Cowboys
11. leaves
12. olives
13. lives
14. thieves
15. leaves

LIST B
16. glasses
17. chairs
18. dishes
19. taxes
20. bushes
21. matches
22. tomatoes
23. potatoes
24. sandwiches
25. classes
26. zoos

EXERCISE 14, p. 168.

EXERCISE 15, p. 171.
2. table
3. face
4. hats
5. offices
6. boxes
7. package
8. chairs
9. edge
10. top
11. pieces
12. college
13. words
14. books
15. backpacks
16. shoes
17. dogs
18. offices
19. bridges
20. birds
21. elephants
22. ears
23. eyes
24. arms
25. hands
26. legs
27. tables
28. edges
29. pages
30. apples
31. bananas
32. strawberries
33. cockroaches
34. two sentences
35. two men
36. two feet
37. two oranges
38. two girls
39. two knives
40. two pages
41. two women
42. two places
43. two teeth
44. two men
45. two women

EXERCISE 16, p. 171.
2. table
3. face
4. hats
5. offices
6. boxes
7. package
8. chairs
9. edge
10. top
11. pieces
12. college
13. words
14. books
15. backpacks
16. shoes
17. dogs
18. offices
19. bridges
20. birds
21. elephants
22. ears
23. eyes
24. arms
25. hands
26. legs
27. tables
28. edges
29. pages
30. apples
31. bananas
32. strawberries
33. cockroaches
34. two sentences
35. two men
36. two feet
37. two oranges
38. two girls
39. two knives
40. two pages
41. two women
42. two places
43. two teeth
44. two men
45. two women

EXERCISE 17, p. 172.
2. places
3. sandwich
4. sentences
5. apple
6. exercise
7. pieces
8. roses
9. bush
10. college

EXERCISE 18, p. 172.
1. students
2. stores
3. cars
4. teachers
5. Ergot
6. tires
7. dogs
8. elephants
9. bears
10. snakes
11. arms
12. hands
13. legs
14. tables
15. edges
16. pages
17. apples
18. bananas
19. strawberries
20. cockroaches
21. two sentences
22. two men
23. two feet
24. two oranges
25. two girls
26. two knives
27. two pages
28. two women
29. two places
30. two teeth
31. two men
32. two women

EXERCISE 19, p. 173.

LIST A
2. counties
3. babies
4. boys
5. cities
6. parties
7. trays
8. dictionaries
9. ladies
10. Cowboys
11. leaves
12. olives
13. lives
14. thieves
15. leaves

LIST B
16. glasses
17. chairs
18. dishes
19. taxes
20. bushes
21. matches
22. tomatoes
23. potatoes
24. sandwiches
25. classes
26. zoos

EXERCISE 20, p. 175.
2. two women
3. two teeth
4. two feet
5. two men
6. two mice
7. two fish
8. two pages
9. two places
10. two bananas
11. two children
12. two desks
13. two sentences
14. two men
15. two oranges
16. two feet
17. two knives
18. two sexes
19. two girls
20. two exercises
21. two teeth
22. two women
23. two boys and two women

EXERCISE 21, p. 175.
2. Anna + carries + her books + in + her backpack
3. Snow + falls + (snow) + (snow) + (snow)
4. Monkeys + sleep + (sleep) + in + trees
5. The teacher + is writing + words + on + the chalkboard
6. I + like + apples + (apples) + (apples)
EXERCISE 22, p. 176.
4. This class ends at two o'clock.
5. Inc.
6. My mother works.
7. Inc.
8. My mother works in an office.
9. Does your brother have a job?
10. Inc.
11. Rain falls.
12. My sister lives in an apartment.
13. Inc.
14. The apartment has two bedrooms.
15. Inc.
16. Inc.

EXERCISE 23, p. 177.
6. C 7. D 10. A

EXERCISE 24, p. 178.
2. Our teacher gives difficult tests.
3. Alina helps Mike and me.
5. Mike and Tom live in an apartment.
6. There are seven women in this class.
7. There are nineteen people in my class.
8. Olga and Ivan have three children.
9. There are twenty classrooms in this building.
10. Mr. Jones is our teacher. I like him very much.

Chapter 7: COUNT AND NONCOUNT NOUNS

EXERCISE 1, p. 179.
5. s 8. x 11. x 14. x
6. x 9. s 12. s 15. s
7. x 10. s 13. x

EXERCISE 2, p. 181.
3. coin (count)
4. money (noncount)
5. traffic (noncount)
6. cars (count)
7. fact (count)
8. information (noncount)
9. homework (noncount)
10. assignment (count)
11. music (noncount)
12. coffee (noncount)
13. library (count)
14. vocabulary (noncount)
15. advice (noncount)
16. job (count)
17. work (noncount)
18. bracelets (count)

EXERCISE 3, p. 182.
2. advice (sing. count)
3. furniture (a piece)
4. homework (an assignment)
5. information (a piece)
6. jewelry (a piece)
7. money (a coin)
8. music (a song)
9. weather (a cloud)
10. work (a job)

EXERCISE 5, p. 183.
1. an apple
2. a banana
3. an office
4. an idea
5. a good idea
6. a class
7. an easy class
8. an island
9. an hour
10. A healthy person
11. A horse
12. an honest worker
13. a math tutor
14. a university
15. an educational institution

EXERCISE 6, p. 184.
2. a small apartment
3. an hour
4. an interesting class
5. a new teacher
6. an office
7. an insurance office
8. a nurse
9. a hospital
10. a difficult job

EXERCISE 7, p. 186.
4. a (sing. count)
5. some (pl. count)
6. some (noncount)
7. a (sing. count)
8. some (pl. count)
9. some (pl. count)
10. some (noncount)
11. some (noncount)
12. an (sing. count)

EXERCISE 8, p. 185.
3. a desk
6. some apples
4. some desks
7. an exercise
5. an apple
8. some exercises

EXERCISE 9, p. 186.
3. some
4. a
5. some
6. an
7. some
8. a
9. some
10. some
EXERCISE 11, p. 187.
2. some homework
3. some work
4. a job . . . a teacher
5. a table . . . a sofa . . . some chairs
6. some furniture
7. some music
8. an orange
9. some oranges . . . some fruit
10. some information
11. some advice
12. some cars . . . a bus . . . some trucks . . . some traffic

EXERCISE 12, p. 188
Partner B's answers:
1. an apple
2. some apples
3. a child
4. some children
5. a flower
7. a man
8. an old man
9. some men
10. an island
11. some rice
12. some advice
13. an hour
14. a horse
15. some food

EXERCISE 13, p. 189.
4. music
5. flowers
6. information
7. jewelry
8. children
9. homework
12. help
13. sandwiches
14. animals
15. bananas
16. fruit
17. weather
18. pictures
19. suggestions
20. rice . . . beans

EXERCISE 14, p. 190.
3. I have some coins in my pocket.
4. (none)
5. (none)
6. There are some cars on Main Street.
7. (none)
8. (none)
9. (none)
10. (none) . . . (none)
11. There are some dictionaries on the shelf.
12. (none)
13. Here are some flowers from my garden.
14. (none)
15. some apples
16. some potatoes . . . (none)

EXERCISE 15, p. 191.
2. a piece of bread
3. a cup of a glass of water
4. a cup of coffee
5. a piece of cheese
6. a bowl of a cup of soup
7. a piece of meat
8. a glass of wine
9. a piece of fruit
10. a bowl of a cup of rice

EXERCISE 20, p. 194.
Partner B's answers:
1. a food
2. an apple
3. some apples
4. some children
5. a flower
7. a man
8. an old man
9. some men
10. an island
11. some rice
12. some advice
13. an hour
14. a horse
15. some food

EXERCISE 21, p. 195.
3. many cities
4. much sugar
5. many questions
6. much furniture
7. many people
8. much mail . . . many letters
9. many skyscrapers . . . many tall buildings
10. much work
11. much coffee
12. many friends
13. much fruit
14. much coffee
15. many letters

EXERCISE 22, p. 195.
3. many languages
4. much homework
5. much tea

EXERCISE 24, p. 197.
2. a little salt
3. a few questions
4. a little help . . . a little advice
5. a few clothes

EXERCISE 25, p. 197.
1. many pens
2. much tea
3. much rice
4. many apples

ANSWER KEY 515
EXERCISE 26, p. 108.

2. Leaves
3. tests
4. knives
5. information
6. paper
7. dishes
8. women
9. bushes
10. homework
11. pages
12. pieces
13. edges

EXERCISE 27, p. 200.

1. A notebook . . . a grammar book . . .
   The notebook . . . The grammar book
2. A woman . . . a man . . .
   The woman . . . The man
3. A ring . . . a necklace . . .
   The ring . . . The necklace
4. A magazine . . . a newspaper . . .
   The magazine . . . The newspaper
5. A circle . . . a triangle . . .
   The circle . . . The triangle
6. An apartment . . . an old building . . .
   The apartment . . . The old building
7. A card . . . a flower . . .
   The card . . . The flower
8. A hotel . . . A hotel

EXERCISE 28, p. 201.

1. a chair
2. a desk
3. a window
4. a plant
5. the chair
6. the chair
7. the window
8. the plant
9. the plant
10. the chair
11. a man

EXERCISE 29, p. 207.

1. A: a coat
   B: an umbrella
2. A: the coat . . . the umbrella . . . the kitchen
   B: a good job . . . an office . . . a computer
3. a stamp
4. A: an egg
   B: a glass
5. the floor
6. the moon . . . The moon
7. a telephone
8. the telephone
9. the coffee . . .
   A: the bananas . . .
   B: the tea
10. The pages
   A: The food
   B: . . .
11. The fruit . . .
   A: the vegetables
   B: the pepper
12. . . .
   A: . . .
   B: . . .
13. . .

EXERCISE 30, p. 263.

2. general
3. specific
4. general
5. general

EXERCISE 31, p. 204.

6. specific
7. specific
8. specific

EXERCISE 32, p. 205.

1. a pen
2. A: the keys . . . the kitchen
   B: a set
3. A: a noise
   B: a bird . . . a woodpecker
4. A: a university
   B: an English professor
5. A: the department
6. A: an hour
   B: the clock
7. A: a new battery
8. . . .
9. . . .
10. . . .

EXERCISE 33, p. 236.

4. some/any help
5. any help
6. some help
7. any mail
8. any fruit . . . any apples . . . any bananas . . .
   . . . any oranges
9. any people
10. some paper . . . some/any paper
11. any paper
12. any problems
13. some food...some/any groceries
14. any homework
15. any money
16. some beautiful flowers

EXERCISE 35, p. 207.
4. any new furniture 10. any help
5. any children 11. a comfortable chair
6. any coffee... 12. any problems
any coffee 13. a car
7. a cup 14. any homework
8. any windows 15. any new clothes
9. any friends 16. a new suit

EXERCISE 36, p. 208.
2. I don’t like hot weather.
3. I usually have an egg for breakfast.
4. The sun rises every morning.
5. The students in this class do a lot of homework every day.
6. How many languages do you know?
7. I don’t have much money.
8. John and Susan don’t have any children.
9. The pictures are beautiful. You’re a good photographer.
10. There isn’t any traffic early in the morning.
11. I can’t find a bowl for my soup.

3. Horses 10. women...men
4. (no change) 11. islands
5. children 12. glasses
6. streets 13. tomatoes
7. minutes 14. dishes, spoons, forks, knives
8. toys 15. friends...enemies
9. shelves

Chapter 8: EXPRESSING PAST TIME, PART I

EXERCISE 1, p. 213.
3. Mary was at the library yesterday too.
4. We were in class yesterday too.
5. You were busy yesterday too.
6. I was happy yesterday too.
7. The classroom was hot yesterday too.
8. Ann was in her office yesterday too.
9. Tom was in his office yesterday too.
10. Ann and Tom were in their offices yesterday too.

EXERCISE 3, p. 214.
3. It wasn’t busy yesterday.
4. He wasn’t at the library last night.
5. They weren’t at work yesterday afternoon.
6. You weren’t here yesterday.
7. She wasn’t in her office yesterday morning.
8. It wasn’t cold last week.

EXERCISE 5, p. 216.
2. was 5. were 8. was
3. was 6. weren’t 9. weren’t
4. wasn’t 7. was 10. were

EXERCISE 7, p. 217.
2. A: Was Mr. Yamamoto absent from class yesterday?
   B: He was.
3. A: Were Oscar and Amy at home last night?
   B: They were.
4. A: Were you nervous the first day of class?
   B: I wasn’t.
5. A: Was Ahmed at the library last night?
   B: He was.
6. A: Was Mr. Shin in class yesterday?
   B: He wasn’t.
7. A: Was he?
   B: He was.
8. A: Were you and your family in Canada last year?
   B: We weren’t.
9. A: Were you?
   B: Yes.
10. A: Are you at the library right now?
    B: I’m not.
     A: Are you?

EXERCISE 9, p. 219.
3. A: Were you tired last night?
   B: I was
4. A: Are you hungry right now?
   B: I’m not
5. A: Was the weather hot in New York City last summer?
   B: It was
6. A: Is the weather cold in Alaska in the winter?
   B: It is
7. A: Were Yoko and Mohammed here yesterday afternoon?
   B: They were.
8. A: Are the students in this class intelligent?
   B: They are
9. A: Is Mr. Tok absent today?
   B: He is.
   A: Is he?
   B: He is...
   (free response)
10. A: Were Tony and Benito at the party last night?
    B: They weren’t.
11. A: Was Amy out of town last week?
    B: She was.
    A: Was she?
    B: She was...
    (free response)
12. A: Are Mr. and Mrs. Rice in town this week?  
B: They aren’t. (Free response)

EXERCISE 10, p. 221.
1. walked  6. smiled  
2. worked  7. raised  
3. shaved  8. asked  
4. watched  9. talked  
5. cooked  10. listened

EXERCISE 11, p. 222.
2. walk . . . walked
3. ask . . . asked
4. watch . . . watch
5. cook . . . cooks
6. stay . . . stayed
7. work . . . worked
8. dream . . . dreamed/dreamt
9. wait . . . waited
10. erase
11. smile
12. shave . . . shaves

EXERCISE 14, p. 224.
2. plays  7. answered  
3. watched  8. listened  
4. enjoyed  9. like  
5. watch  10. works  
6. asked

EXERCISE 16, p. 225.
2. yesterday  9. last  
3. last  10. last  
4. last  11. yesterday  
5. yesterday  12. last  
6. last  13. last  
7. last  14. last  
8. yesterday  15. yesterday

EXERCISE 18, p. 226.  
(Answers will vary depending on date and time.)

EXERCISE 20, p. 228.  
Partner A:
1. Risa got some mail yesterday.  
2. They went downtown yesterday.  
3. The students stood in line at the cafeteria yesterday.  
4. I saw my friends yesterday.
5. Hamid sat in the front row yesterday.  
6. I slept for eight hours last night.  
Partner B:
1. We had lunch yesterday.  
2. I wrote e-mails to my parents last week.

EXERCISE 21, p. 229.
2. talked  14. had . . . dreamed/dreamt  
3. is talking  15. happened  
4. talks  16. comes  
5. are  17. came  
6. eat  18. is standing  
7. went  19. stood  
8. studied  20. put  
9. wrote  21. puts  
11. is sitting  22. sits . . . sat . . .
12. did  13. saw  
12. is . . . was

EXERCISE 22, p. 220.
1. some rice  5. a good grade; a new truck  
2. on the floor; together  6. next to my parents;  
3. later; yesterday  7. at the bus stop  
4. an answer; a book

EXERCISE 23, p. 238.
1. One night, John went camping.  
2. He looked up at the moon.  
3. They were beautiful.  
4. He wrote a postcard to his girlfriend.  
5. He put the postcard down and went to sleep.  
6. The next morning, John sat up and rubbed his eyes.  
7. He saw a bear.  
8. The bear stood next to his tent. Or: The bear had his postcard.  
9. The bear had his postcard. Or: The bear stood next to his tent.  
10. (Tense story endings will vary.)

EXERCISE 24, p. 231.
2. didn’t have  
3. didn’t sit  
4. didn’t talk

EXERCISE 25, p. 231.  
Partner A:
1. I don’t eat breakfast every day.  
2. I don’t watch TV every day.  
3. I don’t go shopping every day.  
4. I don’t read a newspaper every day.  
5. I don’t study every day.  
6. I didn’t study yesterday.

Partner B:
1. I don’t eat breakfast every day.  
2. I don’t watch TV every day.  
3. I don’t go shopping every day.  
4. I don’t read a newspaper every day.  
5. I don’t study every day.  
6. I didn’t study yesterday.
Partner B:
1. I don’t go to the library every day.
   I didn’t go to the library yesterday.
2. I don’t visit my friends every day.
   I didn’t visit my friends yesterday.
3. I don’t see (.) every day.
   I didn’t see (.) yesterday.
4. I don’t do my homework every day.
   I didn’t do my homework yesterday.
5. I don’t get on the Internet every day.
   I didn’t get on the Internet yesterday.

EXERCISE 27, p. 232.
1. (didn’t come) . . . stayed
2. went . . . didn’t enjoy . . . wasn’t
3. is reading . . . isn’t watching . . . doesn’t like
4. doesn’t eat . . . doesn’t have . . . didn’t have . . . got

EXERCISE 29, p. 234.
3. A: Did you eat lunch at the cafeteria?
   B: Yes, I did.
4. A: Did Mr. Khan go out of town last week?
   B: No, he didn’t.
5. A: Did you have a cup of tea this morning?
   B: Yes, I did.
6. A: Did you see Benito go to a party last night?
   B: Yes, we did.
7. A: Did Olga study English in high school?
   B: Yes, she did.
8. A: Did Yoko and Ali do their homework last night?
   B: No, they didn’t.
9. A: Did you see Gina at dinner last night?
   B: Yes, I did.
10. A: Did you dream in English last night?
    B: No, I didn’t.

EXERCISE 30, p. 235.
1. Did we 6. Did we
2. Did you 7. Did I
3. Did it 8. Did they
4. Did I 9. Did you
5. Did they 10. Did she

EXERCISE 33, p. 237.

EXERCISE 35, p. 239.
1. ran
2. A: rode
   B: drove
3. thought
4. A: Did you go
   B: bought
5. A: Did you study
   B: read . . . went
6. drank . . . was
7. bought
8. taught . . . taught
9. taught

EXERCISE 37, p. 241.
1. a fish
2. very fast; to the store
3. books; the newspaper
4. yesterday; a horse
5. some food
6. into town; home

EXERCISE 40, p. 243.
1. broke
2. spoke
3. left
4. sent
5. met
6. heard
7. took
8. rang
9. sang
10. woke
11. flew
12. paid

EXERCISE 41, p. 244.
1. no
2. yes
3. no

EXERCISE 43, p. 245.
1. began
2. sold
3. sold
4. hung
5. found
6. said
7. stole
8. were
9. tore
10. were

EXERCISE 44, p. 247.
1. no
2. no
3. yes

EXERCISE 45, p. 247.
1. Did
2. Were
3. Was
4. Were

EXERCISE 46, p. 247.
2. was . . . did
3. A: Was . . . Did
   B: was
4. A: Were . . . Did
   B: was . . . Were
5. A: were
   B: was
   A: Did
   B: was . . . were . . . was . . . did

ANSWER KEY 519
EXERCISE 47, p. 248.
3. A: Do you want a roommate?  
   B: No, I don’t.
4. A: Did you have a roommate last year?  
   B: Yes, I did.
5. A: Was he difficult to live with?  
   B: Yes, he was.
6. A: Did you ask him to keep the apartment clean?  
   B: Yes, I did.
7. A: Were you glad when he left?  
   B: Yes, I was.

EXERCISE 49, p. 250.
1. 1. new 2. brought 3. read 4. told 5. stood 6. taught 7. drank 8. wrote 9. bought 10. spoke

EXERCISE 50, p. 256.
1. Someone stole my bicycle two days ago.
2. Did you go to the party last weekend?
3. I heard a really interesting story yesterday.
4. The teacher wasn’t ready for class yesterday.
5. Did Joe come to work last week?
6. Last night I stayed home and worked on my science project.
7. Several students weren’t on time for the final exam yesterday.
8. Your fax came ten minutes ago. Did you get it?
9. Did you invite all your friends to your graduation party?
10. I slept too late this morning and missed the bus.
11. The market didn’t have any bananas yesterday. I got there too late.
12. Were you nervous about your test the last week?
13. I didn’t see you at the party. Were you there?

Chapter 9: EXPRESSING PAST TIME, PART II

EXERCISE 1, p. 252.
2. When did Mr. Chu arrive in Canada?  
4. Why did you stay home last night?  
5. Why were you tired?  
6. Where did Sara go for her vacation?  
7. When did you come to this city?  
9. Why did you laugh?  
10. Where is Kate?

EXERCISE 4, p. 255.
1. (At the) City Cafe  
2. (For a) business meeting  
3. (To) the gym  
4. (At) 10:00 P.M.  
5. (For a) workout  
6. (To) school  
7. (For a meeting with the) teacher  
8. (At) 12:00 noon  
9. (To) Dr. Clark / (To the) dentist  
10. (At) 10:00 A.M.  
11. (For a dental) checkup  
12. (At) 7:00 A.M.

EXERCISE 5, p. 256.
2. You finish your homework  
3. You eat breakfast  
4. You clean your apartment  
5. You answer the phone

EXERCISE 7, p. 257.
3. Is Mary carrying a suitcase?  
5. Do you see an airplane?  
6. What do you see?  
8. Did Bob eat some soup for lunch?  
9. Does Bob usually eat for lunch?  
10. Does Bob like salads?
11. Are you afraid of snakes?  
12. What is the teacher pointing at?

EXERCISE 10, p. 259.

EXERCISE 11, p. 260.
1. Who called Yuko?  
2. Who did Mary call?  
3. Who did John visit?  
4. Who did Mary sing to?  
5. Who visited Yuko?  
6. Who did John study with?  
7. Who carried the baby?  
8. Who helped the baby?
3. Who talked to the children?  
   Who did Ron wash?  
   Who played with the children?  
   Who did Ron talk to?  
   Who watched the children?  
   Who did Ron play with?

EXERCISE 12, p. 261.
1. Who did you see at the party?  
2. Who came to the party?  
3. Who lives in that house?  
4. Who did Janet call?  
5. Who did you visit?  
6. Who visited you?  
7. Who did you talk to?  
8. Who helped Ann?  
9. Who did Bob help?  
10. Did Bob help Ann?  
11. Who are you thinking about?  
12. Are you confused?

EXERCISE 14, p. 263.
1. In a small town.  
2. At midnight.  
4. I am.  
5. Mary did.  
6. An apartment downtown.  
7. Two hours ago.  
8. Because I didn’t have time.

EXERCISE 16, p. 265.
1. A; does a new car cost  
2. cost  
3. gave  
4. hit  
5. B; forgot  
6. made  
7. puts  
8. put  
9. spent  
10. hurt  
11. cut  
12. cut

EXERCISE 17, p. 266.
the answer; the conversation; the teacher  
money  
your hair; some paper  
a tree; an animal  
his appointment; the question

EXERCISE 19, p. 267.
1. won  
2. sell  
3. kept  
4. drew  
5. grew  
6. blew  
7. knew  
8. swam  
9. felt  
10. threw

EXERCISE 20, p. 268.
1. on a car; in the park  
2. the games; a prize  
3. on the paper; a picture; with some chalk  
4. happy; excited  
5. a ball; a pillow

EXERCISE 22, p. 270.
2. bid  
3. built  
4. fed  
5. became

EXERCISE 23, p. 271.
1. the dog; her baby  
2. a new house  
3. a stick; me hand  
4. in the bedroom; behind a tree; their money  
5. some chalk; some papers

EXERCISE 25, p. 273.
main clause = We arrived at the airport  
time clause = before the plane landed  
main clause = I went to the movie  
time clause = after I finished my homework  
main clause = they watched TV  
time clause = After the children got home from school  
main clause = I lived at home with my parents  
time clause = Before I moved to this city

EXERCISE 25, p. 274.
1. Inc.  
2. Inc.  
3. We went to the zoo.  
4. We went to the zoo before we ate our picnic lunch.  
5. The children played games after they did their work.  
6. The children played games.  
7. Inc.  
8. Inc.  
9. Inc.  
10. The lions killed a zebra.  
11. Inc.  
12. They ate it.  
13. After the lions killed a zebra, they ate it.

EXERCISE 27, p. 274.
1. She ate breakfast before she went to work.  
   Before she went to work, she ate breakfast.  
   She went to work after she ate breakfast.  
   After she ate breakfast, she went to work.  
2. He did his homework before he went to bed.  
   Before he went to bed, he did his homework.  
   He went to bed after he did his homework.  
   After he did his homework, he went to bed.  
3. We bought tickets before we entered the movie theater.  
   Before we entered the movie theater, we bought tickets.  
   We entered the movie theater after we bought tickets.  
   After we bought tickets, we entered the movie theater.

EXERCISE 29, p. 276.
2. Where I was in Japan, I stayed in a hotel in Tokyo.  
   I stayed in a hotel in Tokyo when I was in Japan.
3. Maria bought some new shoes when she went shopping yesterday.
   When she went shopping yesterday, Maria bought
   some new shoes.
4. I took a lot of photographs when I was in Hawaii.
   When I was in Hawaii, I took a lot of photographs.
5. Jim was a soccer player when he was in high school.
   When he was in high school, Jim was a soccer player.
6. When the rain stopped, I closed my umbrella.
   I closed my umbrella when the rain stopped.
7. The antique vase broke when I dropped it.
   When I dropped it, the antique vase broke.

EXERCISE 30, p. 277.
3. Inc.
4. Which were you in loan?
5. When did the movie end?
6. Inc.
7. Inc.
8. Inc.
9. Inc.
10. When does the museum open?

EXERCISE 32, p. 279.
1. was eating . . . came
2. called . . . was watching
3. was playing

EXERCISE 34, p. 281.
2. Someone knocked on my apartment door while I was
   eating breakfast yesterday morning.
   While I was eating breakfast yesterday morning,
   someone knocked on my apartment door.
3. While I was cooking dinner yesterday evening, I
   burned my hand.
   I burned my hand while I was cooking dinner
   yesterday evening.
4. Yoko raised her hand while the teacher was talking.
   While the teacher was talking, Yoko raised her hand.
5. A tree fell on my car while I was driving home
   yesterday.
   While I was driving home yesterday, a tree fell on my
   car.
6. While I was studying last night, a mouse suddenly
   appeared on my desk.
   A mouse suddenly appeared on my desk while I was
   studying last night.

EXERCISE 35, p. 282.
2. called . . . was washing
3. came . . . was eating
4. was eating . . . came
5. came . . . was watching . . . invited
6. was watching . . . came
7. was wearing . . . saw
8. was watching . . . relaxing . . . took

EXERCISE 37, p. 264.
1. were having . . . saw . . . introduced
2. heard . . . walked . . . opened . . . opened
   saw . . . greeted . . . asked
3. were watching . . . came . . . watched
4. was walking . . . saw . . . said . . . walked

EXERCISE 38, p. 285.
1. turned . . . was driving . . . was listening . . . heard . . .
   looked . . . saw . . . pulled . . . waited
2. A: was . . . were eating . . . jumped . . . didn't seem
   B: did you say . . . didn't you ask
   A: didn't want

EXERCISE 39, p. 266.
Sample sentence.
In 1955, Bill Gates was born.
In 1967, he entered Lakeside School.
While Bill Gates was studying at Lakeside School,
   he wrote his first computer program.
While Bill Gates was studying at Lakeside School,
   he started his first software company.
In 1973, he graduated from Lakeside.
While he was studying at Harvard University,
   he began to design programs for personal computers.
While he was studying at Harvard University,
   he started Microsoft.
In 1977, he left Harvard.
While he was working as Chief Executive Officer
   for Microsoft, he got married.
In 1996, his first child was born.

EXERCISE 40, p. 287.
I had a strange experience yesterday. I was reading
   my book on the bus when a man sat down next to me
   and asked me if I wanted some money. I didn't want
   his money, I was very confused. I stood up and walked
   toward the door.
   While I was waiting for the door to open, the man
   tried to give me the money. When the door opened,
   I got off the bus quickly until I didn't know why he
   was trying to give me money.

EXERCISE 41, p. 287.
2. C
3. C
4. A

EXERCISE 43, p. 288.
1. Did you go downtown yesterday?
2. Yesterday I spoke to Ken before he left his office and
   went home.
3. I heard a good joke last night.
4. Where Pablo finished his work, he went home.
5. I visited my relatives in New York City last month.
6. Where did you go yesterday afternoon?
7. Mr. Why was flew from Singapore to Tokyo last week.
8. When I saw my friend yesterday, he didn't speak to me.
9. Why didn't Mustafa come to class last week?
10. Where did you buy those shoes? I like them.
11. Mr. Adams bought our class last week.
12. I wrote a letter last night.
13. Who did you write a letter to?

EXERCISE 24, p. 280.

PART I.
1. was 9. are you doing
2. saw 10. am getting
3. are you 11. is
4. am doing 12. don't trust
5. Would you like 13. do you want.
6. sit 14. want
7. need 15. had
8. don't need / do not need

PART II.
16. saw 24. are
17. love 25. aren't you
18. stopped 26. is it
19. reached 27. did the bee sting
20. came 28. are you doing
21. was 29. are you holding
22. don't believe / do not believe 30. am holding
23. don't believe / do not believe 31. tricked
24. happened

PART III.
33. got 43. stopped
34. wanted 43. fooled
35. to catch 44. tricked
36. caught 45. taught
37. looks 46. learned
38. don't believe / do not believe 47. am
39. is 48. have
40. is coming 49. Would you like
41. don't see / do not see

Chapter 10: EXPRESSING FUTURE TIME, PART 1

EXERCISE 4, p. 296.
2. am going to go to bed.
3. is going to get something to eat.
4. am going to take them to the laundromat.
5. am going to see a dentist.
6. am going to look it up in my dictionary.
7. is going to take it to the post office.
8. are going to take a long walk in the park.
9. are going to go to the beach.
10. am going to lie down and rest for a while.
11. am going to call the police.
12. am going to major in psychology.
13. am going to stay in bed today.
14. are going to go to an Italian restaurant.
15. is going to call the manager.

EXERCISE 8, p. 300.
1. We are flying to Athens.
2. We are spending a week there.
3. My brother is meeting us there.
4. He is taking the train.
5. We are going sightseeing together.
6. I am coming back by boat, and they are returning by train.

EXERCISE 9, p. 300.
2. future 6. present
3. present 7. future
4. future 8. future
5. present

EXERCISE 11, p. 301.
2. am leaving 7. are having
3. starts 8. aren't going
4. is coming 9. rides
5. is going to call 10. is going to help
6. Are you going to study

EXERCISE 12, p. 302.
3. next 8. last 13. tomorrow
4. last 9. next 14. Last
5. yesterday 10. Last 15. Tomorrow
6. Tomorrow 11. next 16. yesterday
7. next 12. last

EXERCISE 13, p. 363.
3. an hour ago 7. a minute ago.
4. in an hour 8. in half an hour.
5. in two more months 9. in one more week.
6. two months ago 10. a year ago.

EXERCISE 14, p. 303.
2. They are going to leave for their honeymoon in six days.
3. Beth and Tom got engaged three months ago.
4. They are going to return from their honeymoon in two weeks / in fourteen days.
5. Beth and Tom met (three years ago, four years ago, etc.). (Answers will vary.)
6. They began dating (two years ago, three years ago, etc.). (Answers will vary.)
7. Tom is going to quit his job in three weeks / in twenty-one days.
8. Beth and Tom are going to open a restaurant together in three months.

EXERCISE 15, p. 304.
2. in one hour 7. next spring
3. two weeks ago 8. last summer
4. one year ago 9. next weekend
5. in ten minutes 10. yesterday evening
6. a few minutes ago

EXERCISE 17, p. 304.
2. ago 10. in
3. next 11. Tomorrow
4. in 12. Last
5. yesterday 13. Yesterday
6. tomorrow 14. last
7. last 15. in
8. tomorrow 16. Next
9. ago

EXERCISE 20, p. 307.
2. same 6. different
3. different 7. same
4. same 8. different
5. different

EXERCISE 25, p. 318.
2. future 7. present
3. past 8. past
4. future 9. future
5. past 10. past
6. future

EXERCISE 27, p. 312.
2. teacher will 7. John will
3. We'll 8. doctor's
4. We will 9. nurse will
5. I'll 10. You'll
6. students'll

EXERCISE 29, p. 313.
4. A: Will the plane be on time? B: It will.
5. A: Will dinner be ready in a few minutes? B: It will.
6. A: When will dinner be ready? B: It will.
7. When will you graduate? A: Will Jane and Mark be at the party? B: They won't.
8. Where will Mary go to school next year? A: Will Mike arrive in Chicago next week? B: He will.
9. A: Where will Mary go to school next year? B: They won't.
10. A: Where will Mike be next week? B: He will.

EXERCISE 31, p. 315.
2. No, she won't. 6. Yes, she will.
3. No, she won't. 7. No, she won't.
4. No, she won't. 8. Yes, she will.
5. No, she won't.

EXERCISE 32, p. 316.
2. won't 6. won't
3. won't 7. want
4. want 8. want
5. won't

EXERCISE 33, p. 317.
2. is not doing / isn't doing . . . in writing
3. write
4. doesn't write
5. don't expect
6. wrote . . . started
7. rang . . . was
8. didn't finish . . . talked . . . went
9. is going to write / will write
10. isn't going to write / won't write
11. Do you write
12. Did you write
13. Are you going to write? Will you write

EXERCISE 34, p. 318.
1. doesn't like
2. is . . . doesn't eat . . . didn't eat
3. doesn't eat . . . isn't
4. doesn't enjoy
5. are going to try
6. will . . . have
7. won't have . . . 'll . . . ask
8. Are they going to enjoy
9. Will they go

EXERCISE 35, p. 319.
1. am . . . wasn't / was not . . . was . . . Were you . . .
2. were . . . were not / weren't
3. will be / are going to be . . . will begin going to be . . .
4. Will you be / Are you going to be . . . Will Yoko be / Is Yoko going to be
5. isn't / is not . . . isn't / aren't / are not . . . are

EXERCISE 36, p. 319.
1. A: Will you be
   B: I will . . . I'll . . . be

524 ANSWER KEY
2. A: are
   B: is . . . are
3. A: Was
   B: were . . . was
   A: Was he
   B: he wasn’t . . . was
4. A: We’re going to be
   B: We’re not going to be . . . is
   A: isn’t . . . is
   B: We won’t be

**EXERCISE 40, p. 321.**
1. Is Ivan going to go to work tomorrow? or
   Will Ivan go to work tomorrow?
2. When will you call me?
3. Will Tom meet us for dinner tomorrow?
4. We went to a movie last night.
5. Did you find your keys?
6. What time are you going to come tomorrow?
7. My sister is going to meet me at the airport. My brother won’t be there.
8. Mr. Wong will sell his business and retire next year.
9. Will you be in Venezuela next year?
10. I’m going to return home in a couple of months.
11. I saw Jim three days ago.
12. A thief stole my bicycle.

**EXERCISE 41, p. 321.**
2. A: Did you walk
   B: didn’t . . . rode
3. A: do you usually study . . . Do you go
   B: don’t like
4. A: Will you be / Are you going to be
   B: will / am . . . will not be / won’t be / am not going to be
5. A: Do whales breathe
   B: do
   A: Does a whale have
   B: does
6. A: Is a whale
   B: it’s . . . is
6. A: Did Yuko call
   B: did . . . called
   A: Did she call
   B: didn’t . . . didn’t say
   A: was . . . ran . . . didn’t want . . . tried . . . ran
   B: Is he
   A: isn’t . . . is

**Chapter 11: EXPRESSING FUTURE TIME, PART 2**

**EXERCISE 4, p. 328.**
3. may go = a verb; may is part of the verb
4. Maybe = an adverb
5. may like = a verb; may is part of the verb
6. may be = a verb; may is part of the verb
   Maybe = an adverb

**EXERCISE 5, p. 328.**
3. may be
4. may be
5. Maybe
6. may be . . . Maybe

**EXERCISE 6, p. 329.**
1. may + verb 5. Maybe
2. may + verb 6. Maybe
3. maybe 7. may + verb
4. may + verb 8. Maybe

**EXERCISE 7, p. 329.**
2. Maybe the teacher will give a test.
   The teacher may give a test.
3. Janet may be here early.
   Janet might be home early.
4. She may be late.
   Maybe she will be late.
5. Maybe it will rain tomorrow.
   It might rain tomorrow.

**EXERCISE 8, p. 330.**
3. Maybe
4. may/might
5. Maybe
6. Maybe
7. may/might
8. Maybe . . .

**EXERCISE 11, p. 332.**
2. b 9. a
3. a 6. b
4. a

**EXERCISE 14, p. 331.**
Time clauses:
2. After I get home tonight
3. before he leaves the office today
4. when I go to the grocery store tomorrow
5. Before I go to bed tonight
6. after I graduate next year

**EXERCISE 15, p. 334.**
2. am going to buy / will buy . . . go
3. finish . . . am going to take / will take
4. see . . . am going to ask / will ask
5. go . . . am going to meet / will meet
6. is going to change / will change . . . works

**EXERCISE 17, p. 336.**
2. . . . am going to go / will go
3. am not going to stay / will not stay . . . is
EXERCISE 21, p. 340.
1. go . . . usually stay
2. go . . . am going to stay / will stay
3. go . . . am going to have / will have
4. go . . . usually have
5. am . . . usually stay / go
6. am . . . am going to stay / will stay . . .
   (am going to/will) go
7. get . . . usually sit . . . read
8. get . . . am going to sit / will sit . . .
   (am going to/will) read
9. often yawn . . . stretch . . . wake
10. walks . . . is
11. go . . . am going to stay / will stay . . . leave . . .
    am going to go / will go
12. goes . . . is . . . likes . . . takes . . . is

EXERCISE 24, p. 342.
3. I'll get a good night's sleep.
4. I'll go shopping.
5. I'll exercise.
6. I'll call my parents.
7. I'll be happy.
8. I'll know a lot of grammar.

EXERCISE 25, p. 343.
2. A: did you do
   B: come
3. A: are you going to do / will you do
   B: am going to come / will come
4. A: did you do
   B: watched
5. A: do you do
   B: watch
6. A: are you going to do / will you do
   B: am going to watch / will watch
7. A: are you doing
   B: am doing
8. A: does Maria do
   B: goes
9. A: are the students doing
   B: are working
10. A: are they going to do / will they do
    B: are going to take / will take
11. A: did Boris do
    B: went
12. A: does the teacher do
    B: puts . . . looks . . . says

EXERCISE 27, p. 344.
1. am going to skip / will skip
2. took . . . flew
3. usually walk . . . take
4. A: stole
   B: is
5. A: did you meet
   B: met
6. A: did the movie begin . . . Were you
   B: made
7. A: lost
   B: forgot . . . gave . . . lost . . . stole . . . didn't have
8. A: Are you going to stay / Will you stay
   B: am going to take / will take . . . am going to visit / will visit
   A: are you going to be / will you be
   B: are you going to be / will you be
9. A: are you wearing
   B: broke . . . stepped
10. A: Did you see
    B: spoke . . . called
11. B: isn't . . . left
    A: Is she going to be / Will she be . . . did she go
    B: went

EXERCISE 28, p. 347.
1. A: Did you see . . . hit
   B: Are you
   A: I watched
   B: Are you
   A: I watched
2. A: were you
   B: began . . . we got
3. A: Do you hear
   B: I hear . . . Is . . . coming
4. A: Do you want to go
   B: I'd like . . . I need to . . . Are you going to go
   A: Is . . . I want to get . . . enjoy it

EXERCISE 29, p. 347.
1. B: 5. A
3. A: 7. C
4. A: 10. D

EXERCISE 30, p. 348.
1. If it is cold tomorrow morning, my car won't start.
2. We may be late for the concert tonight.
3. What time are you going to come tomorrow?
4. Fatima will call us tonight when she arrives home safely.
5. Emily may be at the party. or Maybe Emily will be at the party.
6. When I see you tomorrow, I'll return your book to you.
7. I may not be in class tomorrow.
8. Ahmed put his books on his desk when he walked into his apartment. Or Ahmed put his books on his desk when he walked into his apartment.

9. I'll see my parents when I return home for a visit next July.

10. What do you do all day at work?

EXERCISE 31, p. 340

PART I.

1. are 7. went
2. are staying 8. asked
3. like 9. agreed
4. always makes 10. put
5. tells 11. brushed
6. go 12. sat

PART II.

13. are you going to tell / will you tell
14. begin
15. am going to give / will give
16. love
17. am going to tell / will tell
18. was
19. was
20. saw
21. was
22. ran
23. stayed

PART III.

37. heard
38. didn’t see
39. decided
40. wanted
41. to rest
42. said
43. heard
44. spotted
45. flew
46. picked
47. didn’t know
48. are

PART IV.

49. are
50. expect
51. Do you understand
52. have
53. am going to go / will go
54. to get
55. is going to be / will be
56. are we going to do / will we do
57. have
58. are going to go / will go
59. are
60. are going to see / will see
61. are going to see / will see
62. see
63. are going to have / will have
64. are going to have / will have

Chapter 12: MODALS, PART 1: EXPRESSING ABILITY

EXERCISE 4, p. 356.

1. Yes. [Ostriches and penguins can’t fly.]
2. No.
3. Yes. [They are very good swimmers.]
4. Yes. [They change colors when they are excited.]
5. No. [They jump.]
6. No. [It lives there until it grows up.]
7. Yes. [The Australian walkabout fish can climb trees.]
8. No. [Sometimes they stand for weeks.]
9. No. [Some turtles can live for 200 or more years.]
10. Yes. [They can hold their breath for a long time.]

EXERCISE 5, p. 356.

2. can’t 5. can’t 8. can’t
3. can’t 6. can’t 9. can’t
4. can 7. can 10. can

EXERCISE 6, p. 357.

Is John a good person for this job? No

EXERCISE 7, p. 357.

3. A: Can Jim play the piano?
   B: No, he can’t.
4. A: Can you whistle?
   B: Yes, I can.
5. A: Can you go shopping with me this afternoon?
   B: Yes, I can.
6. A: Can Carmen ride a bicycle?
   B: No, she can’t.
7. A: Can elephants swim?
   B: Yes, they can.
8. A: Can the students finish this exercise quickly?
   B: Yes, they can.
9. A: Can the doctor see me tomorrow?
   B: Yes, he/she can.
10. A: Can you stand on your head?
    B: Yes, I can.
11. A: Can you have pets in the dormitory?
    B: No, we can’t.

EXERCISE 10, p. 360.

1. B: Can I
   A: He can’t come... Can I... He can
2. A: Can you help
   B: I can try
   A: we can do
3. A: I can’t hear... Can you
   B: I can’t... Can’t
   A: Can you do

ANSWER KEY 527
EXERCISE 15, p. 363.
1. couldn't call you
2. couldn't watch TV
3. couldn't light the candles
4. couldn't come to class
5. couldn't listen to music
6. couldn't wash his clothes
7. couldn't swim
8. couldn't get into my car
9. couldn't go to the movie

EXERCISE 16, p. 364.
1. Could you ... drive a car when you were thirteen years old?
2. If your brother goes to the graduation party, he can ... meet my sister.
3. I couldn't open the door because I didn't have a key.
4. Please turn up the radio. I can't hear it.
5. When Ernesto arrived at the airport last Tuesday, he couldn't ... feed the right基因.
6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He could not understand spoken English before he moved to Canada, but now he speaks and understands English very well.

EXERCISE 17, p. 365.
3. Mark is bilingual. He is able to speak two languages.
4. Sue will be able to get her own apartment next year.
5. Animals aren't able to speak.
6. Are you able to touch your toes without bending your knees?
7. Jack wasn't able to describe the thief.
8. Were you able to do the homework?
9. I wasn't able to sleep last night because my apartment was too hot.
10. My roommate is able to speak four languages. He's multilingual.
11. I'm sorry that I wasn't able to call you last night.
12. I'm sorry, but I won't be able to come to your party next week.
13. Will we be able to take vacations on the moon in the 22nd century?

EXERCISE 21, p. 367.
1. A: Were you able to talk?
   B: I couldn't ... can try
2. A: Do you know how to make
   B: can make
   A: Can you teach
   B: I can
3. A: Are you able to understand
   B: couldn't understand ... can understand
   A: can't understand
4. A: will you be able to
   B: wasn't able to ... I'll try ... I will be able to
5. B: I can
   A: can see ... Can you come
   B: I can ... don't know

EXERCISE 22, p. 368.
1. The soup is too hot. Jack can't eat it.
   The soup is very hot, but Riccardo can eat it.
2. The coat is very small, but Tio can wear it.
   The coat is too small. Susan can't wear it.
3. The shoes are too tight. Marta can't wear them.
   The shoes are very tight, but Mai can wear them.
4. The problem is too hard. Robert can't do it.
   The problem is very hard, but Talia can do it.

EXERCISE 23, p. 370.
1. eat it.
2. buy it.
3. go swimming.
4. take a break.
5. do his homework.
6. reach the cookie jar.
7. sleep.
8. lift it.

EXERCISE 24, p. 371.
1. too heavy.
2. too young.
3. too noisy.
4. too cold.
5. too tired.
6. too expensive.
7. too small.
8. too tall.

EXERCISE 25, p. 371.
3. too
4. very ... 9. too
5. very 10. very
6. very 11. very
7. very 12. too
8. too 13. too

EXERCISE 26, p. 373.
2. too
3. too ... 8. too
4. too ... 8. too
5. too ... too
6. too ...
7. too ...
8. too
9. too ... too
10. too ...

EXERCISE 27, p. 376.
3. at 9. at ...
4. in 10. in ...
5. at 11. in ...
6. in ...
7. in ...
8. in in

528 ANSWER KEY
EXERCISE 31, p. 378.
1. We will go to the museum tomorrow afternoon. OR
   We can go to the museum tomorrow afternoon.
2. We can't count all of the stars in the universe. There are too many.
3. Can you stand on your head?
4. I saw a beautiful vase at a store yesterday, but I couldn't buy it.
5. The shirt is too small. I can wear it. OR
   The shirt is very small. I can't wear it.
6. Sam knows how to count to 1000 in English.
7. When I was on vacation, I could swim every day.
8. When we lived in Tokyo, we took the subway everyday.
9. Housekeepers are not able to live in very cold climates.
10. Where can we go in the city for an inexpensive meal?
11. James can read newspapers in five languages.
12. Sorry. I wasn't able to get tickets for the concert.
13. I can't finish my homework because I'm too tired.

Chapter 13: MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

EXERCISE 1, p. 379.
2. You should go to bed and take a nap.
3. You should go to the bank.
4. You should see a dentist.
5. You should study harder.
6. You should call the manager.
7. You should go to the immigration office.
8. You should buy a new pair of shoes.

EXERCISE 3, p. 381.
3. shouldn't
4. should
5. shouldn't
6. should
7. shouldn't
8. should

EXERCISE 5, p. 383.
1. should
2. should
3. shouldn’t
4. should

EXERCISE 9, p. 385.
2. A: do you have to go
   B: I have to find
3. A: does Sue have to leave
   B: She has to be
4. B: I had to buy
   A: did you have to buy
5. I have to go... I have to get

6. she had to study
7. do you have to be
8. Does Tom have to finish
9. A: Yoko doesn't have to take
   B: Do you have to take
10. He had to stay... He had to finish

EXERCISE 10, p. 386.
2. have to
5. have to
8. has to
3. have to
6. have to
9. has to
4. has to
7. have to
10. have to

EXERCISE 11, p. 388.
2. must stop
3. must have a library card
4. must pay an income tax
5. must study harder
6. must listen to English on the radio and TV
7. must have a passport
8. must go to medical school
9. must close the door behind you
10. must take one tablet every six hours

EXERCISE 13, p. 389.
4. A

EXERCISE 15, p. 390.
(After may vary.)

EXERCISE 21, p. 395.
Imperatives:
1. (Wait) ... (Hurry) ... Let's
2. Hold ... Drink ... Breathe ... Eat
3. Don't forget
4. Walk ... turn ... Go ... turn
5. Wait ... Do (it) ... Hang (up) ... Make ... Put ... Empty

EXERCISE 24, p. 398.
3. X 7. to 11. X
4. to 8. X 12. X
5. X 9. X to 13. to

EXERCISE 26, p. 400.
2. C 5. A 8. A

ANSWER KEY 529
EXERCISE 27, p. 401.
2. b 5. c 7. b
3. a 6. b 8. c
4. b

EXERCISE 28, p. 402.
Sample completions:
2. Let's go to Florida.
3. Let's go to a seafood restaurant.
4. Let's go to the zoo.
5. Let's go to a movie.
7. Let's eat.
8. Let's go dancing.
9. Let's get a cup of coffee.

EXERCISE 30, p. 404.
1. Would you please help me?
2. I will go to the meeting tomorrow, or I will go to the meeting tomorrow.
3. My brother wasn't able to call me last night.
4. Ken should write us a letter.
5. I had to go to the store yesterday.
6. Susie! You must not play with matches!
7. Would / Could / Can you please hand me that book?
8. Ann couldn't answer my question.
9. Shelley can't go to the concert tomorrow.
10. Let's go to a movie tonight.
11. Don't interrupt. It's not polite.
12. Can you stand on your head?
13. I saw a beautiful dress at a store yesterday, but I couldn't buy it.
14. Close the door please. Thank you.
15. May I please borrow your dictionary? Thank you.

Chapter 14: NOUNS AND MODIFIERS

EXERCISE 1, p. 405.
3. ADJ 7. ADJ 10. NOUN
4. NOUN 8. NOUN 11. ADJ
5. NOUN 9. ADJ 12. NOUN
6. NOUN

ADJ NOUN
2. wise woman
3. native language
4. busy waitress
5. empty cup
6. uncomfortable chair
7. international news
8. wonderful man

ADJ NOUN
2. new CDs
3. train station
4. Vegetable soup
5. movie theater
6. furniture store
7. traffic light
8. business card

EXERCISE 4, p. 408.
1. ADJ 5. ADJ 8. ADJ
2. NOUN 6. NOUN 9. NOUN
3. NOUN 7. ADJ 10. ADJ
4. ADJ

EXERCISE 5, p. 407.
1. a newspaper story.
2. hotel rooms.
3. an office worker.
4. a price tag.
5. official.

EXERCISE 6, p. 407.
2. score.
3. class.
4. race.
5. official.

EXERCISE 7, p. 409.
2. good television program.
3. dangerous mountain road.
4. bad automobile accident.
5. interesting magazine article.
6. delicious vegetable soup.
7. funny birthday card.
8. narrow airplane seats.

EXERCISE 8, p. 410.
2. delicious Taste.
3. small red.
4. big old brown.
5. narrow dirt.
6. serious young.

EXERCISE 9, p. 411.
2. Asian.
3. leather.
4. an unhappy.
5. a soft.
6. brick.
EXERCISE 11, p. 413.
1. famous Chinese landmark
2. an honest young man
3. an interesting newspaper article
4. (no change)
5. cold mountain stream
6. (no change)
7. favorite Italian food
8. (no change)
9. comfortable old brown leather shoes
10. tiny black insects
11. brown cardboard box
12. handsome middle-aged man... short brown hair
13. (no change)
14. an expensive hotel room
15. is

EXERCISE 13, p. 415.
1. cake
2. keys
3. jeans; shoes
4. test
5. games
6. article; story

EXERCISE 14, p. 416.
1. are
2. was
3. were
4. is
5. are
6. is
7. are
8. is
9. are
10. are

EXERCISE 15, p. 417.
1. 100% 5. 85%
2. 60% 6. 70%
3. 60% 7. 80%
4. 60% 8. 90%
5. 70% 9. 90%
6. 80% 10. 100%

EXERCISE 16, p. 418.
1. (is) one of my classmates.
2. One of my books is red.
3. One of my books has a green cover.
4. One of my books has the title "Red and Green." (no change)
5. One of my favorite places is the world.
6. One of the students in my class always comes late.
7. One of my best friends is a student.
8. One of my friends lives in (. . .).
9. One of the best programs on TV is (. . .).
10. One of the most famous people in the world is (. . .).
11. One of my biggest problems is my inability to understand spoken English.
12. One of the leading newspapers in (. . .).
13. None of the students in my class speaks (. . .).
14. None of the furniture in this room is soft and comfortable.

EXERCISE 19, p. 421.
1. are
2. is
3. have
4. are
5. is
6. is
7. are
8. has
9. are
10. lives

EXERCISE 20, p. 421.
1. are
2. is
3. are
4. are
5. is
6. are
7. is
8. is
9. are
10. is

EXERCISE 21, p. 422.
1. Some of the homework
2. One of the books
3. None of the children
4. All of the students
5. Half of the class
6. Almost all of the food
7. A lot of the exercises
8. Most of the movies

EXERCISE 22, p. 422.
1. yes
2. no
3. yes
4. is
5. is
6. is
7. is
8. is
9. no

EXERCISE 24, p. 423.
1. anything
2. nothing
3. anyone
4. no one
5. anything
6. anything
7. anything
8. anything
9. anyone
10. anyone
11. anyone
12. anyone
13. anyone
14. anyone
15. anything
16. anything
17. anything
18. anyone
19. anyone
20. anything

EXERCISE 25, p. 425.
1. something
2. anything
3. something
4. anything
5. something
6. anything
7. someone
8. anyone
9. someone
10. someone
11. someone
12. anything
13. anything
14. anyone
15. anyone
16. anyone
17. anyone
18. anyone
19. anyone
20. anyone

EXERCISE 26, p. 426.
1. book
2. read
3. students
4. student
5. teacher
6. teach
7. child
8. children
9. people
10. wants
11. Do
12. does
13. Do
14. Does
15. goes
16. students
EXERCISE 27, p. 427.
1. I work hard every day.
2. I live in an apartment with one of my friends.
3. We saw a pretty flower garden in the park.
4. Almost all of the students are at class today.
5. Every person in my class is studying English.
6. All of the big cities in North America have traffic problems.
7. One of my cars is dark green.
8. Nadia drives a small blue car.
9. Istanbul is one of my favorite cities in the world.
10. Every student in the class has a grammar book.
11. The work will take a long time. We can’t finish everything today.
12. Everybody in the world wants peace.

EXERCISE 32, p. 431.
3. clearly 7. easy
4. clean 8. easily
5. careless 9. good
6. carelessly 10. well

EXERCISE 33, p. 432.
1. carefully 7. near
2. correct 8. nearly
3. correctly 9. hard
4. fast 10. hard
5. quickly 11. honestly
6. fast 12. slowly
7. quickly
8. immediately
9. already
10. well

EXERCISE 34, p. 433.
1. well 8. easily
2. fast 9. quietly
3. quickly 10. beautiful
4. fast 11. good
5. softly 12. good
6. hard 13. firmly
7. late

EXERCISE 35, p. 434.
2. B 5. C 7. A
4. D

EXERCISE 36, p. 434.
1. Everybody wants to be happy.
2. One of the buildings on Main Street is the post office.
3. I didn’t see anybody at the mall. Or I saw nobody at the mall.
4. At the library, you need to do your work quietly.
5. I walk in the park every day.
6. Mr. Jones teaches English very well.
7. The answer looks clear. Thank you for explaining it.
8. Every grammar test has a lot of difficult questions.

Chapter 15: POSSESSIONS

EXERCISE 1, p. 436.
2. Bob’s 6. friend’s
3. teachers’ 7. manager’s
4. mother’s 8. cousin
5. parents’ (two people) 9. mother...father
6. father’s 10. teacher
7. girl’s 11. son
8. girls’ 12. students’
9. Tom’s 13. elephant’s
10. Alice’s 14. monkey’s
15. Monkeys’

EXERCISE 4, p. 438.
1. Bob’s 5. friend
2. Bob 6. friend’s
3. teacher’s 7. manager’s
4. teacher 8. cousin

EXERCISE 5, p. 438.
2. brother 7. wife
3. mother 8. mother...father
4. children 9. daughter
5. sister 10. son
6. mother

EXERCISE 6, p. 439.
4. B 7. B 10. A

EXERCISE 7, p. 440.
2. my friend’s 5. the children’s
3. my friends’ 6. the woman’s
4. the child’s 7. the woman’s

EXERCISE 8, p. 440.
2. girl’s 10. brothers’
3. girls’ 11. wife’s
4. woman’s 12. dog’s
5. uncle’s 13. dogs’
6. person’s 14. men’s
7. people’s 15. man’s...woman’s
8. Students’ 16. children’s
9. brother’s

EXERCISE 9, p. 441.
2. Yoko’s
3. classmates’
4. roommate’s
EXERCISE 10, p. 442.
2. them...their...theirs
3. you...your...yours
4. her...her...hers
5. him...his...his
6. us...our...ours

EXERCISE 11, p. 443.
2. a. ours  6. a. my
 b. theirs  b. yours
c. Our  c. Mine...my
d. Their  d. Yours...your
3. a. Tom's  7. a. Our
 b. Mary's  b. Theirs
c. His  c. Ours
d. Hers  d. Their
4. a. mine  8. a. Ann's
 b. yours  b. Paul's
c. Mine...my  c. Hers...her
d. Yours...your  d. His...his
5. a. Jim's  11. a. his
 b. Ours  b. Ours
c. His  c. His
d. Ours  d. Ours

EXERCISE 12, p. 444.
2. theirs  8. a. your
3. A: your  B: yours...yours
 A: my...Mine  B: Mine
4. yours  9. a. your
5. theirs.These  b. yours
6. A: our...yours  A: Yours
 B: Ours  B: hers
7. A: your  b. His
 B: his

EXERCISE 13, p. 446.
2. are those  5. are those
3. is this  6. are these
4. is that

EXERCISE 14, p. 447.
2. Whose  5. Whose
4. Who's

EXERCISE 16, p. 447.
1. Who's  6. Whose
2. Whose  7. Who's
3. Who's  8. Whose
5. Whose  10. Who's

EXERCISE 17, p. 447.
1. Who's that woman?
2. What are those people's names?
3. Mr. and Mrs. Swett like their apartment.
4. The two students study together in the library every afternoon.
5. Whose book is this?
6. Those shoes in the bag are theirs, not ours.
7. My father's sister has M.D. and Ph.D. degrees.
8. Did you meet your children's teacher?
9. This is my pillow and that one is yours.

EXERCISE 18, p. 448.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>yes</strong></td>
<td><strong>x</strong></td>
<td></td>
<td><strong>x</strong></td>
<td></td>
<td><strong>x</strong></td>
<td></td>
<td><strong>x</strong></td>
<td></td>
</tr>
<tr>
<td><strong>no</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td><strong>x</strong></td>
<td></td>
</tr>
</tbody>
</table>

2. It can't be Joan. She's already married.
3. Clues 3 and 4 work together. It can't be Jill or Jack because they met at Jill's sister's wedding one year ago. The Facts (above) say that the engaged couple met just five months ago.
4. See Clue 3. So far, the answers are "no" for Julia, Joan, Jill, and Jack. Since there is only one woman left, Jan must be the engaged woman.
5. Clues 5 and 7 work together. Jan's boyfriend is a medical student, so that rules out Jim (a computer-science student).
6. **(unnecessary clue)**
7. See Clue 5.
8. **(unnecessary clue)**
9. It can't be John, since Jan doesn't love him. The only man left is Jake. Jan and Jake are the engaged couple.

Chapter 16: MAKING COMPARISONS

EXERCISE 1, p. 449.
1. Yes  4. Yes
2. No  5. No
3. Yes  6. Yes

EXERCISE 2, p. 450.
3. C is different from D.
4. B is the same as D.
5. B and D are the same.
6. C and D are different.
7. A and F are the same.
8. F and G are similar.
9. F is similar to G.
10. G is similar to A and F, but different from C.

**Exercise 3, p. 450.**
1. yes
2. yes
3. no
4. yes

**Exercise 4, p. 451.**
1. A rectangle is similar to a square.
2. Pablo and Rita come from the same country.
3. Girls and boys are different. Girls are different from boys.
4. My cousin is the same age as my brother.
5. Dogs are similar to wolves.
6. Jim and I started to speak at the same time.

**Exercise 5, p. 451.**
1. Figures 1, 4, 8, and 10 are the same. Figures 3 and 5 are the same.
2. 6 is different from all the rest.
3. (Seven.)
5. Eleven.

**Exercise 7, p. 459**
2. like...alike
3. alike
4. like
5. like

**Exercise 9, p. 454.**
2. smaller than
3. bigger than
4. more important than
5. easier than
6. more difficult than
7. longer than
8. heavier than
9. more expensive than
10. sweeter than
11. hotter than
12. better than
13. worse than
14. farther/further than

**Exercise 10, p. 455.**
2. deeper than
3. more important than
4. later than
5. taller than
6. more difficult than
7. hotter than
8. thinner than
9. warmer than
10. better than
11. longer than
12. more intelligent than
13. shorter than
14. farther/further than
15. worse than
16. farther/further than
17. stronger than
18. curlier than
19. more nervous than

**Exercise 13, p. 457.**
1. cold
2. colder
3. coldest
4. happier
5. happy
6. happier
7. safer
8. safer
9. safest
10. fresher
11. funnier

**Exercise 14, p. 458.**
2. sweeter
3. colder/warmer/hotter
4. more comfortable
5. cheaper
6. faster
7. more intelligent
8. higher
9. brighter
10. more expensive
11. easier
12. more important

**Exercise 19, p. 461.**
2. smaller (than)
3. heavier (than)
4. more comfortable (than)
5. harder (than)
6. more difficult (than)
7. easier (than)
8. hotter (than)
9. cheaper (than)
10. more interesting (than)
11. prettier (than)
12. stronger (than)
13. better (than)
14. worse (than)
15. farther/further (than)

**Exercise 20, p. 462.**
2. the lowest
3. the most interesting
4. the highest
5. the tallest
6. the biggest
7. the shortest
8. the farthest/furthest
9. the most beautiful
10. the worst
11. the best
12. the most comfortable
13. the fastest
14. the best
15. the largest
16. the smallest
17. the most expensive
18. the easiest
19. the most important
20. the most famous
EXERCISE 21, p. 464.
1. no 6. no
2. yes 7. yes
3. yes 8. yes
4. yes 9. no
5. yes 10. yes

EXERCISE 22, p. 464.
4. older than
5. older than
6. younger than
7. the oldest
8. Alice
9. Linda

Sample completions:
11. Mike is the weakest.
12. Joe is stronger than Mike.
13. A car is more expensive than a bike.
14. Carol's test grade is the best/the highest.
15. Mary's test grade is the worst/the lowest.
16. Love in the Spring is more interesting than Introduction to Psychology (or the).
17. Murder at Night is more boring than Love in the Spring (to me).

EXERCISE 23, p. 467.
1. longer than
2. the longest
3. larger than
4. the largest
5. the highest
6. higher than
7. bigger than
8. smaller than
9. the largest
10. bigger than
11. larger than
12. better . . . than
13. the best
14. more comfortable than . . . the most comfortable
15. easier than . . . the easiest
16. worst

EXERCISE 24, p. 468.
1. more expensive
2. prettier
3. short
4. the nicest
5. small
6. the biggest
7. bigger than
8. longer than
9. long
10. the cheapest

EXERCISE 25, p. 469.
Sample sentences:
4. New York is one of the biggest cities in the world.
5. The Grand Canyon is one of the most beautiful places in the world.
6. ( . . . ) is one of the nicest people in our class.
7. The Yangtze River is one of the longest rivers in the world.
8. ( . . . ) is one of the best restaurants in (this city).
9. The Taj Mahal is one of the most famous landmarks in the world.
10. The fall of the Roman Empire was one of the most important events in the history of the world.

EXERCISE 26, p. 470.
Sample sentences:
1. Hong Kong is one of the largest cities in Asia.
2. Texas is one of the largest states in the United States.
3. Paris is one of the most beautiful cities in the world.
4. ( . . . ) is one of the tallest people in our class.
5. San Francisco is one of the best places to visit in the world.
6. ( . . . ) is one of the most famous people in the world.
7. Good health is one of the most important things in life.
8. ( . . . ) is one of the worst restaurants in (this city).
9. ( . . . ) is one of the most famous landmarks in ( . . . )
10. ( . . . ) is one of the tallest buildings in (this city).
11. Boxing is one of the most dangerous sports in the world.
12. Fishing is one of the most serious problems in the world.

EXERCISE 28, p. 471.

PART I.

1. C 10. D
2. A 11. A
3. A 12. A
4. B 13. A

PART II.

5. C 14. A
6. A 15. A
7. C 16. B
8. B 17. A
9. A 18. A

PART III.

9. (1) Asia
   (2) Africa
   (3) North America
   (4) Antarctica
   (5) South America
   (6) Europe
   (7) Australia

ANSWER KEY 535
EXERCISE 29, p. 475.
2. cold
3. dirty
4. light
5. dark
6. comfortable
7. wide
8. hard/difficult
9. bad
10. smart/intelligent

EXERCISE 30, p. 476.
1. short
2. big
3. quiet
4. pretty
5. slow
6. strong
7. cheap/inexpensive
8. lazy

EXERCISE 31, p. 476.
2. isn’t
3. aren’t
4. was
5. weren’t
6. do
7. can’t
8. won’t
9. isn’t
10. are
11. does
12. didn’t
13. doesn’t
14. does
15. wasn’t
16. didn’t
17. can
18. will
19. won’t
20. will
21. were

EXERCISE 32, p. 477.
1. doesn’t
2. can’t
3. did
4. were
5. do
6. is
7. wasn’t
8. didn’t
9. wasn’t
10. will

EXERCISE 33, p. 480.
2. more quickly than
3. more beautifully than
4. the most beautifully
5. harder than
6. the hardest
7. more carefully than
8. earlier than
9. the earliest
10. better than
11. the best
12. more clearly than
13. more fluently than
14. the most fluently

EXERCISE 34, p. 481.
2. more beautiful than
3. nearer than
4. the nearest
5. more nearly than
6. the most nearly
7. more clearly than
8. better than
9. better than
10. the best
11. longer
12. later than
13. the most clearly
14. sharper than
15. more artistic than
16. more slowly than

EXERCISE 35, p. 482.
2. faster than
3. the fastest
4. harder than
5. the hardest
6. more dangerous than
7. more slowly than
8. heavier than
9. clearer than
10. more clearly

EXERCISE 36, p. 483.
1. Your pen is like mine.
2. Kim’s coat is similar to mine.
3. Jack’s coat is the same as mine.
4. Soccer balls are different from basketballs.
5. Soccer is one of the most popular sports in the world.
7. My grade on the test was worse than yours. You got a more better grade.
8. A monkey is more intelligent than a turtle.
9. Pedro speaks English more fluently than Ernesto.
10. Professor Brown teaches full-time, but her husband doesn’t.
11. Robert and Maria aren’t the same age. Robert is younger than Maria.
12. A blue whale is larger than an elephant.
13. The exploding human population is the greatest threat to all forms of life on earth.
14. The Mongol Empire was the biggest land empire in the entire history of the world.
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