# English Cramar

**FOURTH EDITION** 

with ANSWER KEY and Audio

Betty S. Azar Stacy A. Hagen

ALWAYS LEARNING

**PEARSON** 

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# To Shelley Hartle For her watchful eye, her vast expertise, her indefatigable good cheer



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Basic English Grammar is a developmental skills text for beginning English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own lives in the classroom context. Grammar tasks are designed to encourage both fluency and accuracy.

The eclectic approach and abundant variety of exercise material remain the same as in the earlier editions, but this fourth edition incorporates new ways and means. In particular:

#### CORPUS-INFORMED CONTENT

Based on corpus research, grammar content has been added, deleted, or modified to reflect discourse patterns. New information highlighting differences between spoken and written English has been added to the charts, and students practice more frequently used structures. We have been careful to keep the information manageable for beginning students.

#### PRESENTATION OF KEY GRAMMAR

Chapter 15 (in earlier editions of BEG) has been moved to Chapter 6 of this edition in order to teach possessive forms earlier and present all pronouns together.

#### WARM-UP EXERCISES FOR THE GRAMMAR CHARTS

Newly created for the fourth edition, these innovative exercises precede the grammar charts and introduce the point(s) to be taught. They have been carefully crafted to help students *discover* the target grammar as they progress through each warm-up exercise. The warm-up exercises can help the teacher assess how much explanation and practice students will need.

#### MICRO-PRACTICE

At the beginning level, a single grammar structure (e.g. basic pronouns and possessives) sometimes needs to be presented in several steps. Additional exercises have been created to give students more incremental practice.

#### LISTENING PRACTICE

Recent research highlights the importance of helping students at all levels understand authentic spoken English. New as well as revised exercises introduce students to relaxed, reduced speech. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.

#### READINGS

This fourth edition now has a wide selection of readings for students to read and respond to. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapter(s) studied.

#### WRITING TASKS

New writing tasks help students naturally produce the target grammar structures in extended discourse. These end-of-chapter activities include writing models for students to follow. Editing checklists draw students' attention to the grammar focus and help them develop proofreading skills.

#### Basic English Grammar is accompanied by

- A comprehensive Workbook, consisting of self-study exercises for independent work.
- An all-new Teacher's Guide, with step-by-step teaching suggestions for each chart, notes
  to the teacher on key grammar structures, vocabulary lists, and expansion activities.
- An expanded Test Bank, with additional quizzes, chapter tests, mid-terms, and final exams.
- ExamView software that allows teachers to customize their own tests using quizzes and tests from the Test Bank.
- AzarGrammar.com, a website that provides a variety of supplementary classroom
  materials, PowerPoint presentations for all chapters, and a place where teachers can support
  each other by sharing their knowledge and experience.

The Student Book is available with or without an answer key in the back. Homework can be corrected as a class or, if appropriate, students can correct it at home with the answer key 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.

#### The Azar-Hagen Grammar Series consists of

- · Understanding and Using English Grammar (blue cover), for upper-level students.
- · Fundamentals of English Grammar (black cover), for mid-level students.
- Basic English Grammar (red cover), for lower or beginning levels.

#### Tips for Using the New Features in this Text

#### WARM-UPS

The **Warm-Up** exercises are a brief pre-teaching tool for the charts. They highlight the key point(s) that will be introduced in the chart directly following the **Warm-Up** exercise. Before beginning the task, teachers will want to familiarize themselves with the material in the chart. Then, with the teacher's guidance, students can discover many or all of the new patterns while completing the **Warm-Up** activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts can then serve as a useful reference.

#### LISTENING

The *Listening* exercises have been designed to help students understand American English as it is actually spoken. As such, they include reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the pace of speech in the audio may be faster than what students are used to, they may need to hear sentences two or three times as they complete a task.

The *Listening* exercises do not encourage immediate pronunciation (unless they are linked to a specific pronunciation task). Receptive skills precede productive ones, and it is essential that students gain receptive familiarity with the speech patterns before they begin using them in their own speech.

Students are encouraged to listen to conversations the first time without looking at their text. Teachers can explain any vocabulary that has not already been clarified. During the second listening, students complete the assigned task. Teachers will want to pause the audio appropriately. Depending on the level of the class, pauses may be needed after every sentence, or even within a sentence.

It is inevitable that sound representations in the text will at times differ from the instructor's speech, whether due to register or regional variation. A general guideline is that if the instructor expects students will *hear* a variation, or if students themselves raise questions, alternate representations can be presented.

A Listening Script is included in the back of the book.

#### READING

The **Readings** give students an opportunity to work with the grammar structures in extended contexts. Vocabulary that may be new to students is presented on yellow notes for teachers to introduce. One approach to the reading is to have students read the passage independently the first time through. Then they work in small groups or as a class to clarify vocabulary questions that didn't come up in the notes. A second reading may be necessary. Varied reading tasks allow students to check their comprehension, use the target structures, and expand upon the topic in speaking or writing.

#### WRITING

As students gain confidence in using the target structures, they are encouraged to express their ideas in longer writing tasks. Model paragraphs accompany assignments, and question-prompts help students develop their ideas.

Editing checklists provide guidance for self- or peer-editing. One suggested technique is to pair students, have them exchange papers, and then have the *partner* read the paragraph aloud. The writer can *hear* if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

For classes that have not had much experience with writing, the teacher may want students to complete the task in small groups. The group composes a paragraph together, which the teacher then collects and marks by calling attention to beginning-level errors, but not correcting them. The teacher makes a copy for each group member, and each student makes the corrections *individually*.

#### LET'S TALK

Each Let's Talk activity is set up as one of the following: Pairwork, Small Group, Class Activity, Interview, or Game. Language learning is a social activity, and these tasks encourage students to speak with others about their ideas, their everyday lives, and the world around them. Students speak more easily and freely when they can connect language to their own knowledge and experiences.

#### CHECK YOUR KNOWLEDGE

Toward the end of the chapter, students can practice sentence-level editing skills by correcting errors common to this level. They can work on the sentences for homework or in small groups in class.

This task can easily be set up as a game. The teacher calls out an item number at random. Students work in teams to correct the sentence, and the first team to correctly edit it wins a point.

Please see the **Teacher's Guide** for detailed information about teaching from this book, including expansion activities and step-by-step instructions.



Our revision began with extensive reviews from many talented professionals. We are grateful for the expertise of the following teachers: Susan Boland, Tidewater Community College; Lee Chen, Palomar College; Gene Hahn, University of Wisconsin, Stevens Point; Kathleen Keeble, Illinois Institute of Art, Chicago; Steven Lasswell, Santa Barbara City College; Michael Pitts, Los Angeles Southwest College; Carla Reible, Riverside City College; Alison Rice, Hunter College; Maria S. Roche, Housatonic Community College; Nelky Rodriguez, Riverside Community College; John Stasinopoulos, College of DuPage; Hallie Wallack, International Language Institute; Robert L. Woods, Central Washington University.

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Our families, as always, support and encourage our work. They truly inspire us every day.

Betty S. Azar Stacy A. Hagen



# ☐ Exercise 1. Let's talk: class activity. (Chart 1-1)

Introduce yourself to six classmates. Use this model.

Hi, I am	·
	(name)
I am from _	
	(country or city)
I speak	
	(language)



Write down information about six classmates you talk to.

FIRST NAME	COUNTRY OR CITY	LANGUAGE

# ☐ Exercise 2. Warm-up. (Chart 1-1)

Read the sentences and circle yes or no.





- 1. He is happy.
- 2. She is sad.
- 3. I am happy.

- yes no
- yes no
- yes no

1-1 Singular Pronouns + Be

PRONOUN + BE

- 1 (a) am late.
- (b) You are late.
- She (c) late.
- (d) is He late.
- (e) is late.

Singular means "one."

I, you, she, he, and it in (a)—(e) refer to one person.

am, are, is = forms of be

(f) Maria is late.

She is late.

(g) Tom is late. He is late.

(h) Bus 10 is late.

It is late.

Pronouns refer to nouns.

In (f): She (feminine) = Maria

In (g): He (masculine) = Tom

In (h): It = Bus 10

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

Write the correct pronoun: he, she, or it. Some items have two answers.

- 1. Mary \_\_\_\_\_ *she*\_\_\_\_
- 2. David \_\_\_\_\_
- 3. Mr. Smith
- 4. Canada \_\_\_\_\_
- 5. Dr. Jones \_\_\_\_\_

- 6. Ms. Wilson \_\_\_\_\_
- 7. Professor Lee \_\_\_\_\_
- 8. English \_\_\_\_\_
- 9. Robert \_\_\_\_\_
- 10. Miss Allen \_\_\_\_

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

Complete the sentences with am, is, or are.

- 1. He \_\_\_\_\_ is \_\_\_\_ here.
- 2. You \_\_\_\_\_ late.
- 3. It \_\_\_\_\_\_ ready.
- 4. She \_\_\_\_\_\_ early.
- 5. I \_\_\_\_\_ hot.
- 6. He \_\_\_\_\_ cold.

#### ☐ Exercise 5. Let's talk. (Chart 1-1)

Part I. Check (1) all the words that are true for you right now.

I am . . .

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

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

2. \_\_\_ hot.

7. \_\_\_ cold.

3. \_\_\_ nice.

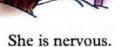
8. \_\_\_ nervous.

4. \_\_\_ hungry.

9. \_\_\_ sick.

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

10. \_\_\_\_ funny.





He is hungry.



She is tired.

Part II. Share some sentences with a partner: "I am \_\_\_\_."

Part III. Tell the class a few things about your partner: "He is \_\_\_\_." OR "She is \_\_\_\_."

# ☐ Exercise 6. Warm-up. (Chart 1-2)

Circle the correct answer. One sentence has two answers.

How many people?

1. We are ready.

one two, three, or more

2. You are ready.

one two, three, or more

3. They are ready.

one two, three, or more

PRONOUN + BE	Plural means "two, three, or more."
(a) We are here.	We, you, and they in (a)—(c) refer to two, three, or more
(b) You are here.	persons.
(c) They are here.	
(d) <u>Sam and I</u> are here. ↓ <b>We</b> are here.	In (d): <b>We</b> = Sam and I
(e) Sam and you are here.	In (e): You = Sam and you
, ,	NOTE: You can be singular or plural.
You are here.	
(f) Sam and Lisa are here.	In (f): They = Sam and Lisa
<u> </u>	

# ☐ Exercise 7. Looking at grammar. (Chart 1-2)

Choose the correct pronoun.

1. Lee and Bill	they	we
2. Alice and I	they	we
3. Mr. and Mrs. Martin and I	they	we
4. you and Dr. Taher	they	you
5. Tony and she	they	we
6. Tony and you	thev	VOII

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

Complete the sentences with am, is, or are.

1.	We <u>are</u> ready.	7. You (one person) funny.
2.	I late.	8. You (two persons) early.
3.	He happy.	9. You and I ready.
4.	They sick.	10. It hot.
5.	She homesick.	11. Sara and I late.
6.	Abdul and Taka homesick.	12. You and Emily tired.

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

Make complete sentences.

1. He \ her	e He is here.	

- 2. They \absent \_\_\_\_\_
- 3. She \ sick
- 4. I\homesick
- 5. You and I \ homesick \_\_\_\_\_
- 6. We \ late
- 7. Jack\hungry
- 8. You (one person) \ early \_\_\_\_\_
- 9. You (two persons) \ early \_\_\_\_\_
- 10. Mr. and Mrs. Nelson \ late
- 11. Amy and I \ late \_\_\_\_\_

# ☐ Exercise 10. Warm-up. (Chart 1-3)

Read the sentences and circle yes or no.



- 1. Canada is a country.
- 2. Toronto is a city. yes no
- 3. Vancouver is an island. yes no

yes

no

# **1-3** Singular Nouns + Be

NOUN + IS + NOUN

(a) Canada a country.

INCORRECT: Canada is country.

In (a): Canada = a singular noun is = a singular verb

country = a singular noun

A frequently comes in front of singular nouns.

In (a): a comes in front of the singular noun country.

A is called an "article."

(b) Bali is an island.

INCORRECT: Bali is island.



an island

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, etc.

Examples: a bed, a cat, a dog, a friend, a girl

An is used in front of words that begin with the vowels a, e, i, and o.\*

Examples: an animal, an ear, an island, an office



an ear

Vowels = a, e, i, o, u

Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Exercise 11. Looking at grammar. (Chart 1-3)

Write a or an.

- 1. \_\_a\_\_ town
- 2. \_\_\_\_\_ city
- 3. \_\_\_\_\_ island
- 4. \_\_\_\_\_ place
- 5. \_\_\_\_\_ street
- 6. \_\_\_\_\_ avenue
- 7. \_\_\_\_\_ ocean
- 8. \_\_\_\_\_ continent



<sup>\*</sup> An is sometimes used in front of words that begin with u. See Chart 7-2, p. 196.

		<b>Exercise</b>	12.	Vocabular	and g	grammar.	(Chart 1-3)	)
--	--	-----------------	-----	-----------	-------	----------	-------------	---

Part I. Put the words from the box in the correct column. Some words go in two places.

✓ Arabic	Cuba	Hawaii	Mexico	Russia	Spanish
✓ Beijing	France	Japanese	Moscow	Russian	Taiwan
Chinese	French	Lima	Paris	Saudi Arabia	Tokyo

COUNTRY	LANGUAGE	CITY	ISLAND
	Arabic	Beijing	

**Part II.** Work in small groups. Check your answers. Finish the chart with your own choices. Your teacher will help you. Take turns making sentences. Share some of your sentences with the class.

Example: France, Japanese

STUDENT A: France is a country. STUDENT B: Japanese is a language.

# ☐ Exercise 13. Warm-up. (Chart 1-4)

Complete the sentences with *a book* or *books*. What do you notice about the verbs in red?

1.	A dictionary	is .
		N.Z.

- 2. Textbooks are \_\_\_\_\_\_.
- 3. Dictionaries and textbooks are \_\_\_\_\_\_.

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

<sup>\*</sup>See Chart 3-5, p. 69, for more information about adding -s/-es to words that end in -y.

### ☐ Exercise 14. Looking at grammar. (Charts 1-3 and 1-4)

Look at each noun. Is it singular or plural? Choose the correct answer.

1. animals	one	two or more
2. a dog	one	two or more
3. a city	one	two or more
4. cities	one	two or more
5. an island	one	two or more
6. languages	one	two or more
7. a country	one	two or more

# ☐ Exercise 15. Looking at grammar. (Charts 1-3 and 1-4)

Write the plural form.

1. a book	books	4. an eraser	
2. a textbook		5. a pen	
3. a pencil		6. a dictionary	



	animal country city island	language sport
1.	A bird is an anima	al Birds and cats are animals
2.	Tennis is	Tennis and soccer are
3.	Chicago is	Chicago and Berlin are
4.	Spanish is	Spanish and Italian are
5.	Mexico is	Mexico and Brazil are
6.	A cow is	Cows and horses are
7.	Hawaii is	Hawaii and Taiwan are
	a chicken	a pea
2.	A pea is a vegetable.	→ <u> </u>
	A dictionary is a book.	→
3.	1	
	An airplane is a machine.	
4.		
4. 5.	An airplane is a machine.  June is a month.	

☐ Exercise 16. Looking at grammar. (Charts 1-3 and 1-4)

Complete the sentences. Use a or an and the words from the box.

#### ☐ Exercise 18. Game. (Charts 1-3 and 1-4)

Work in teams. Your teacher will say the beginning of a sentence. As a team, finish the sentence and write it down. The team with the most correct sentences wins the game. Close your book for this activity.

#### Example:

TEACHER: Spanish . . .

TEAM A: Spanish is a language.

1. A dog . . .

Mexico and Canada . . .

2. Arabic . . .

7. An airplane . . .

3. London . . .

8. Winter and summer . . .

4. Summer . . .

9. Peas . . .

5. September and October . . .

10. A car . . .

#### ☐ Exercise 19. Let's talk: pairwork. (Charts 1-3 and 1-4)

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:

PARTNER A	PARTNER B  1. two countries	
1. a country		

PARTNER A: Name a country.

PARTNER B: Brazil is a country.

PARTNER A: Good. Brazil is a country.

Your turn now.

PARTNER B: Name two countries.

PARTNER A: Italy and China are countries.

PARTNER B: Right. Italy and China are countries.

Your turn now.

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

PARTNER A	PARTNER B		
1. a language	1. two cities		
<ol><li>two languages</li></ol>	2. an island		
3. a machine	3. two countries in Asia		
4. an animal	4. a vegetable		
5. two seasons	5. a street in this city		

ne + e + t +	BE am is is is	→ → →	CONTRACTION  I'm  she's  he's	(a)	I'm a student.  She's a student.	When people speak, they ofter push two words together.  A contraction = two words that
ne + e + t +	is is	→ →	she's			A contraction = two words that
e + t + ou +	is	$\rightarrow$	707.7	(b)	Sha's a student	The state of the s
t +			he's		one sa student.	are pushed together
ou +	is	$\rightarrow$		(c)	He's a student.	Contractions of a subject
			it's	(d)	It's a city.	pronoun + be are used in both speaking and writing.
	are	$\rightarrow$	you're	(e)	You're a student.	PUNCTUATION: The mark in th
e +	are	$\rightarrow$	we're	(f)	We're students.	middle of a contraction is called an "apostrophe" (').*
ey +	are	$\rightarrow$	they're	(g)	They're students.	an apostrophe ().
	ction	ıs.				
		- 00		6. the	ev are	
re _						
			_			
5	n <i>a</i> stude <b>9 21.</b>	contraction	e 21. Looking contractions.	e 21. Looking at gramm contractions.  I'm  are	### 21. Looking at grammar.  contractions.	Pastudent       Chart 1-5)         contractions.       5. it is         6. they are       7. he is

\_\_\_\_\_ students.

here.

6. We're students.

7. You're here.

	1. Sara is a stu	ident <i>She</i>	in my class.
	2. James is a st	tudent.	in my class.
	3. I am at scho	ool,	in the cafeteria.
	4. Yuri and Ar	ına are absent	at home.
	5. Anna is from	m Russia.	nice.
	6. Ali and I are	e in the same class	s friends.
	7. Yuri, Ali, an	nd Anna are friend	ls funny.
GD 1	Part I. Listen t		nart 1-5)  n. Write the contractions.  wn the substitute teacher.
	n. meno	1	2
	B: Hi3	Paulo, and th	his is Marie in your class.
	A:	nice to meet you.	
	U	happy to me	
	A:	time for class. Pl	ease take a seat.
	Part II. Listen	to the conversation	on again and check your answers.
	Work with a par		irwork. (Chart 1-6) he sentences with <u>all</u> the words from the box that are tr the class.
	a baby a bird	a husband a student	a teacher a wife

# 1-6 Negative with Be

(a) I am not a teacher.

I'm not

I'm not

CONTRACTIONS

you're not / you aren't

(b) You are not a teacher.(c) She is not a teacher.

she's not / she isn't

(d) He is not a teacher.

he's not / he isn't it's not / it isn't

(e) It is not a city.

we're not / we aren't

(f) We are not teachers.(g) You are not teachers.

you're not / you aren't

(h) They are not teachers.

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)—(h).

# □ Exercise 26. Looking at grammar. (Chart 1-6)

Complete the sentences with the negative form of be.



an astronaut

#### FULL FORM

#### CONTRACTION

		2000 1.25011		01,1141011011
1.	Iam no	t an astronaut.	I 'm not	an astronaut.
2.	Не	an astronaut.	Не	an astronaut. OR
			Не	an astronaut.
3.	They	astronauts.	They	astronauts. OR
			They	astronauts.
4.	You	an astronaut.	You	an astronaut. OR
			You	an astronaut.
5.	She	an astronaut.	She	an astronaut. OR
			She	an astronaut.
6.	We	astronauts.	We	astronauts. OR
			We	astronauts.

	y It \ continent	
Africa isr	i't a city. It's a continent.	
Baghdad a	nd Chicago \ city They	\ continent
Baghdad	and Chicago are cities. The	y aren't continents.
1. Canada \ country	It \ city	
2. Argentina \ city .	It \ country	
3. Beijing and Lond	on \ city They \ country	у
4. Asia \ country	. It \ continent	
5. Asia and South A	merica \ continent The	ey \ country
Exercise 28. Voc Part I. Write a or an	abulary and listening.	Peterson Family Tree
ture a or ar	<u> </u>	Marie + Andrew
1a_ mother	8 son	
NOT 101 100000000000000000000000000000000	8 son 9 aunt	



Part II. Listen to the sentences. Choose the correct answer. Note: in spoken English, the "t" in negative contractions may be hard to hear.

child

1. is isn't

brother

daughter

3. is isn't

13. \_\_\_\_

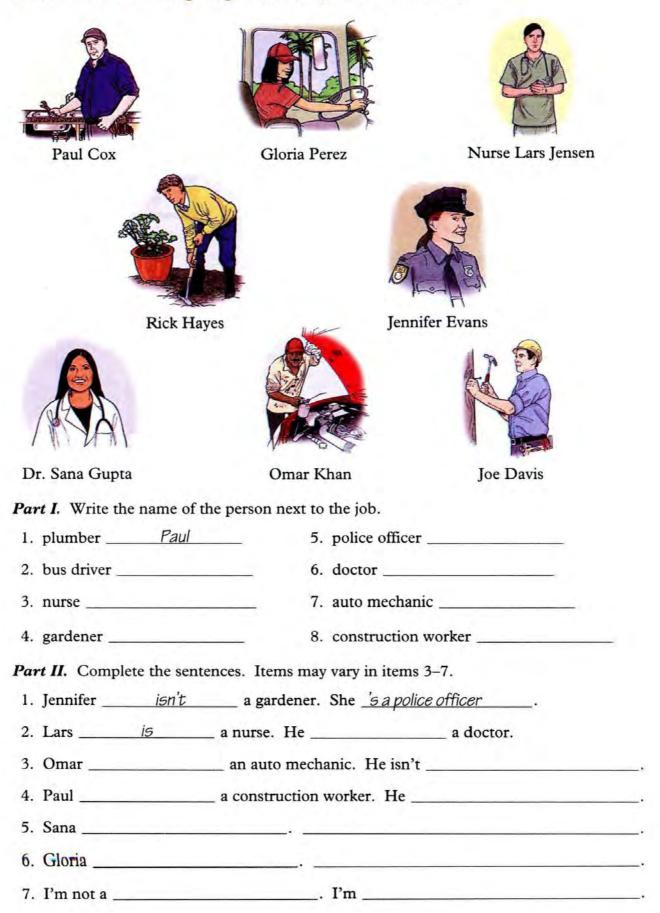
5. are aren't

Janey

7. are aren't

- 2. is isn't
- 4. is isn't
- 6. are aren't
- 8. are aren't

# Exercise 29. Looking at grammar. (Charts 1-5 and 1-6)



#### ☐ Exercise 30. Warm-up. (Chart 1-7)

Complete each sentence with a word from the box.

short tall young old

1. Bill is \_\_\_\_\_\_.

2. He is also

3. Sam is \_\_\_\_\_\_ and \_\_\_\_\_



1-7	Be +	Ad	jecti	ve			
(a)	NOUN A ball	+	BE is	+	ADJECTIVE round.	round intelligent	
(b)	Balls		are		round.	hungry	= adjectives
(c)	Mary		is		intelligent.	young	
(d)	Mary and To	m	are		intelligent.	happy	J
	PRONOUN	+	BE	+	ADJECTIVE	Adjectives of	often follow a form of <b>be</b> (am, is, are).
(e)	1		am		hungry.	In (a)—(g),	the adjectives give information about a
(f)	She		is		young.	noun or pro	noun that comes at the beginning of a
(g)	They		are		happy.	sentence.*	

<sup>\*</sup>The noun or pronoun that comes at the beginning of a sentence is called a "subject." See Chart 6-1, p. 159.

#### ☐ Exercise 31. Grammar and vocabulary. (Charts 1-5 and 1-7)

Find the adjective in the first sentence. Then complete the second sentence with be + an adjective with an opposite meaning. Use an adjective from the box. Write the contracted form of be.

beautiful	expensive	noisy	short
clean	fast	old	tall
easy	✓ happy	poor	

- 1. I'm not sad. I <u>'m happy</u> .
- 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

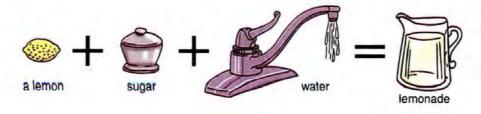
# ☐ Exercise 32. Grammar and vocabulary. (Charts 1-3, 1-4, and 1-7)

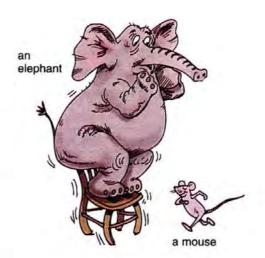
Complete each sentence with is or are and an adjective from the box.

11. The classroom isn't quiet. It \_\_\_\_\_

cold	flat	important	small/little	sweet
dangerous	funny	large/big	sour	wet
dry	✓ hot	round	square	

- 1. Fire <u>is hot</u>.
- 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 \_\_\_\_\_\_.





#### ☐ Exercise 33. Let's talk: game. (Chart 1-7)

Work in teams. Your teacher will ask you to name things. Your team will make a list. Share your list with the class. The group with the longest list gets a point. The group with the most points at the end of the game is the winner. Close your book for this activity.

Example: round

TEACHER: Name round things.

TEAM A'S LIST: a ball, an orange, a clock

TEAM B's LIST: a baseball, a basketball, a soccer ball

TEAM C's LIST: a ball, a head, an orange, a coin, a ring, a planet

Group C wins a point.

hot
 difficult

free
 little

beautiful
 expensive

3. sweet

6. important

9. cheap

#### Exercise 34. Let's talk: pairwork. (Charts 1-5 → 1-7)

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.



PARTNER A	PARTNER B
1. The table clean/dirty.	1. The man friendly/unfriendly.
The state of the s	
2. The boy sick/well.	2. The coffee cold/hot.

$$x^2 + 5 + 4 = (x + 4)(x + 1)$$



3. The algebra problem . . . easy/difficult.

3. The woman . . . tall/short.



4. The cars . . . old/new.



4. Katie . . . old/young.

# Exercise 35. Grammar and vocabulary. (Charts 1-5 → 1-7)

Complete the sentences with is or are and the correct pronoun. Use contractions. Some sentences are negative.

1. A pea \_\_\_\_\_ is \_\_\_\_ green. \_\_\_\_ lt isn't \_\_\_\_ red.



2. Carrots \_\_\_\_\_ aren't \_\_\_ blue. \_\_\_\_ They're \_\_\_ orange. \_



3. An onion \_\_\_\_\_\_ orange. \_\_\_\_\_ brown, white, or green.



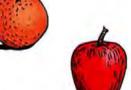
4. A strawberry \_\_\_\_\_\_ black. \_\_\_\_\_ red.



5. Bananas \_\_\_\_\_ yellow. \_\_\_\_ white.



6. A banana \_\_\_\_\_\_ yellow. \_\_\_\_\_ white.



7. An orange \_\_\_\_\_\_ orange. \_\_\_\_\_ brown.



8. Apples \_\_\_\_\_ red or green. \_\_\_\_



9. A tomato \_\_\_\_\_\_ blue. \_\_\_\_\_



purple.

0	Exercise 36. Let's to	alk: game. (Charts 1-5 → 1-7)
7		ne words you know. Your teacher will explain the words you don't
	1 hungry	11 angry
	2 thirsty	12 nervous
	3 sleepy	13 friendly
	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. Student A makes a sentence using "I" and the first word. Student B repeats the information about Student A 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:

STUDENT A: I'm not hungry.

STUDENT B: He's not hungry. I'm thirsty.

STUDENT C: He's not hungry. She's thirsty. I'm sleepy.

# ☐ Exercise 37. Let's talk: pairwork. (Charts 1-5 → 1-7)

Work with a partner. 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 the same answers? Tell the class about some of your differences.

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

# ☐ Exercise 38. Warm-up. (Chart 1-8)

Read the sentences and choose yes or no.

1. The cat is next to the mousetrap.

2. The mouse is under the chair.

3. The mouse is behind the cat.

yes no

yes no

yes no



here. there. downstairs. c) Maria is upstairs.	A place may be one word, as in the examples in (c).
inside. outside. downtown.	
(d) Bob is PREPOSITION + NOUN  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).
ABOVE ON	IN NEXT TO BEHIND

# ☐ Exercise 39. Looking at grammar. (Chart 1-8)

Complete each sentence with a preposition from the box.

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.



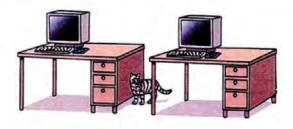
4. The cat is \_\_\_\_\_ the desk.



5. The cat is \_\_\_\_\_\_ the desk.



6. The cat is \_\_\_\_\_\_ the desk.



7. The cat is \_\_\_\_\_\_ the desks.

#### ☐ Exercise 40. Let's talk: pairwork. (Chart 1-8)

Work with a partner. Follow your partner's instructions.

Example:

PARTNER A: Put your hand under your chair.

PARTNER B: (Partner B performs the action.)

PARTNER A	PARTNER B		
Put your pen	Put a piece of paper		
1. on your book.	1. behind your back.		
2. in your hand.	2. between two fingers.		
3. next to your thumb.	3. next to your thumb.		
4. under your desk.	4. in the air.		

# Exercise 41. Listening. (Charts 1-1 → 1-8)

CD 1 Track 5 Listen to the sentences. Write the words you hear. Some answers have contractions.

#### The First Day of Class

Paulo	is a student	_ from Brazil. Marie _		student
from France.		the classroom. T	oday	exciting day
	_ the first day o	f school, but they	6	nervous.
	to b	e here. Mrs. Brown _	0	the teacher. She
9	in the cla	assroom right now	10	_ late today.

# 

Read the paragraph. Then complete the sentences with true answers. Several answers are possible for each item.

#### A Substitute Teacher

Today is Monday. It is the first day of English class. Mr. Anderson is an English teacher, but he isn't in class today. He is at home in bed. Mrs. Anderson is in the classroom today. Mrs. and Mr. Anderson are husband and wife. Mrs. Anderson is a good teacher. The students are a little nervous, but they're happy. Mrs. Anderson is very funny, and her explanations are clear. It's a good class.

1.	Mr. Anderson is an English teacher, sick, etc.
2.	Mrs. Anderson is not
3.	Mr. and Mrs. Anderson are
4.	The students are
5.	The English class is

SUBJE	CT +	BE am		NOUN a student.	The noun or pronoun that comes at the beginning of a sentence is called the "subject."
suвје b) Не		BE is	+	ADJECTIVE intelligent.	Be is a "verb." Almost all English sentences have a subject and a verb.
SUBJE c) We d) She		BE are is	+	A PLACE in class. upstairs.	Notice in the examples: There are three basic completions for sentences that begin with a subject + the verb be:  • a noun, as in (a)  • an adjective, as in (b)  • an expression of place,* as in (c) and (d)

<sup>\*</sup>An expression of place can be a preposition + noun, or it can be one word: upstairs.

# ☐ Exercise 43. Looking at grammar. (Chart 1-9)

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

		BE	+	COMPLETION
1. We	're students.	are	+	noun
2. Anı	na is in Rome.	is	+	place
3. I'm	hungry.	am	. +	adjective
4. Do	gs are animals.	-	+	
5. Jack	k is at home.		+	
6. He	's sick.	-	. +	
7. The	ey're in class.	-	+	
8. I'm	a mechanic.	·	+	
9. Gir	na is upstairs.		. +	
10. The	e peas are good.		+	
11. Dai	n and I are nurses.		+	
12. No	ra is downstairs.		+	
13. We	aren't homesick.	-	. +	
14. The	ey are astronauts.	-	+	

# Exercise 44. Listening. (Chapter 1)



Is and are are often contracted with nouns in spoken English. Listen to the sentences. Practice saying them yourself. Note: 's and 're can be hard to hear.

- 1. Grammar is easy. → Grammar's easy.
- 2. My name is Josh.
- My books are on the table.
- 4. My brother is 21 years old.
- The weather is cold today.
- 6. The windows are open.
- 7. My money is in my wallet.

- 8. Mr. Smith is a teacher.
- 9. My parents are at work now.
- 10. The food is good.
- 11. Tom is sick today.
- 12. My roommates are from Chicago.
- 13. My sister is a student in high school.

# ☐ Exercise 45. Looking at grammar. (Chapter 1)

Choose the correct completion.

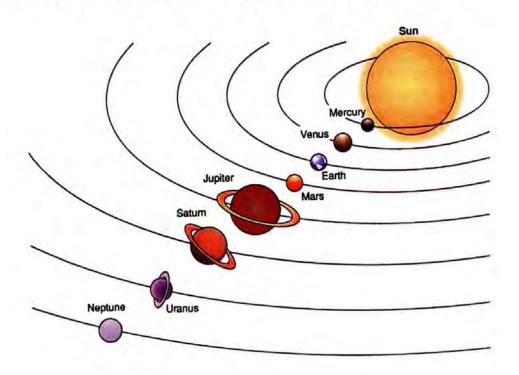
Example: My friend \_\_\_\_\_ from South Korea.

- a. he (b.) 's c. Ø\*
- 1. The test \_\_\_\_\_ easy.
  - a. are
- b. is
- c. Ø
- 2. My notebook \_\_\_\_\_ on the table.
  - a. is
- b. are
- c. Ø
- My notebooks \_\_\_\_\_ on the table.
  - a. is
- b. are
- c. Ø
- 4. Sue \_\_\_\_ a student.
  - a. is
- b. she
- c. Ø
- 5. The weather \_\_\_\_ warm today.
  - a. is
- b. it
- c. Ø
- 6. My friends \_\_\_\_\_ from Cuba,
  - a. are
- b. is
- c. Ø
- 7. My book \_\_\_\_\_ on my desk.
  - a. it
- b. is
- c. Ø
- 8. The teachers \_\_\_\_\_ in class.
  - a. is
- b. are
- c. Ø
- 9. The teacher \_\_\_\_ nice.
  - a. 's
- b. are
- c. Ø
- 10. Dinner \_\_\_\_ ready.
  - a. it
- b. is
- c. Ø

<sup>\*</sup>Ø = nothing

## □ Exercise 46. Reading and writing. (Chapter 1)

Part I. Read the paragraph. Look at new vocabulary with your teacher first.



#### Venus

Venus is the second planet from the sun. It isn't big and it isn't small. It is between Earth and Mercury. It is an interesting planet. It is very bright at night. It is rocky and dusty. It is also hot. The temperature on Venus is 464 degrees Celsius or 867 degrees Fahrenheit. Do you know these words?

bright at night rocky dusty temperature

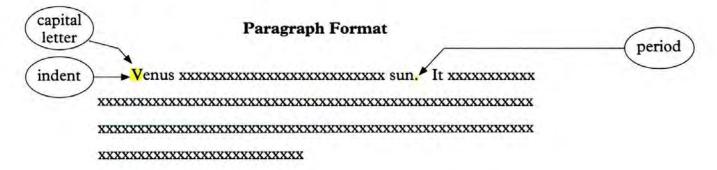
Part II. Write a paragraph about Mars. Use the following information.

#### Facts:

- · 4th (fourth) planet from the sun
- small
- · between Earth and Jupiter
- · red

- very rocky
- · very dusty
- very cold (-55° C / -67° F)
- · interesting?

Before you begin, look at the paragraph format.



Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:
1. \_\_\_\_ capital letter at the beginning of each sentence
2. \_\_\_ period at the end of each sentence
3. \_\_\_ paragraph indent
4. \_\_\_ a verb (for example, is or are) in every sentence
5. \_\_\_ correct spelling (use a dictionary or spell-check)

## ☐ Exercise 1. Warm-up. (Chart 2-1)

Answer the questions.

1. Is the weather nice today?	yes	no
2. Are you in a classroom right now?	yes	no
3. Are you hungry?	yes	no

QUESTION				STA	TEMEN	NT .	In a question, <b>be</b> comes in front o the subject.
	BE +	SUBJECT		SUBJECT +	BE		
(a)	Am	1	early?	1	am	early.	PUNCTUATION A question ends with a question
(b)	Is	Ana	a student?	Ana	is	a student.	mark (?).
(c)	Are	they	at home?	They	are	at home.	A statement ends with a period (.)

# ☐ Exercise 2. Looking at grammar. (Chart 2-1)

Complete the questions with am, is, or are.

1	you tired?	6	I a new student?
2	he late?	7	they new students?
3	they here?	8	you and Bill ready?
4	we early?	9	Mr. Rivera sick?
5	she at home?	10	Mr. and Mrs. Rivera sick?

1. A: _	Is Mrs. Han a teacher?
B: Y	es, Mrs. Han is a teacher.
2. A·	
	es, carrots are vegetables.
	es, Mr. Wang is absent today.
B: Y	es, planets are big.
5. A: _	
B: Y	es, Amy and Mika are here today.
i. A: _	
B: Y	es, English grammar is fun.
7 Д.	
ercise	es, I am ready for the next exercise.  4. Listening. (Chart 2-1)
<b>cercise</b>	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear. You will hear: A: Elena's absent today.
<b>Kercise</b> isten to	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear. You will hear: A: Elena's absent today. B: Is she sick?
sten to	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B: she sick?
sten to cample:	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:
xercise isten to a cample:	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B: she sick?  's absent today.  she sick?
xercise isten to xample:  A: Elena B:	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B: she sick?  's absent today.  she sick?
sten to  cample:  Elena  : No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B: she sick?  's absent today.  she sick?
isten to  xample:  A: Elena  B:  A: No.  B:  A: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:
isten to  xample:  A: Elena  B:  A: No.  B:  A: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B: she sick?  's absent today.  she sick?
xercise isten to xample:  A: Elena B: A: No. B: A: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:   s  s  s  s  s  s  s  s  s  s  s  s  s
xercise isten to xample:  A: Elena B: A: No. B: A: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:  s   s  she sick?  's absent today.  she sick?  her husband sick?  her children sick?
xercise isten to xample:  A: Elena B: A: No. B: A: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:   s  s  s  s  s  s  s  s  s  s  s  s  s
xercise isten to xample:  x: Elena 3: x: No. 3: x: No. 3: x: No.	es, I am ready for the next exercise.  4. Listening. (Chart 2-1) the sentences. Write the words you hear.  You will hear: A: Elena's absent today.  B: Is she sick?  You will write: B:   s  s  s  s  s  s  s  s  s  s  s  s  s

Exercise 5. Wa	rm-up. (C	Chart 2-2)
----------------	-----------	------------

Answer the questions. In b., both answers are possible. Which negative contraction do you prefer?

- 1. Is the classroom cold?
  - a. Yes, it is.

- b. No, it isn't. / No, it's not.
- 2. Are the chairs in the classroom comfortable?
  - a. Yes, they are.

b. No, they aren't. / No, they're not.

QUESTION	SHORT ANSWER	Spoken contractions are not used in short answers that begin with yes.
a) Is Kari a student?	<ul> <li>→ Yes, she is.</li> <li>→ No, she's not.</li> <li>→ No, she isn't.</li> </ul>	In (a): INCORRECT: Yes, she's.
b) Are they at home?	<ul> <li>→ Yes, they are.</li> <li>→ No, they aren't.</li> <li>No, they're not.</li> </ul>	In (b): INCORRECT: Yes, they're.
c) Are you ready?	→ Yes, I am.  → No, I'm not.*	In (c): INCORRECT: Yes, I'm.

<sup>\*</sup>Am and not are not contracted.

## ☐ Exercise 6. Looking at grammar. (Chart 2-2)

Make questions and give short answers.

1. A: _	Are you tired?	
В: _	No, I'm not.	(I'm not tired.)
2. A: _	ls Alma in your class?	
В: _	Yes, she is.	(Alma is in my class.)
3. A: _		
4. A: _		
В: _		(Kareem is homesick.)
5. A: _		
В: _		(Kara isn't here today.)
6. A: _		
D.		(The students in this class are smart)

(The chairs in this room aren't comfortable.)
(I'm not single.)
(We're married.)

## Exercise 7. Let's talk: pairwork. (Chart 2-2)

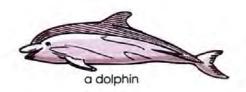
Work with a partner. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

Example: dolphins: intelligent/dumb PARTNER A: Are dolphins intelligent?

PARTNER B: Yes, they are.

OR

PARTNER A: Are dolphins dumb? PARTNER B: No, they aren't.



PARTNER A	PARTNER B		
1. a mouse: big/little	1. diamonds: expensive/cheap		
2. lemons: sweet/sour	2. your grammar book: light/heavy		
3. the world: flat/round	3. butterflies: beautiful/ugly		
4. the weather: cool today/warm today	4. English grammar: easy/difficult		
5. your dictionary: with you/at home	5. turtles: fast/slow		
6. your shoes: comfortable/uncomfortable	6. the floor in this room: clean/dirty		

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

Complete the conversations with your own words.

1.	A:	Are	you a student at this school	12
			Jou a stadelit at alls sellos	

B: Yes, \_\_\_\_lam\_\_.

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,	<del></del>
4.	A:	Vietnam and Cambodia 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

# ☐ Exercise 9. Warm-up. (Chart 2-3)

Choose the correct answer for each question.

On your head	d	No, they are	ı't
Are my glass	es in the	kitchen?	
	1	·	
Where are th	ey?	100	

the books?



glasses

(The books are on the table.)

	1000	-	s with Be: Using			
Where asks	about p	lace.	Where comes at the begin	ning of	the question, in fro	ont of <b>be</b> .
	QUES	TION	N .		SHORT ANSWER	(LONG ANSWER)
	BE	+	SUBJECT			
(a)	Is		the book on the table?	$\rightarrow$	Yes, it is.	(The book is on the table.)
(b)	Are		the books on the table?	$\rightarrow$	Yes, they are.	(The books are on the table.)
WHERE +	BE	+	SUBJECT			
(c) Where	is		the book?	$\rightarrow$	On the table.	(The book is on the table.)

On the table.

(d) Where

<ul> <li>Exercise 10. Looking at grammar. (</li> </ul>	Chart 2-	3)
--	----------	----

Choose the correct question for each response.

	Question	Response
1.	<ul><li>a. Is Sami absent?</li><li>b. Where is Sami?</li></ul>	At home.
2.	<ul><li>a. Where are the boxes?</li><li>b. Are the boxes in the closet?</li></ul>	Yes, they are.
3.	<ul><li>a. Are you outside?</li><li>b. Where are you?</li></ul>	No, I'm not.
4.	<ul><li>a. Is the mail on the kitchen counter?</li><li>b. Where is the mail?</li></ul>	On the kitchen counter.

# ☐ Exercise 11. Looking at grammar. (Chart 2-3)

Make questions.

		Is Sara at home?
		Yes, she is. (Sara is at home.)
2.	A:	Where is Sara?
	B:	At home. (Sara 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.)
0	۸.	

B: At work. (Ali and Jake are at work now.)



## ☐ Exercise 12. Let's talk: pairwork. (Chart 2-3)

Work with a partner. Ask and answer 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	PARTNER B			
1. your money	1. your wallet			
2. your books	2. your glasses or sunglasses			
3. your coat	3. your family			
4. your pencil	4. your apartment			
5. (name of a classmate)	5. (names of two classmates)			
6. your hometown	6. your hometown			
7. (name of a city in the world)	7. (name of a country in the world)			

# Exercise 13. Warm-up. (Chart 2-4)

Check (✓) the true sentences.

- 1. \_\_\_ I have a dictionary on my desk.
- 2. \_\_\_ Many students have backpacks.
- 3. \_\_\_ My teacher has a cell phone.
- 4. \_\_\_ Her cell phone has a case.
- 5. \_\_\_ The classroom has a globe.



		SINGUL	AR		T	LURAL		1 1		
						20.412		you		
(a)	1	have	a pen.	(f)	We	have	pens.	we	+	have
(b)	You	have	a pen.	(g)	You	have	pens.	they )		
(c)	She	has	a pen.	(h)	They	have	pens.	she )		
(d)	He	has	a pen.					he	+	has
(e)	It	has	blue ink.					it		

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

Complete the sentences with have or has.



a van

1. You	a bike.	0.	rou and r	bikes.
2. I	a bike.	7.	The business	a van.
3. She	a small car.	8.	Не	a motorcycle.

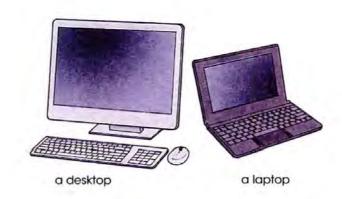
9. Radek \_\_\_\_\_\_ a motorcycle. 4. They \_\_\_\_\_ trucks.

5. We \_\_\_\_\_ trucks. 10. The Molinas \_\_\_\_\_ two motorcycles.

## Exercise 15. Looking at grammar. (Chart 2-4)

Choose the correct answer.

- 1. We has (have) a daughter.
- 2. Venita has / have two daughters.
- 3. She has / have twin daughters.
- 4. The Leons are grandparents. They has / have one grandchild.
- 5. Hiro has / have an interesting job. He's a journalist.
- 6. You has / have a good job too.
- 7. You and I has / have good jobs.
- 8. I has / have a laptop computer. It has / have a small screen.
- 9. Samir is a website designer. He has / have a laptop and a desktop.
- 10. A laptop has / have a battery.
- 11. Laptops has / have batteries.



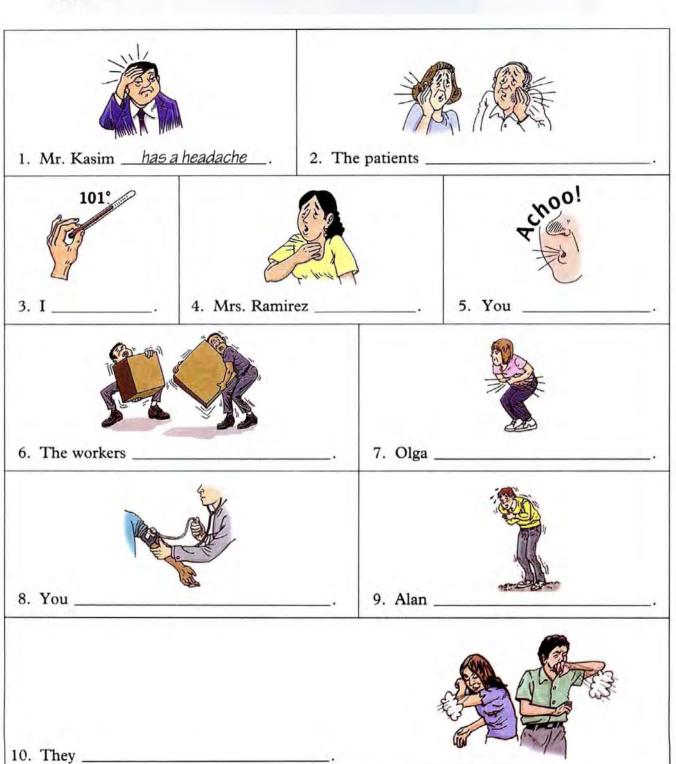
# ■ Exercise 16. Vocabulary and grammar. (Chart 2-4)

Complete each sentence with have or has and words from the box.

backaches the chills a cold coughs a fever

✓ a headache
high blood pressure

a sore throat a stomachache toothaches



	Let's talk: pairwork. (Conversations with a partner.	You can look at yo	our book before you speak
	ak, look at your partner. Use	this model.	
	How?		
	Not so good		
Partner A:	That's too bad.		
Example: Jama	al? a toothache.		
PARTNER A: H		7	
	lot so good. He has a tootha		
PARTNER A: 1	hat's too bad. Your turn no		
1. you? :		5. your parents?	
2. you?		6. the patients?	
그렇게 되어 있었다고 없어 있다면		8. Mrs. Luna?	er? a sore throat.
4. IVII. Parks	a backache.	o. Iviis. Luiia:	a level.
	D.,	Lee	
	octor. I am 70 years old, so I	have many years of	이 그 이 해, 이 사이 어떻게 되었어요. 아이들이 되는 것이다. 그것 같습니다. 투행하
patients. Some	ector. I <b>am</b> 70 years old, so I e are very sick. I <b>have</b> a clinic and I <b>am</b> often very tired. B	have many years of downtown. I also	have patients at the hospit
patients. Some It is hard work	ector. I <b>am</b> 70 years old, so I e are very sick. I <b>have</b> a clinic and I <b>am</b> often very tired. B	have many years of downtown. I also	have patients at the hospit
patients. Some It is hard work	ector. I <b>am</b> 70 years old, so I e are very sick. I <b>have</b> a clinic and I <b>am</b> often very tired. B	have many years of downtown. I also	have patients at the hospit  I help many people.
Exercise 19.  Part I. Comp	ector. I <b>am</b> 70 years old, so I e are very sick. I <b>have</b> a clinic and I <b>am</b> often very tired. B	have many years of downtown. I also ut I am also happy.	have patients at the hospit  I help many people.  He helps many people
Exercise 19.  Part I. Comp I have a college	Looking at grammar.  lete the sentences with is or incommate, Tia. She	charts 1-1, 1-2, ar	have patients at the hospit  I help many people.  He helps many people  and 2-4)
Exercise 19.  Part I. Comp I have a college 1	Looking at grammar.  lete the sentences with is or roommate, Tia. She  from a small town.	Charts 1-1, 1-2, are has.	have patients at the hospit  I help many people.  He helps many people  d 2-4)  homesick.
Exercise 19.  Part I. Comp I have a college 1is 2	Looking at grammar.  elete the sentences with is or roommate, Tia. She  from a small town.  nice.	Charts 1-1, 1-2, are has.	have patients at the hospit  I help many people.  He helps many people  d 2-4)  homesick.  a large family.
Exercise 19.  Part I. Comp I have a college 1	Looking at grammar.  lete the sentences with is or roommate, Tia. She  from a small town.  nice.  a motorcycle.	Charts 1-1, 1-2, are has.	He helps many people.  He helps many people.  He helps many people.  a large family.  quiet.
Exercise 19.  Part I. Comp I have a college 1	Looking at grammar.  lete the sentences with is or roommate, Tia. She  from a small town.  nice.  a motorcycle.  a smart phone.	Charts 1-1, 1-2, are than 10.	have patients at the hospit.  I help many people.  He helps many people.  He helps many people.  a large family.  quiet.  a boyfriend.
Exercise 19.  Part I. Comp I have a college 1is 2345.	Looking at grammar.  lete the sentences with is or roommate, Tia. She  from a small town.  nice.  a motorcycle.  a smart phone.	Charts 1-1, 1-2, archas.  7 8 9 10 11	have patients at the hospit  I help many people.  He helps many people  d 2-4)  homesick.  a large family.  quiet.

Part II. Complete the sentences with are or have.



The two students in the room next to us . . .

- 1. \_\_\_\_\_ a TV.
- 2. \_\_\_\_\_ two computers. 7. \_\_\_\_\_ a lot of friends.
- 3. \_\_\_\_\_ noisy.
- 4. \_\_\_\_\_ messy.
- 5. \_\_\_\_\_ from a big city.
- 6. \_\_\_\_\_ busy.
- 8. \_\_\_\_\_ friendly.
- 9. \_\_\_\_\_ parties on weekends.
- 10. \_\_\_\_\_ low grades.

## Exercise 20. Warm-up. (Chart 2-5)

Complete each sentence with a word from the box.

Her His My Their



1. \_\_\_\_\_ name is Evita.



2. \_\_\_\_\_ name is Paulo.

My Her His Their





- 3. \_\_\_\_\_ name is Natalie.
- 4. \_\_\_\_\_ names are Natalie and Paulo.

SINGULAR		PLURAL	SUBJECT FORM		POSSESSIVE FORM
a) I have a book.	(e)	117 (117)	l you	$\rightarrow$ $\rightarrow$	my your
My book is red. b) You have a book.	(f)	Our books are red. You have books.	she he	$\rightarrow$ $\rightarrow$	her his
Your book is red.  c) She has a book.	(a)	Your books are red.	we they	$\rightarrow$ $\rightarrow$	our their
Her book is red.	(g)	They have books. Their books are red.			I have a book. = It is
d) He has a book.  His book is red.			my book.	70K.	Thave a book.
					r, and their are called es." They come in fro

# Exercise 21. Looking at grammar. (Chart 2-5)

Complete each sentence with a word from the box.

her his their your my our

- 1. You're next. It's <u>your</u> turn.
- 2. Susana's next. It's \_\_\_\_\_\_ turn.

her his their our my your

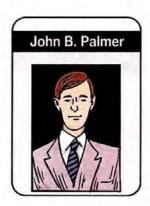
- 3. Bruno and Maria are next. It's \_\_\_\_\_\_ turn.
- 4. My aunt is next. It's \_\_\_\_\_ turn.
- 5. I'm next. It's \_\_\_\_\_ turn.
- 6. The children are next. It's \_\_\_\_\_\_ turn.
- 7. You and Mohamed are next. It's \_\_\_\_\_\_ turn.
- 8. Marcos and I are next. It's \_\_\_\_\_\_ turn.
- 9. Bill's next. It's \_\_\_\_\_ turn.
- 10. Mrs. Sung is next. It's \_\_\_\_\_ turn.

#### Exercise 22. Vocabulary and grammar. (Chart 2-5)

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 \_\_\_\_\_.
- middle initial is \_\_\_\_\_\_.



What information do the ID cards give you about Don and Kathy Johnson?

- 4. \_\_\_\_\_ zip code is \_\_\_\_\_.
- 5. \_\_\_\_\_ area code is \_\_\_\_\_

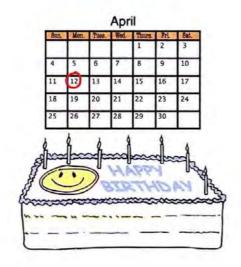






What do you know about Dr. Nelson?

6	birthdate is	
7	birthday is	
8	middle name is	,
Write abou	t 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	
16	birthday is	



## ☐ Exercise 23. Vocabulary: pairwork. (Chart 2-5)

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 picture on the next page shows clothes and jewelry.

Voc	cabulary Checklist	
COLORS	CLOTHES	JEWELRY
black	belt	bracelet
blue, dark blue, light blue	blouse	earrings
blue green	boots	necklace
brown, dark brown, light brown	coat	ring
gold	dress	watch
gray, dark gray, light gray	gloves	
green, dark green, light green	hat	
orange	jacket	
pink	jeans	
purple	pants	
red	sandals	
silver	shirt	
tan, beige	shoes	
white	skirt	
yellow	socks	
	suit	
	sweater	
	tie, necktie	
	T-shirt	

# ☐ Exercise 24. Looking at grammar. (Chart 2-5)

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

- 1. Malena has on\* a blouse. <u>Her</u> blouse is light blue.
- 2. Tomas has on a shirt. \_\_\_\_\_ shirt is yellow and brown.
- 3. I have on jeans. \_\_\_\_\_ jeans are blue.
- 4. Kiril and Oleg have on boots. \_\_\_\_\_\_ boots are brown.
- 5. Diana and you have on dresses. \_\_\_\_\_ dresses are red.

<sup>\*</sup> has on and have on = wear (clothes)

	<ol><li>Salma and I have on sweaters.</li></ol>	sweaters are green.
	7. You have on shoes.	shoes are dark brown.
	8. Nora has on a skirt.	skirt is black.
	9. Leo has on a belt.	belt is white.
	10. Sashi and Akira have on socks.	socks are gray.
	11. Arturo has on pants.	pants are dark blue.
	12. I have on earrings.	earrings are gold.
	Exercise 25. Listening. (Chart Listen to the sentences. Write the w	
CD 1 Track 8	Example: You will hear: She has or You will write: She has	
	Anna's clothes	
	1, boots	zippers.
	2 a raincoat.	
	3 raincoat	buttons.
	4 small.	jeans
	5 sweater	long sleeves.
	6earring	gs on ears.
	7s	
	8 on jea	ns. boots with zippers
	9 jeans	pockets.
	Exercise 26. Looking at gram	
_	나는 사람이 되었다. 생생은 지난 사람들이 있는데 사람들이 살아 살아 살아 먹었다. 그 그 그 사람들이 없는데 그렇게 되었다.	or has and my, your, her, his, our, or their.
	1. You <u>have</u> a big family	. Your family is nice.
	2. You and Tina m	nany cousins cousins are friendly.
	3. Ia brother	brother is in college.

5. Lisa	a twin sist	ter	sister is di	sabled.
6. Iman and Am	ir are married.	They	a baby.	
-	_ baby is six mor	nths old.		
7. Anton and I	a	son.	son is sev	ven
years old.				
8. Pietro and Juli	ieta	a daughter		
daughter is ter	n years old.			
9. I	an adopted b	orother.	brothe	er is thirty.
10. Lidia is single	. She	a brother		_ brother is single too.
O	ne Big Happy l	Family		
				Charts 2-4 and 2-5) Cocabulary with your
teacher first.				
O	ne Big Happy l	Family		2
		s a big family. She h		Do you know these words? sibling
		d her siblings are ado intries. She likes her		adopted
했다면서 ^ 이 나이에 뭐요? 이번 그렇게 되었다.		good time. They are		pilot overnight
	일을 보고 하는 아니라 살아 있다면 하는 것이다.	. Her mother is an a	March 1970	stay-at-home father
		een days a month. K		
30 00 30 10 40 00 <del>1</del> 7 10 0 10 0 10 0		as a lot of work, but		hanny family
		ove children. They a		200
1. Kanai is a girl			yes	no
<ul><li>2. Only the girls</li><li>3. Kanai's father</li></ul>			yes	no no
4. Her mother is		ht.	yes	no
.,			,	
Part II. Complet answers.	e the sentences v	with <i>her</i> , <i>his</i> , or <i>the</i>	e <b>ir</b> . One s	entence has two possible
1. Kanai is adop	ted	brothers and sis	sters are ac	dopted too.
2. Her parents a	re busy.	mother is a	n airline pi	ilot fathe
is a stay-at-ho	me dad.			
ar Surran Const				
3. She has nine	siblings.	family is ve	ry large.	

## Part III. Complete the story with is, are, has, or have.

#### One Big Happy Family

Kanai	13 years old. She	a big family. She
four	sisters and five brothers. Kanai an	nd her siblings are adopted.
	from several different countries.	She likes her brothers and
sisters. They	a good time. They	always busy.
Kanai's parents	busy too. Her mother	an airline pilot.
She9	away overnight fifteen days a	month. Kanai's dad
a stay-at-home fathe	r. He a lot of work	s, but the older kids are helpful.
Kanai's parents love	children. They are one big happy	family.

# ☐ Exercise 28. Warm-up. (Chart 2-6)

Match the sentences to the pictures.







Picture A

1. This is my wallet. \_\_\_\_

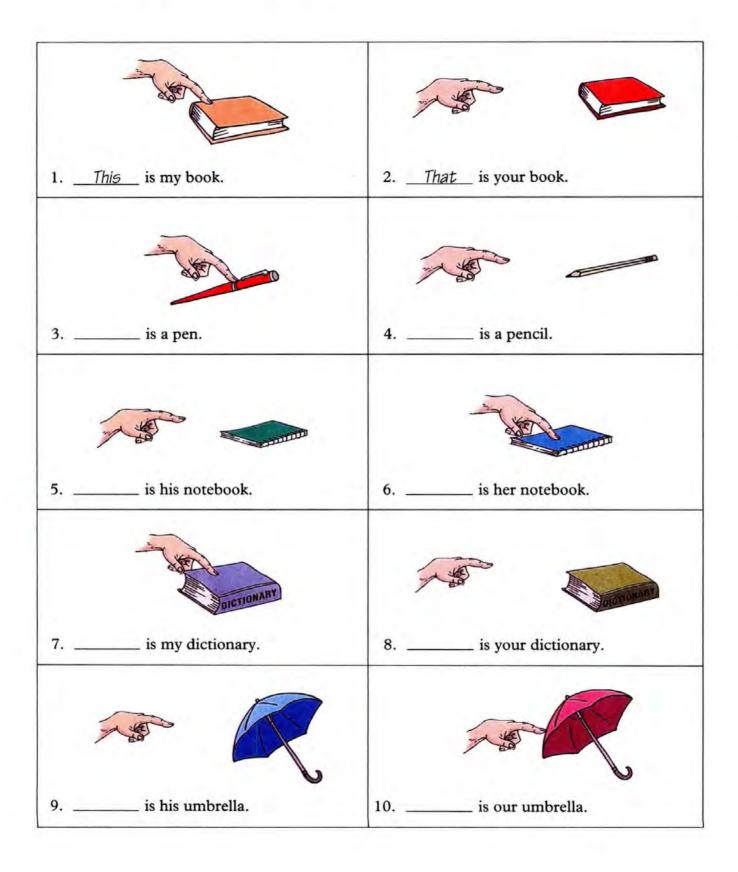
Picture B

2. That is your wallet. \_\_

) I have a book in my hand. This book is red.	this book = the book is near me.
b) I see a book on your desk. That book is blue.	that book = the book is not near me.
(c) This is my book.	
(d) That is your book.	
e) That's her book.	CONTRACTION: that is = that's
(f) This is ("This's") her book.	In spoken English, this is is usually
	pronounced as "this's." It is not used in writing.

# ☐ Exercise 29. Looking at grammar. (Chart 2-6)

Complete the sentences with this or that.



#### ☐ Exercise 30. Let's talk: pairwork. (Chart 2-6)

Part I. Work with a partner. Take turns. Make a sentence with this or that for each picture.

Example:

Partner A: That is a backpack.

Your turn.





a backpack

2. a wallet
2. a wallet
Λ
4. a checkbook
6. a computer bag

Part II. Put items from a school bag, a bookbag, or a purse on a desk or table. Put some near you and some at a distance. Point to them, and your partner will make sentences with this or that.

# ☐ Exercise 31. Warm-up. (Chart 2-7)

Match the sentences to the pictures.



Picture A

1. Those are my keys. \_\_\_\_



Picture B

2. These are your keys. \_\_\_\_

# 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.

SINGULAR

PLURAL

this

these

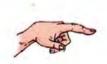
that those

## Exercise 32. Looking at grammar. (Chart 2-7)

Complete the sentences with these or those.



\_\_\_\_ are my books.



are your pencils.



3. \_\_\_\_\_ are his boots.



are her shoes.



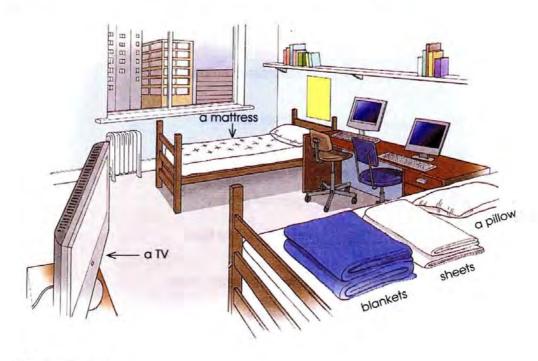
\_\_\_ are your hats.



6. \_\_\_\_\_ are their jackets.

## ☐ Exercise 33. Vocabulary and grammar. (Charts 2-6 and 2-7)

Look at the vocabulary in the picture. Choose the correct verb.



#### In our dorm room

- 1. This (is)/are my pillow.
- 2. That is / are your pillow.
- 3. Those sheets is / are for you.
- 4. These blankets is / are for me.
- 5. That TV is / are broken.
- 6. This chair is / are new.
- 7. Those mattresses is / are soft.
- 8. This mattress is / are uncomfortable.

# ☐ Exercise 34. Looking at grammar. (Charts 2-6 and 2-7)

Complete the sentences. Use the words in parentheses.

- 1. (This, These) \_\_\_\_\_\_ pencil belongs to Alex.

  (That, Those) \_\_\_\_\_ pencil belongs to Olga.
- 2. (This, These) \_\_\_\_\_\_ notepads belong to me.

(That, Those) \_\_\_\_\_ notepad belongs to Kate.

3. (This, These) \_\_\_\_\_ coat is waterproof.

(That, Those) \_\_\_\_\_ coats are not.

4. (This, These) \_\_\_\_\_ sunglasses belong to me.

(That, Those) \_\_\_\_\_ sunglasses belong to you.

5. (This, These) pillows are soft.

(That, Those) \_\_\_\_\_ pillows are hard.

6. (This, These) \_\_\_\_\_ exercise is easy.

(That, Those) \_\_\_\_\_\_ exercises are hard.

7. (This, These) \_\_\_\_\_\_ eraser is on my desk.

(That, Those) \_\_\_\_\_ erasers are on your desk.

## ☐ Exercise 35. Let's talk: pairwork. (Charts 2-6 and 2-7)

Work with a partner. Make a sentence for each picture using this, that, these, or those. Take turns.

Examples:

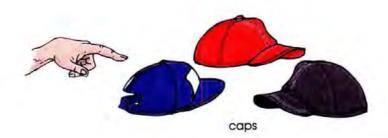
PARTNER A: That is a cap.

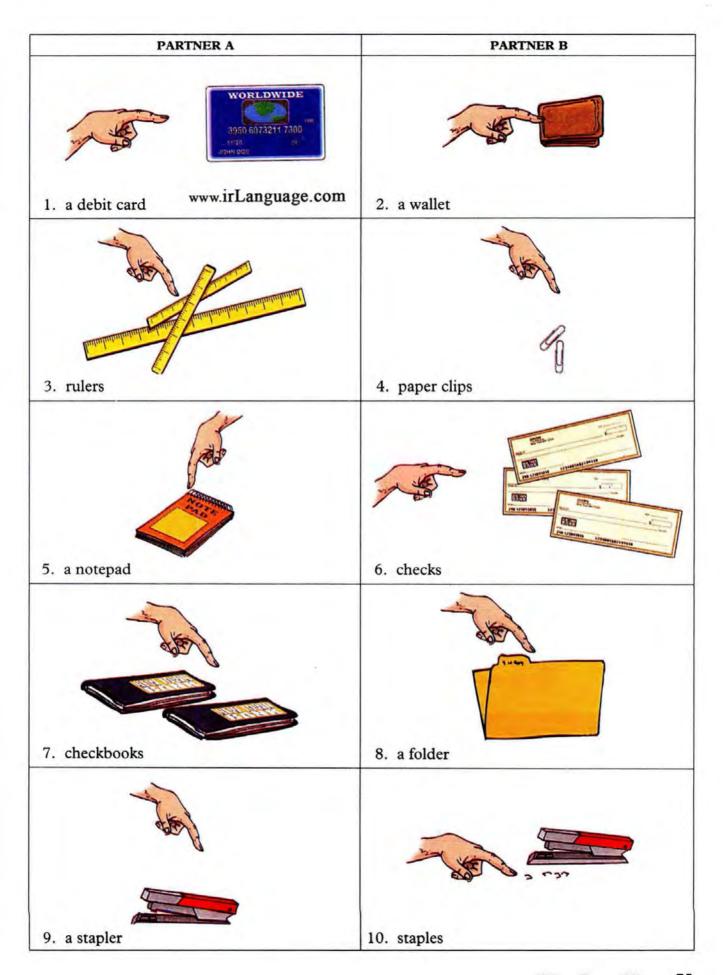
Your turn now.





PARTNER B: These are caps. Your turn now.





# Exercise 36. Listening. (Charts 2-6 and 2-7)

Listen to the sentences. Write the words you hear.

CD1 Example: You will hear: Those are clean dishes.

You will write: \_\_Those are \_\_ clean dishes.

#### In the kitchen

cup.

- your dessert.
- our plates.
- 4. \_\_\_\_\_ sponges \_\_\_\_ wet.
- 5. dishcloths dry.
- frying pan dirty.
- 7. \_\_\_\_\_ frying pan \_\_\_\_\_ clean.
- 8. salt shaker empty.



## ☐ Exercise 37. Warm-up. (Chart 2-8)

Answer the questions.

- 1. What is that?
- 2. Who is that?



a beetle

# Asking Questions with What and Who + Be

(a) What is this (thing)?

It's a pen.

What asks about things. Who asks about people.

(b) Who is that (man)?

That's Mr. Lee. They're pens.

Note: In questions with what and who,

(c) What are those (things)? (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

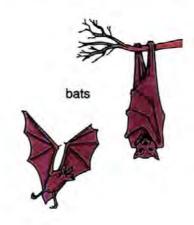
who is = who's

# ☐ Exercise 38. Looking at grammar. (Chart 2-8)

Complete the questions with what or who and is or are.

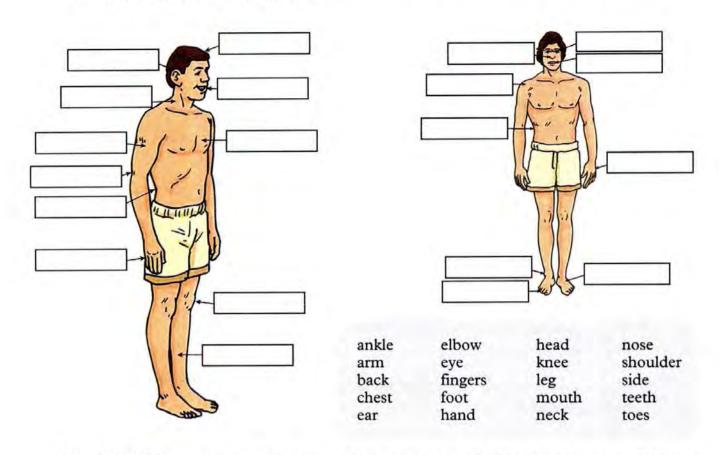
	4	11.0	A TOURS AND A
1.		Who is	
	B:	She's my sister. Her na	me is Sonya.
2.	A:		_ those things?
	B:	They're erasers.	
3.	A:		_ that?
	B:	That's Ms. Walenski.	
4.	A:		_ this?
	B:	That's my new camera.	It's really small.
5.	A:		_ those people?
	B:	I'm not sure, but I think	they're new students from Thailand.
6.	A:		_ your name?
	B:	Anita.	
7.	A:		_ your grammar teacher?
	B:	Mr. Walker.	
8.	A:		_ your favorite teachers?
	B:	Mr. Walker and Ms. Ro	senberg.
9.	A:		an only child?
	B:	It's a child with no broth	ners or sisters.
10.	A:		_ bats?

B: They're animals with wings. They fly at night. They're not birds.



## ■ Exercise 39. Vocabulary and speaking: pairwork. (Chart 2-8)

Part I. Work with a partner. Write the names of the parts of the body on the pictures below. Use the words from the box.



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. (to Partner A) What are those?

PARTNER A: Those are his fingers.

# □ Exercise 40. Let's talk: class activity. (Chart 2-8)

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

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

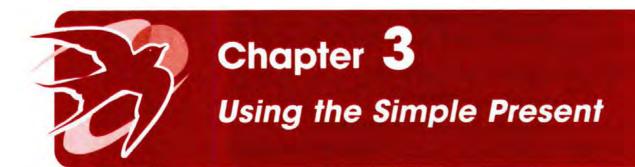
	Exercise 41. Check your Correct the mistakes.	our knowledge. (C	hapter 2)
	has		
	1. She have a headache.		
	2. What are that?		
	3. Roberto he is a studen	t in your class?	
	4. I am have a backache.		
	5. This is you dictionary.	I my dictionary is at l	nome.
	6. Where my keys?		
	7. I am a sore throat.		
	8. He's father is from Cu	ba.	
	9. This books are expens	ive.	
	10. Where is the teachers?		
	11. A: Are you tired?		
	B: Yes, I'm.		
ב	Exercise 42. Looking Choose the correct comple	And the second s	pter 2)
	1. Carla a gramma	ar book.	
	a. have	b. is	©. 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. Lucas is engine	er.	
	a. a	b. an	c. Ø
	5 books are really	expensive.	
	a. Those	b. They	c. This
	6. Give this to Kathleen.	It is math book	ς.
		h an	c her

1. I Hat 15		
a. a mistakes	b. mistakes	c. a mistake
8. PABLO: is	s your apartment?	
BLANCA: It's on H	Forest Street.	
a. What	b. Where	c. Who
9. Yoкo: the	se?	
GINA: My art bo	oks. I'm taking an art histo	ry class.
a. What are	b. Who are	c. What is
10. MALIK: Are you h	nungry?	
LAYLA: Yes,	<b>-</b> •	
a. I'm	b. I'm not	c. I am
11. TINA: that?	60,	
Luis: That's Paul	Carter.	
a. Who's	b. What's	c. Where's
12. PAUL: in yo	our class?	
ERIC: No.		
a. Mr. Kim	b. Is Mr. Kim	c. Mr. Kim is he
Complete the sentence	ing at grammar. (Chapes with am, is, or are. Use vegetables.	
	a kind of fruit.	
	from the United States	ė.
4. We	human beings.	
5. Balls	square.	
6. Chickens	birds, but bats	birds.
7. Lemons	sweet. They	sour.
8. Soccer	a sport.	
9. Soccer and basket	ballsp	orts.
10 Africa	a country. It	a continent

Co	mplete the co	nversations with any words that make	sense.
1.	A: Where _	your book?	
	B: Hiroko _	it.	
	A: Where _	your notebooks?	
		d Angela them.	
2.	A:	this?	
-		a picture of my family.	
		this?	
		father.	
	Markette Same	they?	
		ner and sister.	
3.	A: What's		
		now. Ask the teacher.	
	A: What's	3	
4.		?	
		·	
		?	
	B: They're		
	rt I. Comple	Grammar and writing. (Chapter te the sentences in the composition by	y Carlos.
		1	2
	3	a student tv	wenty years old.
	My family l	ives in Mexico City.	father
ous	sinessman	fifty-one years old.	mother
			forty-nine years old.
	9 I	10	The names of my sisters
		1 two sisters and one brother	. The names of my sisters
	1		
	12	Rosa and Patricia. Rosa	a teacher.

☐ Exercise 44. Looking at grammar. (Chapter 2)

	eighteen years old. My brother an engineer. His
name	Pedro. He is married. He two children.
I live in a d	dormitory a tall building on Pine Street. My address
21	3225 Pine St. I live with my roommate name is
Bob.	from Chicago. nineteen years old.
	23 24
I like my c	lasses. They interesting. I like
classmates	friendly.
Part II. Write	about yourself. Follow the style below. Use your own paper.
PARAGRAPH I:	Information about you: your name, hometown, age (optional)
Paragraph II:	Information about your parents (if they are alive): their ages, jobs
Paragraph III:	Information about other family or people in your life: your siblings: names, ages, jobs OR your husband/wife: name, job OR your roommate/partner/friend: name, job
Paragraph IV:	Additional information: your home (apartment/dormitory/house): I live in a/an, your classes your classmates
Part III. Editing the following:	ng check: Work individually or change papers with a partner. Check (1) for
1 capita	ll letter at the beginning of each sentence
2 capita	ll letter at the beginning of a person's name
3 period	I at the end of each sentence
4 paragr	raph indents
5 a verb	o in every sentence
6 correc	et use of <b>be</b> and <b>have</b>
7 correc	et spelling (use a dictionary or computer spell-check)



#### Exercise 1. Warm-up. (Chart 3-1)

Read the paragraph. Write the verb forms for take, post, and share.

I often take videos of my family and friends. I post them online. I share them with my family and friends. My brother Mario is a science teacher. He takes videos of his students and their experiments. He posts them online. He shares them with his classes.

take	post	share
1. I	3. I	5. I
2. Mario	4. He	6. He

# 3-1 Form and Basic Meaning of the Simple Present Tense

The verb after 3rd person singular (she, he, it) has a talk. You talk. final -s: talks. He talks. SINGULAR PLURAL She talks. 1st person: 1 talk we talk It rains. vou talk 2nd person: you talk We talk. 3rd person: she talks they talk They talk. he talks it rains

- (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.

1. Martin E	nglish.	
2. I German		
3. Erika sev	ral languages.	
4. Her husband	Thai and Vietnamese.	
5. My friends and I	a little Persian.	
6. My friends		
7. They Ara		
8. You Span		
9. You and I		
10. We it we 11. You and Peter		
IIADIIS	WII TIMBITS EVE	RY MORNING
HABITS	WIT TIMBITS EVE	KI MOKNING
	1Iturn off the a	
eat breakfast	And the second of the second o	alarm clock.
eat breakfast go to class	1. <u>I turn off the a</u>	alarm clock.
eat breakfast go to class put on my clothes	1 I turn off the a	alarm clock.
eat breakfast go to class put on my clothes	1 I turn off the a 2 3	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea	1	alarm clock.
eat breakfast  go to class  put on my clothes  drink a cup of coffee/tea  shave  put on my make-up	1	alarm clock.
eat breakfast  go to class  put on my clothes  drink a cup of coffee/tea  shave  put on my make-up  take a shower/bath	1	alarm clock.
eat breakfast  go to class  put on my clothes  drink a cup of coffee/tea  shave  put on my make-up  take a shower/bath  get up	1	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea shave put on my make-up take a shower/bath get up pick up my books	1	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea shave put on my make-up take a shower/bath get up pick up my books	1	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea shave put on my make-up take a shower/bath get up pick up my books walk to the bathroom	1	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea shave put on my make-up take a shower/bath get up pick up my books walk to the bathroom watch TV	1	alarm clock.
eat breakfast go to class put on my clothes drink a cup of coffee/tea shave put on my make-up take a shower/bath get up pick up my books walk to the bathroom watch TV look in the mirror	1.	alarm clock.

☐ Exercise 2. Looking at grammar. (Chart 3-1)

	_	_ say good	d-bye to someor	ne 16.			
		_ brush m	ny teeth				
		_ do exerc	cises				
		_ wash m	v face				
							Close your book for
			Listening. (C entences. Choo	hart 3-1) ose the verbs you	hear.		
CD 1 Track 10	1.	wake	wakes	6.	watch	watches	
33000 33	2.	wake	wakes	7.	take	takes	
	3.	get	gets	8.	take	takes	
	4.	go	goes	9.	take	takes	
	5.	do	does	10.	talk	talks	
				eat eat / eats tea w			every day.
	3.	It		a bath every mo	rning.		
	4.	My sister	take / tak	es a showe	er.	66	166-1-1-1
		2	udy / studies	_ English with m		0	
			walk / walks	to school toge		morning.	
	7.	Class	begin / begins	at 9:00 ever	y day.		
			stop / stops				
				in the cafeter			
	10.	You	bring / brings	your lunch fi	rom home	every day.	
	11.	My friend	s and I	go / goes	home at 3	:00 every afte	rnoon.
	12.	You and J	amalgo	to / goes	the library	y after school	every day.

## ☐ Exercise 6. Warm-up. (Chart 3-2)

Which sentence is true for you?



- 1. I always do my homework.
- 2. I usually do my homework.
- 3. I sometimes do my homework.
- 4. I never do my homework.

3-2	Freq	uency Adv	verbs			
100% 50% 0%	always usually often someti seldom rarely never	(b) (c) (d) (e) (f)	Ivan always eats breakfast.  Maria usually eats breakfast.  They often watch TV.  We sometimes watch TV.  Sam seldom drinks milk.  Rita rarely drinks milk.  I never drink milk.	"frequency a	always usually often sometimes seldom rarely never this list are cal adverbs." They subject and the	come
(h) I d	ee my gra	once a day. two times / two three times a da four times a da etc. andparents three nt once a month usin Sam twice	ice a day. day. ay. e times a week.		ress frequency I many times som	
(I) Is	ee my doo	ctor every year.		follows (e.g.	gular. The noun , <i>morning</i> ) must every mornings	

<sup>\*</sup> 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 3-3, for the use of frequency adverbs with be.

☐ Ex	ercise	7.	Looking	at	grammar.	(Chart 3-2	2)
------	--------	----	---------	----	----------	------------	----

Complete each sentence with a word from the box.

always	often never		rare	ly	someti	mes	usu	ally	
			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1. Ana	_ drinks tea	with lunch.	7	7	7	7	7	7	7
2. Kenji	drinks tea	with lunch.		7	7	7	7	7	5
3. Clara	drinks tea	with lunch.			7	0	7	7	9
4. Igor	drinks tea	with lunch.					7	7	9
5. Sonya _	drinks te	a with lunch.							5
6. Sami	drinks tea	with lunch.							

## Exercise 8. Looking at grammar. (Chart 3-2)

Write "S" over the subject and "V" over the verb in each sentence. Rewrite the sentences, adding the given frequency adverbs.

1.	always	S V I eat breakfast in the morning.	
		l always eat breakfast	in the morning.
2.	never	I eat carrots for breakfast.	
			for breakfast
3.	seldom	I watch TV in the morning.	
			in the morning
4.	sometimes	I have dessert after dinner.	
			after dinner.
5.	usually	Kiri eats lunch at the cafeteria.	
			at the cafeteria
6.	often	We listen to music after dinner.	
			after dinner.
7.	always	The students speak English in class.	
			in class.

<b>Exercise</b>	9.	Let's talk	: class	activity	1.	(Chart 3-2	)
EVOIDIO		mor o reality	. 01000			CHOIL OF	٩

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

Tell me something you...

- 1. always do in the morning.
- 2. never do in the morning.
- 3. sometimes do in the morning.
- 4. usually do in the afternoon.
- 5. seldom do in the afternoon.

- 6. never do in the afternoon.
- 7. often do in the evening.
- 8. sometimes do in the evening.
- 9. rarely do in the evening.
- 10. sometimes do on weekends.

#### ☐ Exercise 10. Looking at grammar. (Chart 3-2)

Use the information in the chart to complete the sentences.

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Hamid							
Yoko							
Victoria							
Pavel							
Mr. Wu							
Mrs. Cook							

How often do the people in the chart take the bus during the week?

1.			a week. That means he
	always	takes the bus.	
2.	Yoko takes the bus		_ a week. That means she
		takes the bus.	
3.	Victoria takes the bus		a week. That means she
		takes the bus.	
4.	Pavel takes the bus		_ a week. That means he
		takes the bus.	
5.	Mr. Wu	takes the	e bus.
6.	Mrs. Cook takes the bus		a week. That means sh
		takes the bus.	

## ☐ Exercise 11. Warm-up. (Chart 3-3)

Choose the correct answer. What do you notice about the placement of the verb and the frequency adverb?

1. It often rains here.	yes	no
2. It sometimes snows	yes	no
3. It is often cold here.	yes	no
4. It is sometimes hot.	yes	no

SUBJECT +	<i>BE</i> +	FREQUENCY ADVERB	Frequency adverbs come after the simple present tense forms of <b>be</b> : <b>am</b> , <b>is</b> , and <b>are</b> .
I You He She It We They	am dre is is + dis are are	always usually often sometimes > + late. seldom rarely never	
SUBJECT +	FREQUE	NCY + OTHER SIMPLE PRESENT VERBS	Frequency adverbs come before all simple present verbs except <b>be</b> .
Tom +	always usually often sometim seldom rarely never	nes + comes late.	

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

Add the frequency adverbs to the sentences.

1.	always	Anita is on time for class. → Anita is always on time for class.	
2.	always	Anita comes to class on time. → Anita always comes to class on time.	
3.	often	Liliana is late for class.	
4.	often	Liliana comes to class late.	
5.	never	It snows in my hometown.	
6.	never	It is very cold in my hometown.	
7.	usually	Hiroshi is at home in the evening.	
8.	usually	Hiroshi stays at home in the evening.	
9.	seldom	Thomas 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.	

#### ☐ Exercise 13. Let's talk: class activity. (Chart 3-3)

Part I. Check (1) the boxes to describe your activities after 5:00 P.M.

	ALWAYS	USUALLY	OFTEN	SOMETIMES	RARELY	NEVER
1. eat dinner					- 11	
2. go to a movie						
3. go shopping						
4. go swimming						
5. spend time with friends						
6. go to class						
7. be at home						
8. watch videos or DVDs						
9. study English						
10. send emails						
11. surf the Internet						
12. drink coffee after 9:00						
13. be in bed at ten o'clock						
14. go to bed late						

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 emails.

(Olga) sometimes drinks coffee after 9:00 P.M. She usually goes to bed late.

## Exercise 14. Writing. (Chart 3-3)

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.

Writing sample: I usually get up at 7:30. 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.)

## ☐ Exercise 15. Warm-up: listening. (Chart 3-4)

Listen to the words. Decide if they have one syllable or two.

CO								
CD I Track 11	1.	eat	one	two	4.	pushes	one	two
	2.	eats	one	two	5.	sleeps	one	two
	3.	push	one	two	6.	fixes	one	two

#### 3-4 Spelling and Pronunciation of Final -es PRONUNCIATION SPELLING -sh (a) push pushes push/əz/ Ending of verb: -sh, -ch, -ss, -x. teach/ez/ Spelling: add -es. -ch (b) teach teaches (c) kiss kiss/əz/ Pronunciation: /ez/. kisses -SS (d) fix fix/az/ fixes -X

#### ☐ Exercise 16. Looking at grammar. (Chart 3-4)

Use the correct form of the given verbs to complete the sentences.

1. brush	Arianna <u>brushes</u>	her hair every morning.
2. teach	Alex	English.
3. fix	Pedro	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	Viktor always	his children goodnight.
7. wear	Tina usually	jeans to class.
8. wash	Eric seldom	dishes.
9. walk	Jenny	her dog twice each day.
10. stretch,	When Jack gets up in the morn	ing, he
yawn	and	



## Exercise 17. Listening. (Chart 3-4)

Listen to the sentences and choose the verbs you hear.

CD 1 Track 12

1.	teach	teaches

6. watch watches

7. brush brushes

8. brush brushes

9. wash washes

10. wash washes



#### Exercise 18. Looking at grammar. (Charts 3-1 and 3-4)

Complete the sentences. Use the words from the box and add -s or -es. Practice reading the story aloud. Work with a partner or in small groups.

brush cook fall

get ✓ leave read

take turn sit

wash watch

Laura <u>leaves</u> her office every night at 5:00 and \_\_\_\_\_ on a

bus to go home. She has the same 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.

#### Exercise 19. Warm-up. (Chart 3-5)

What kind of ending does each verb have? Put the verbs from the box in the correct column.

buy fly play study CONSONANT + -y VOWEL + -y

3-!	5 Ad	ding	Final -s/-e.	s to Words That End in -y
(a)	cry try	$\overset{\rightarrow}{\rightarrow}$	cries tries	ENDING OF VERB: consonant + -y  SPELLING: change y to i, add -es
	pay enjoy	$\begin{array}{c} \rightarrow \\ \rightarrow \end{array}$	pays enjoys	ENDING OF VERB: vowel + -y SPELLING: add -s

## ☐ Exercise 20. Looking at grammar. (Chart 3-5)

Complete the chart with the correct form of each verb.

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

# ☐ Exercise 21. Looking at grammar. (Chart 3-5)

Complete each sentence with the simple present form of a verb from the box.

	carry emp	oloy	✓ play	study	
1.	Monique likes spor a week.	rts. She	plays		tennis and soccer several times
2.	The school cafeter	a is cheap.	Rob		his lunch there every day.
3.	My company is big	. It		2,0	00 people.
4.	Elizabeth is always	tired. Her	new baby		during the night.

- 5. Mr. Garcia travels every week. He \_\_\_\_\_\_ in small hotels.
- 6. Some airplanes are very big. A large airplane \_\_\_\_\_\_ 400 to 500 passengers.
- 7. I usually pay with a debit card, but my husband \_\_\_\_\_\_ in cash.
- 8. Zara is a medical student. She \_\_\_\_\_\_ every night and on weekends.

#### ☐ Exercise 22. Warm-up. (Chart 3-6)

Read the information about Milos and complete the chart.

Milos is a college student. He has a part-time job. He does the breakfast dishes at his dorm. Then he goes to class.

HAVE	DO	GO
I have	I do	I go
you <b>have</b>	you <b>do</b>	you <b>go</b>
he	he	he
she	she	she
it	it	it
we have	we do	we go
they have	they <b>do</b>	they go

#### Irregular Singular Verbs: Has, Does, Goes 3-6 (a) I have a book. Have, do, and go have irregular forms for 3rd + has/hæz/ person singular: (b) He has a book. have has do does (c) I do my work. she goes + does/dez/ Note that final -s is pronounced /z/ in these verbs. (d) She does her work. (e) They go to school. she + goes/gowz/ he (f) She goes to school. it

## ■ Exercise 23. Looking at grammar. (Chart 3-6)

Use the correct form of the given verbs to complete the sentences.

1. do Pierre always <u>does</u> 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. do	Sara seldom her homework.
7. do	We exercises in class every day.
8. go, go	Roberto downtown every weekend. He and his wif
	shopping.
9. play	My friends often volleyball at the beach.



# Exercise 24. Listening. (Chart 3-6) Listen to the story. Complete the sentences with is, has, does, or goes. Marco is a student. He has an unusual schedule. All of his classes are at night. His first class \_\_\_\_\_\_ at 6:00 P.M. every day. He takes 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 often 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.

1.	The stud	dents (ask, often)		often ask	questions in class.
2.	Pablo (sa	tudy, usually)		<u> </u>	at the library every eveni
3.	Olga (bii	te)	her fir	ngernails when she is	s nervous.
4.	Donna (	cash)	a cl	heck at the bank one	ce a week.
5.	Sometim	nes I (worry)		about my grades	s at school. Sonya
	(worry, n	ever)		about h	er grades. She (study)
			hard.		
6.	Ms. Ferr	nandez and Mr.	Anderson (te	ach)	at the local high scl
	Ms. Ferr	nandez (teach) _		math.	
7.	Birds (flg	v)	They (hav	ne) w	rings.
8.	A bird (	<sup>q</sup> y)	It (have)	wing	gs.
9.	Emilio (	do, always)		his hon	nework. He (go, never)
			to bed until	his homework is fin	ished.
10.	Mr. Coo	k (say, always)*		he	llo to his neighbor.
11.	Ms. Chu	(pay, always)*_		atto	ention in class. She (ans
			questions. S	She (listen)	to the
	teacher.	She (ask)		_ questions.	
Par Wa	ercise 20	5. Let's talk: of teacher will assorthe room. Say	game. (Cho	orts 3-1 → 3-6) b from the list. Mal	ke a sentence with that Listen to other student
	eat	4. brush	7. get up	10. do	13. put on
1.		5 hours	8. watch		and the second second second
	go	5. have	o. water	TAT INDICATE CO	

<sup>\*</sup>Pronunciation of says = /sez/. Pronunciation of pays = /peyz/.

#### Exercise 27. Let's talk: pairwork. (Charts 3-1 → 3-6)

Work with a partner. Use frequency adverbs like sometimes, rarely, etc.

Part I. Yuri, Levi, and Peter do many things in the evening. How often do they do the things in the list? Pay attention to final -s.

Example: Yuri rarely/seldom does homework.

	YURI	LEVI	PETER
DO HOMEWORK	once a week	6 days a week	every day
SURF THE INTERNET	every day	once a week	once a month
WATCH TV	3-4 days a week	3-4 days a week	3-4 days a week
READ FOR PLEASURE	5 days a week	5 days a week	5 days a week
GO TO BED EARLY	once a week	5-6 nights a week	6-7 nights a week

Part II. For homework, write ten sentences about the activities of Yuri, Levi, and Peter.

#### Exercise 28. Looking at grammar. (Charts 3-1 → 3-6)

Add -s or -es where necessary.

#### Abdul and Pablo

- (1) My friend Abdul live, 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 his roommate, but he miss his family back in Saudi Arabia.

#### □ Exercise 29. Speaking and writing: pairwork. (Charts 3-1 → 3-6)

Work with a partner. Tell your partner five to ten things you do every morning. Use the list you made in Exercise 3. Your partner will also give you information about his/her morning. Take notes. Then write a paragraph about your partner's morning activities. Pay special attention to the use of final -s/-es. Ask your partner to read your paragraph and to check your use of final -s/-es.

## Exercise 30. Warm-up. (Chart 3-7)

Which sentences are true for you?

1. I like to speak English.	yes	no
2. I need to learn English.	yes	no
3. I want to speak English fluently.	yes	no

## 3-7 Like To, Want To, Need To

VERB + INFINITIVE

(a) I like to travel. It's fun.

(b) I want to travel. I have vacation time next month.

(c) I need to travel for my job. I have no choice.

Like, want, and need can be followed by an infinitive.

infinitive = to + the base form of the verb.\*

**Need to** is stronger than **want to**. **Need to** = necessary, important.

#### ☐ Exercise 31. Looking at grammar. (Chart 3-7)

Make complete sentences. Pay attention to the final -s ending on singular verbs.

- 2. We \ want \ go home
- 3. Bill and I \ like \ eat sweets
- 4. You \ need \ speak more quietly
- 5. She \ like \ talk on the phone
- 6. Her friends \ like \ text
- 7. They \ need \ save money \_\_\_\_\_
- 8. He \ want \ travel \_\_\_\_\_

## □ Exercise 32. Reading and grammar. (Charts 3-1 → 3-7)

Part I. Read the story.

#### A Wonderful Cook

Roberto is a wonderful cook. He often tries new recipes. He likes to cook for friends. He frequently invites my girlfriend and me to dinner. When we arrive, we go to the kitchen. He usually has three or four pots on the stove. He makes a big mess when he cooks. We like to watch him, and he wants to tell us about each recipe. His dinners are delicious. After dinner, he needs to clean the kitchen. We want to help him because we want him to invite us back soon.



<sup>\*</sup> The base form of a verb = a verb without -s, -ed, or -ing. Examples of the base form of a verb: come, help, answer, write. Examples of infinitives: to come, to help, to answer, to write. The base form is also called the simple form of a verb.

#### Part II. Complete each sentence with a word from the box.

help invite is like likes to wash

1. Roberto \_\_\_\_\_\_ a great cook.

2. He \_\_\_\_\_ try new recipes.

3. He likes to \_\_\_\_\_ friends to dinner.

4. After dinner, he needs to \_\_\_\_\_ the pots, and his friends \_\_\_\_\_ him.

5. His friends \_\_\_\_\_ his food.

#### ☐ Exercise 33. Let's talk: game. (Chart 3-7)

Work in teams. What do you know about mosquitoes? Choose the correct answer. The team with the most correct answers wins.\*

1. They like to look for food during the day. yes no 2. They like to look for food at night. yes no 3. They need to lay their eggs in water. yes no 4. They like to travel. yes no 5. They need to sleep in water. yes no 6. Male mosquitoes need to bite. yes no 7. Female mosquitoes need to bite. yes no

#### ☐ Exercise 34. Warm-up. (Chart 3-8)

Which sentences are true for you?

- 1. a. I like vegetables.
- b. I don't like vegetables.

2. a. I drink tea.

b. I don't drink tea.

3. a. I eat meat.

b. I don't eat meat.

<sup>\*</sup>See Let's Talk: Answers, p. 501.

(a) I do not drink coffee.  You do not drink coffee.  We do not drink coffee.  They do not drink coffee.  (b) He does not drink coffee.  She does not drink coffee.  It does not drink coffee.	NEGATIVE: <i>I</i> You We They  **They**  **They**			
	drink coffee.	He She It + does not + main verb  Do and does are called "helping verbs."		
		Notice in (b): In 3rd person singular, there is no -s on the main verb, drink; the final -s is part of the helping verb, does.  INCORRECT: She does not drinks coffee.		
(c) I don't drink coffee.  He doesn't drink coffee.			fee.	CONTRACTIONS: do not = don't does not = doesn't  People usually use contractions when they speak. People often use contractions when they write.

# ☐ Exercise 35. Looking at grammar. (Chart 3-8)

Choose the correct verb.

1.	We	does not / do not	have a TV.
2.	She	does not / do not	like milk.
3.	They	does not / do not	play soccer.
4.	I	does not / do not	understand.
5.	It	does not / do not	rain much here.
6.	You	does not / do not	understand.
7.	He	doesn't / don't	work hard.
8.	You	doesn't / don't	need help.
9.	They	doesn't / don't	live here.
10.	She	doesn't / don't	speak English.
11.	We	doesn't / don't	have time.
12.	I	doesn't / don't	study every day.

#### Exercise 36. Looking at grammar. (Chart 3-8)

Use the given words to make negative sentences. Use contractions.

- Ingrid <u>doesn't like</u> tea. 1. like, not
- I \_\_\_\_\_ don't like tea. 2. like, not
- 3. know, not Mary and Jim are strangers. Mary \_\_\_\_\_ Jim.
- I \_\_\_\_\_ French. 4. speak, not
- It's a nice day today. You \_\_\_\_\_ 5. need, not your umbrella.





- We \_\_\_\_\_ class every day. 8. have, not
- This city \_\_\_\_\_\_ nice weather in the summer. 9. have, not
- 10. snow, not It \_\_\_\_\_\_ in Bangkok in the winter.
- It \_\_\_\_\_\_ every day. 11. rain, not

## Exercise 37. Let's talk: pairwork. (Chart 3-8)

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

Example:

PARTNER A: Isabel 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. (Isabel \ take) showers baths



NO

2. (Omar \ have) a cat a dog



an umbrella



3. (I \ drink) tea coffee



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





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





6. (I \ play) soccer tennis



7. (Mr. Ortiz \ teach) English French





8. (we \ use) typewriters computers





9. (Inga\watch) news reports old movies





10. (Marco\study) history physics



	Exercise 38 Sit in a circle.		and the second s		ke sentences w	rith <b>not</b> .	
	Example: like STUDENT A:		inanas				
	STUDENT B:			nanas I don't	have a dog		
	STUDENT C:		oesn't like bar		nt B) doesn't h	ave a dog.	
		i don i piay b	ascoan.				
	have	like	need	play	read	speak	
		entence. If y	ou have troub		ormation of you nates can help		
0		n the box to out or do not.	omplete the s	sentences. Ma	ake all of the se		
	do drink	eat go	make put on	shave smoke		ak	
	1. Ricardo _	doesn't	go to	school every	day.		
	2. My room:		Spanish.				
	3. Roberto h	nas a beard. I	in the m	orning.	200		
	4. We			class on Suno	iay.	2	
	5. Camilla is	s healthy. She			cigarettes		
	6. Nadia and in the cafe		s have lunch	at home. The	ey		
	<ol><li>Sometime instead.</li></ol>	es I		my hor	mework in the	evening. I wa	itch TV
	8. My sister	likes tea, but	she		coffee.	d	
	9. Hamid is	a careful writ	er. He			15 //	
	spelling m	nistakes when	he writes.				3 1
	10. Sometime	es Julianna			her shoes who	en 🏻	
	she goes o	outside. She l	ikes to go bar	efoot.			3

#### ☐ Exercise 40. Looking at grammar. (Charts 1-6, 1-7, and 3-8)

Complete the chart with the correct form of the given verbs.

SIMPLE PR	ESENT: BE	SIMPLE PRESENT: EAT		
I. Iam not	hungry.	1. I <u>do not eat</u>	_ meat.	
2. You	hungry.	2. You	meat.	
3. She	hungry.	3. She	_ meat.	
4. We	hungry.	4. We	meat.	
5. It	hungry.	5. It	meat.	
6. They	hungry.	6. They	meat.	
7. He	hungry.	7. He	meat.	
8. Raj	hungry.	8. Raj	meat.	
9. You and I	hungry.	9. You and I	meat.	

## Exercise 41. Looking at grammar. (Charts 1-6, 1-7, and 3-8)

Choose the correct verb.

1.	I	am not/ do not	late.
2.	They	are not / do not	drink coffee.
3.	He	is not / does not	do his homework.
4.	You	are not / do not	poor.
5.	She	is not / does not	do her homework.
6.	The key	is not / does not	work.
7.	It	is not / does not	in the car.
8.	I	am not / do not	like vegetables.
9.	We	are not / do not	live here.
10.	We	are not / do not	citizens.

## Exercise 42. Let's talk: class activity. (Charts 1-6, 1-7, and 3-8)

Part I. Use the given words to make true sentences for each pair.

Example: a. Grass \ be blue.

b. Grass \ be green

STUDENT A: Grass isn't blue.

STUDENT B: Grass is green.

Example: a. Dogs \ have tails

b. People \ have tails.

STUDENT C: Dogs have tails.

STUDENT D: People\* don't have tails.

- 1. a. A restaurant \ sell shoes.
  - b. A restaurant \ serve food.
- 2. a. People \ wear clothes.
  - b. Animals \ wear clothes.
- 3. a. A child \ need love, food, and care.
  - b. A child \ need a driver's license.

- 4. a. Refrigerators \ be hot inside.
  - b. Refrigerators \ be cold inside.
- 5. a. A cat \ have whiskers.
  - b. A bird \ have whiskers.



#### Part II. Make true sentences.

- 6. Doctors in my country \ be expensive.
- 7. A bus \ carry people from one place to another.
- 8. It \ be cold today.
- 9. English \ be an easy language to learn.
- 10. People in this city \ be friendly.
- 11. It \ rain a lot in this city.

#### Exercise 43. Warm-up. (Chart 3-9)

What do you notice about the questions with have and need?



<sup>\*</sup>People is a plural noun. It takes a plural verb.

DO/DOES + SUBJECT + MAIN VERB	QUESTION FORMS, SIMPLE PRESENT
(a) Do	Do I Do you Does he Does she Does it Do we Do they  Do I Do You Harrington Ha
	Notice in (c), (d), and (e): The main verb in the question does not have a final -s. The final -s is part of <b>does</b> .  INCORRECT: Does she works?
(h) Am I late? (i) Are you ready? (j) Is he a teacher? (k) Are we early? (l) Are they at home? (m) Are you a student? INCORRECT: Do you be a student?	When the main verb is a form of <b>be</b> , <b>do</b> is NOT used. See Chart 2-1, p. 28, for question forms with <b>be</b> .
QUESTION SHORT ANSWER  (n) Do you like fish? → Yes, I do. No, I don't.  (o) Does Liam like fish? → Yes, he does. No, he doesn't.	Do, don't, does, and doesn't are used in the short answers to yes/no questions in the simple present.
(p) Brad does his homework. (q) Does Brad do his homework?	Note that <i>do</i> can also be a main verb, as in (p) and (q).

# ☐ Exercise 44. Looking at grammar. (Chart 3-9)

Make questions. Choose the correct answer.

b. No, they don't speak.

1. A: like \ you \ tea VO YOU IIKE LEA?	
B: a. Yes, I do.	
b. Yes, I like.	
2. A: speak \ Anita \ Italian	
B: a. Yes, she does.	
b. Yes, she speaks.	
3. A: speak \ Thomas and Sierra \ Arabic	
B: a. No, they don't.	

4. A: rain \ it \ in April	
B: a. Yes, it does.	
b. Yes, it rains.	
5. A: do \ he \ his homework	
B: a. No, he doesn't.	
b. No, he doesn't do.	
6. A: do\you\your homework	
B: a. No, I don't.	
b. No, I don't do.	
B: a. Yes, they do. b. Yes, they have.	
o. Tes, they have.	
	making questions and giving short answers. Use ions. <i>Note: Part I</i> is speaking practice. Do not
Example:	
PARTNER A:	
PARTNER B:	
PARTNER A: Is Ali in class today?	
PARTNER B: Yes, he is.	
Example:	
PARTNER B:	
PARTNER A:	_ (She doesn't speak Spanish.)
PARTNER A: No, she doesn't.	
1. Partner A:	
	(He speaks English in class every day.)
2. Partner B:	
PARTNER A:	(She comes to class every day.)
3. PARTNER A:	
	(They're in class today.)
	(They it in class today.)
	(He wears jeans every day.)
5. Partner A:	
PARTNER B:	(They aren't from Australia.)

	6. PARTN	ER B:				
	PARTN	ER A:		(T	hey don't ha	we dictionaries on their desks.)
	7. PARTN	ER A:				
	PARTN	ER B:				(They speak English.)
P	art II. N	ow write the qu	uestions and a	answers ir	your book.	
		46. Vocabuleck (✓) the act				P)
	1 ta	ike a nap	6	mak	e breakfast	11 do my homework
	2 ta	ike a break	7.	mak	lunch	12 do the dishes
	3 ta	ake a shower	8	mak	e dinner	13 do the laundry
	4 ta	ake a bath	9	mak	e a snack	
	5 ta	ake a bus/train/	taxi 10	mak	e my bed	
fi E T	nd someon  Example: To STUDEN  STUDEN  STUDEN  STUDEN  STUDEN  STUDEN  Xercise  Complete econtraction	TA: Do you to A: No.  TA: No.  TB: Do you to B: Yes.  TC: Do you to C: Yes.  TA: Looking the sach sentence was for the negation.	take a nap in the make your best of grammonth the corrections.	the aftern the aftern the aftern d every d	oon? oon? ay?	2; Charts 3-1 and 3-7 → 3-9) erb. Use the full form or
P	art I. Sta	tement Forms				
		LIVE			BE	
	1. I	live	here.	I	am	here.
-6	2. They _		here.	They _		here.
	3. He		here.	Не		here.
- 4	4. You _		here.	You _		here.
	5. She		here.	She		here.
	6. We		here.	We		here.

#### Part II. Negative Forms

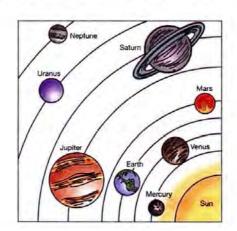
7. They _	do not / don't live	_ here.	They _	are not / aren't	_ here.
8. I		_ here.	1		here.
9. She		_ here.	She		here.
10. You		_ here.	You		here.
11. He		_ here.	Не		here.
12. We		_ here.	We		here.

#### Part III Question Forms

Luiti	i. Quest	ion i omis			
13	Do	you <i>live</i>	here?	Are	you here?
14		they	here?		they here?
15		he	here?		he here?
16		we	here?		we here?
17		she	here?		she here?

## Exercise 48. Let's talk: game. (Charts 2-1 and 3-9)

Work in teams. Complete the sentences with is, are, do, or does. Answer the questions with yes or no. The team with the most correct answers wins.



1	Does	the moon go around the Earth?	yes	no
2		the sun go around the Earth?	yes	no
3		the planets go around the sun?	yes	no
4		the sun a planet?	yes	no
5		stars planets?	yes	no
6		_ Venus hot?	yes	no
7		Neptune easy to see?	yes	no

8	Jupiter windy?	yes	no
9	Venus and Mercury go around the sun?	yes	no
10	Saturn and Uranus have moons?	yes	no
	Warm-up. (Chart 3-10)		

a. The lost-and-found.

b. Yes, it is.

c. Down the hall.

3-1			le Prese Where a			\sl	king Informat	ion Questions
(WHI WHA		DO/ + DOES	- SUBJECT +	MAIN VERB			SHORT ANSWER	(a) = a yes/no question (b) = an information question
(a)		Do	they	live	in Miami?	$\rightarrow$	Yes, they do. No, they don't.	Where asks for information about a place.
(b)	Where	do	they	live?		$\rightarrow$	In Miami.	The form of yes/no question and information questions is
(c)		Does	Gina	live	in Rome?	$\rightarrow$	Yes, she does. No, she doesn't.	the same:  Do/Does + subject + main
(d)	Where	does	Gina	live?		$\rightarrow$	In Rome.	verb
(e)		Do	they	need	help?	$\rightarrow$	Yes, they do.	What asks for information about a thing.
(f)	What	do	they	need?	,	$\rightarrow$	Help.	
(g)		Does	Lee	need	help?	$\rightarrow$	Yes, he does.	
(h)	What	does	Lee	need?	)	$\rightarrow$		

# Exercise 50. Looking at grammar. (Chart 3-10)

Where is the lost-and-found?

3. What is in this building?

2. Is the lost-and-found office in this building? \_

B: At the post office. (Alfonso works at the post office.)

5.	A:	
	B:	Yes, he does. (Alfonso works at the post office.)
6.	A:	
	B:	Yes, I do. (I live in an apartment.)
7.	A:	
	B:	In an apartment. (I live in an apartment.)
8.	A:	
	B:	Popcorn. (Hector likes popcorn for a snack.)
9.	A:	
	B:	At the University of Toronto. (Ming goes to school at the University of Toronto.)
10.	A:	
	B:	Biology. (Her major is biology.)
11.	A:	
	B:	To class. (I go to class every morning.)
12.	A:	
	B:	In class. (The students are in class right now.)

#### Exercise 51. Let's talk: pairwork. (Chart 3-10)

Work with a partner. Ask and answer questions with where.

Example: live

→ Where do you live?

PARTNER A	PARTNER B
1. live	buy your clothes
2. eat lunch every day	2. go on weekends
3. go after class	3. sit during class
4. study at night	4. eat dinner
5. go to school	5. do your homework
6. buy school supplies	6. go on vacation

# ☐ Exercise 52. Reading. (Chart 3-10)

Read the story and answer the questions.

#### **Opposite Roommates**

I have two roommates. One of them, Fernando, is always neat and clean. He washes his clothes once or twice a week. My other roommate, Matt, is the opposite of Fernando. For example, Matt doesn't change the sheets on his bed. He keeps the same sheets week after week. He never washes his clothes. He wears the same dirty jeans every day. He doesn't care if his clothes smell! Fernando's side of the room is always neat. He makes his bed, hangs up his clothes, and puts everything away. Matt's side of the room is always a

mess. He doesn't make his bed, hang up his clothes, or put things away. What habits do you think I prefer?

- 1. What are some of Fernando's habits?
- 2. What are some of Matt's habits?
- 3. Who is a good roommate for you? Why?

#### ☐ Exercise 53. Let's talk: class activity. (Chart 3-10)

Ask your teacher questions to get more information about each person's life.\* Decide who has the best life and why.

#### Example:

STUDENT A: Where does Antonio live?

TEACHER: On a boat.

STUDENT B: What does Lena do? TEACHER: She teaches skiing.

STUDENT C: What pets does Lisa have?

TEACHER: She has a snake.

Continue asking questions until your chart is complete.

	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
ANTONIO	on a boat			
LENA		teaches skiing		
KANE		4	at a jewelry store	
LISA				a snake
JACK				1

## ☐ Exercise 54. Warm-up. (Chart 3-11)

Answer the questions.

What time does Alberto's alarm clock go off?

2. When does Alberto get out of bed?





# 3-11 Simple Present Tense: Asking Information Questions with When and What Time

	QUESTION* + DO/ + SUBJECT + WORD DOES		MAIN VERB			SHORT ANSWER	When and what time ask for information	
(a)	When	do	you	go	to class?	$\rightarrow$	At nine o'clock.	about time.
(b)	What time	do	you	go	to class?	$\rightarrow$	At nine o'clock.	
c)	When	does	Anna	eat	dinner?	$\rightarrow$	At six P.M.	
(d)	What time	does	Anna	eat	dinner?	$\rightarrow$	At six P.M.	
(e) What time do you usually go to class?			subject	in a	question:	nes immediately after the ect + <b>usually</b> + main ven		

<sup>\*</sup>Where, when, what, what time, who, and why are examples of question words.

## ■ Exercise 55. Looking at grammar. (Chart 3-11)

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 usually 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 12:30. (I usually eat lunch at 12:30.)
- 8. A:
  - B: At 5:30. (The restaurant opens at 5:30.)

11	12
10	/ <sup>2</sup>
87	. 54
-	0

9. A:	
-	1 0 0 5

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 a quarter after eight.	(Classes begin at a quarter after eight.)				

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

#### Exercise 56. Let's talk: interview. (Chart 3-11)

Walk around the room. Ask a question beginning with **when** or **what time**. Write the answer and your classmate's name. Then ask another classmate a different question with **when** or **what time**. Share a few of your answers with the class.

Example: eat breakfast

STUDENT A: When/What time do you eat breakfast?

STUDENT B: I usually eat breakfast around seven o'clock.

ACTIVITY	NAME	ANSWER
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		
0. go to bed		

	the information about Professor Vega to make be he a physics teacher	A	20 4 20 70 70 10 10 10 10 10 10 10 10 10 10 10 10 10
1.			Professor Vega
	Is he a physics teacher?	_	Office hours:
	No, he isn't.		Tuesday and Thursday 3:00 - 4:00
2.	$what \setminus teach \setminus he$		Classes: Psychology 101, Room 213
	What does he teach?		9:00 - 10:00 daily
	He teaches Psychology 101 and	_	Child Psychology 205, Room 201
	Child Psychology 205.		11:00 - 12:50 Tuesday and Thursday
3.	teach \ he \ Psychology 102		Total State Control of the Control o
		?	
4	where \ teach \ he \ Child Psychology 205		
7.	where teach the Chia I sychology 203	?	
5	be \ he \ in his office \ every day		
٠.	be the til his office tevery day	2	
6.	be \ he \ in his office \ at 9:00		
		}	
7.	teach \ he \ at 7:00 A.M.		
		?	
8.	what time \ leave \ he \ the office on Tuesdays an	nd Thursda	vs
			,-
9.	be \ he \ a professor		
		2	
	-		
xe	ercise 58. Looking at grammar. (Cha	oter 3)	
	nplete the questions in the conversations. Us		does, or do.
	NVERSATION 1:		A 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
A:	What time the movie start?		
	Seven-fifteen you want to g	o with us?	

☐ Exercise 57. Looking at grammar. (Chapter 3)

A:	Yes. What time it now?
B:	Almost seven o'clock you ready to leave?
	Yes, let's go.
Con	iversation 2:
A:	Where my keys to the car?
	I don't know. Where you usually keep them?
	In my purse. But they're not there.
B:	Are you sure?
A:	Yes you see them?
	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, good luck!
A:	Thanks.
Con	nversation 3:
A:	you go to school?
B:	Yes.
A:	your brother go to school too?
B:	No, he works full-time.
A:	Where he work?
R.	At a hotel

A: \_\_\_\_\_\_ he happy?

B: Yes, he loves his job.

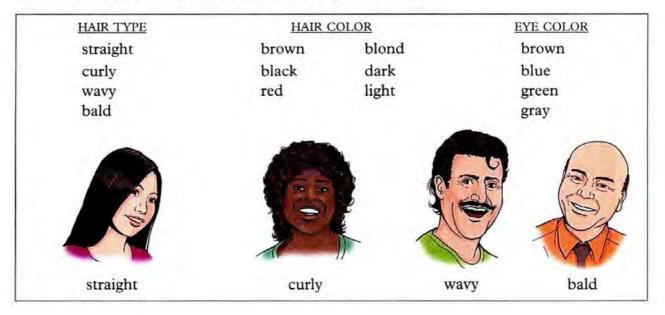
lives	
1. Niko <del>live in</del> Greece.	
2. Lisa comes usually to class on time.	
3. Diego use his cell phone often.	
4. Amira carry a notebook computer to work every day.	
5. She enjoy her job.	
6. Miguel don't like milk. He never drink it.	
7. Tina doesn't speaks Chinese. She speakes Spanish.	
8. You a student?	
9. Does your roommate sleeps with the window open?	
10. Where your parents live?	
11. What time is your English class begins?	
12. Olga isn't need a car. She have a bicycle.	
13. I no speak English.	
14. Omar speak English every day.	
15. A: Do you like strong coffee?	
B: Yes, I like.	
Exercise 60. Looking at grammar. (Chapter 3)	
Make questions. Use your own words.	
1. A:	
B: No, I don't.	
2. A:	
B: Yes, I am.	
3. A:	

B: Six-thirty.

#### Part III. Write about your partner.

- 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 is some vocabulary to help you describe your partner.



#### Writing sample:

My partner is Jin. He is very tall. He has brown eyes and black hair, and he has a nice smile. He is very friendly.

Jin has an apartment near school. He doesn't have a car, but he has a bike. He rides his bike to school. He has a laptop computer. His family doesn't live here. He talks to them by video a few times a week.

He is often homesick. He likes to watch movies from his country in the evening. He enjoys comedy and drama. He likes many kinds of music. He listens to music on his cell phone. He doesn't really like the food here. He likes spicy food. The food here is not spicy. Unfortunately, he is not a good cook, so he doesn't cook much. He likes to eat with his friends. They are good cooks.

**Part IV.** Editing check: Work individually or change papers with a partner. Check (✓) for the following:

- 1. \_\_\_\_ capital letter at the beginning of each sentence
- 2. \_\_\_ capital letter at the beginning of a person's name
- 3. \_\_\_\_ period at the end of each sentence
- 4. \_\_\_\_ paragraph indents
- 5. \_\_\_\_ a verb in every sentence
- 6. \_\_\_\_ correct use of doesn't or isn't in negative sentences
- 7. \_\_\_\_ correct spelling (use a dictionary or spell-check)

5. A:	
B: Monday.	
6. A:	
B: No, he doesn't.	
7. A:	
B: No, she isn't.	
8. A:	;
B: South of the United States.	
9. A:	
B: Yes, it is.	
10. A:	
B: Yes, they do.	
11. A:	;
B: In Southeast Asia.	
12. A:	
B: Yes, I do.	

#### ■ Exercise 61. Speaking and writing: pairwork. (Chapter 3)

Part I. Work with a partner. Take turns asking about things you have and don't have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.). Take notes.

#### 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.

Part II. Take turns asking about things you like and don't like.

#### Example:

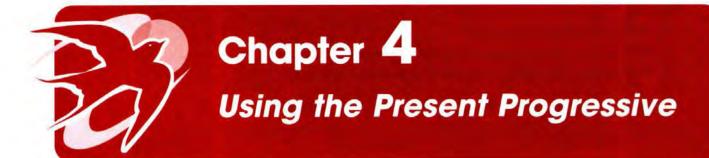
PARTNER B: Do you like pizza?

PARTNER A: Yes.

PARTNER B: Do you like the music of (name of a group or singer)?

PARTNER A: No, I don't.

Etc.



#### ☐ Exercise 1. Warm-up. (Chart 4-1)

Complete the sentences with the given words.



David



Nancy

#### happylsad

- 1. David is \_\_\_\_\_\_.
- 2. Nancy is \_\_\_\_\_\_.

#### laughinglcrying

He is \_\_\_\_\_\_.

She is \_\_\_\_\_

# **4-1** Be + -ing: the Present Progressive

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.

am, is, are = helping verbs
sitting = the main verb

am, is, are + -ing = the present progressive\*

<sup>\*</sup> The present progressive is also called the "present continuous."

light now	
1. it <i>is</i>	raining outside.
2. we	sitting in the college library.
3. you	writing.
4. some studen	its studying.
5. I	looking out the window.
6. two women	waiting for a bus.
7. they	talking.
8. a bus	coming.
	cooking at grammar. (Chart 4-1) entence with the present progressive of the verb in italics.  Sheis standing
Complete each s	entence with the present progressive of the verb in italics.
Complete each s	entence with the present progressive of the verb in italics.
Complete each s  1. stand	Sheis standing
Complete each s  1. stand  2. sleep	Sheis standing  You
Complete each s  1. stand  2. sleep  3. read	Sheis standing  You  He
Complete each s  1. stand  2. sleep  3. read  4. eat	Sheis standing  You  He  I

6. look at the ceiling

3. stand

### ☐ Exercise 5. Let's talk: pairwork. (Chart 4-1)

Work with a partner. Take turns describing the pictures. Use the present progressive form of the verbs from the box.

#### Example:

PARTNER A: The woman is driving a car.

PARTNER B: (points to the picture)

PARTNER A: Your turn.



fish get on (a bus) laugh sing swim fix (a computer) kick (a soccer ball) read sleep walk



## Exercise 6. Let's talk: class activity. (Chart 4-1)

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

Example:

TEACHER TO STUDENT A: Please smile. What are you doing?

STUDENT A: I'm smiling.

TEACHER TO STUDENTS A + B: Please smile. (Student A), what are you and (Student B)

doing?

STUDENT A: We're smiling.

TEACHER TO STUDENT B: What are you and (Student A) doing?

STUDENT B: We're smiling.

TEACHER TO STUDENT C: What are (Student A and Student B) doing?

STUDENT C: They're smiling.

TEACHER TO STUDENT B: What is (Student A) doing?

STUDENT B: He/She is smiling.

1. Stand up.

2. Sit down.

Sit in the middle of the room.

4. Stand in the back of the room.

Stand between ( \_\_\_\_ ) and ( \_\_\_\_ ).

6. Touch your desk.

7. Look at the ceiling.

8. Hold up your right hand.

9. Hold up your left hand.

10. Clap your hands.

no

### Exercise 7. Listening. (Chart 4-1)



Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answer. 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)

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. Warm-up. (Chart 4-2)

Answer the questions.

count ride sleep stop

- 1. Which verb ends in a consonant + -e?
- 2. Which verb ends in two consonants?
- 3. Which verb ends in two vowels + one consonant?
- 4. Which verb ends in one vowel + one consonant?

	END OF VERB	$\rightarrow$	-ING FORM
RULE 1	A CONSONANT* + -e	$\rightarrow$	DROP THE -e AND ADD -ing
	smi <i>le</i>	$\rightarrow$	smi <i>ling</i>
	write	$\rightarrow$	wri <b>ting</b>
RULE 2	ONE VOWEL* + ONE CONSONANT	$\rightarrow$	DOUBLE THE CONSONANT AND ADD -ing**
	sit	$\rightarrow$	sitting
	run	$\rightarrow$	running
RULE 3	TWO VOWELS + ONE CONSONANT	$\rightarrow$	ADD -ing; DO NOT DOUBLE THE CONSONANT
	read	$\rightarrow$	reading
	rain	$\rightarrow$	raining
RULE 4	TWO CONSONANTS	$\rightarrow$	ADD -ing; DO NOT DOUBLE THE CONSONANT
	stand	$\rightarrow$	sta <b>nding</b>
	push	$\rightarrow$	pushing

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

# ☐ Exercise 9. Looking at spelling. (Chart 4-2)

Write the -ing form of the given verbs.

1.	take	Laking
2.	come	
3.	dream	
4.	bite	

5.	hit		
6	rain		

7.	hurt	

0	plan			
0.	Dian			

9. bake \_\_\_\_\_

10. snow \_\_\_\_

11. study \_\_\_\_\_

12. stop \_\_\_\_\_

<sup>\*\*</sup>Exception to Rule 2: Do not double w, x, and y.  $snow \rightarrow snowing$ ;  $fix \rightarrow fixing$ ;  $say \rightarrow saying$ 

	Exercise	10.	Looking	at sp	elling	1. (	Chart 4-2)
_						,- ,	

Your teacher will act out a sentence. On a separate piece of paper, write the word that ends in -ing. Close your book for this activity.

10. sneeze

11. cut a piece of paper

Example: wave

TEACHER: (waves) I'm waving.

STUDENT: (writes) \_\_\_\_waving

7. write 1. smile 4. sit 2. read 5. eat 8. fly

6. clap 3. drink 9. sleep 12. cry

## Exercise 11. Looking at grammar. (Chart 4-2)

Complete the sentences. Use the present progressive form of the verbs from the box.

charge search wait call eat send

#### At work

- 1. People are standing in the lobby. They <u>are waiting</u> for the elevator.
- 2. A secretary an email to the staff.
- 3. A customer is using an office phone. He \_\_\_\_\_\_ his office.
- 4. Several people are in the lunchroom. They \_\_\_\_\_\_ lunch.
- 5. A manager has his cell phone on his desk. He \_\_\_\_\_\_ his battery.
- 6. An employee needs information. She \_\_\_\_\_ the Internet.

## Exercise 12. Warm-up. (Chart 4-3)

Choose the correct completion.



- 1. The birds are / aren't flying.
- 2. They are / aren't sitting on a telephone wire.
- 3. A car is / isn't driving by.

# 4-3 Present Progressive: Negatives

- (a) I am not sleeping. I am awake.
- (b) Ben isn't listening. He's daydreaming.
- (c) Mr. and Mrs. Silva aren't watching TV. They're reading.

Present progressive negative:





Mr. and Mrs. Silva

# ☐ Exercise 13. Looking at grammar. (Chart 4-3)

Make two sentences about each situation, one negative and one affirmative. Use the present progressive.

Example: Sandra: standing up / sitting down

Sandra <u>isn't standing up.</u>

She 's sitting down.

SITUATION 1:

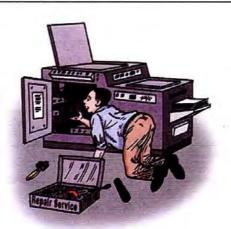
Otto: watching TV / talking on the phone

Otto \_\_\_\_\_

He \_\_\_\_\_



SITUATION 2:	BUS
Anita: listening to music / playing soccer	( a)
Anita	
She	
SITUATION 3: Sofia and Bruno: reading / eating lunch	
Sofia and Bruno	
They	
SITUATION 4: Ted: making photocopies / fixing the photocopy maching Ted	e



He \_\_\_\_\_

# ☐ Exercise 14. Looking at grammar. (Chart 4-3)

Part I. Read the paragraph.

Jamal is a car mechanic. He owns a car repair business. He is very serious and works very hard.

Right now Jamal is at work. What is he doing? Check () the phrases that make sense.

1 talk to customers	6 answer the office phone
2 play soccer in a park	7 give a customer a bill
3 change the oil in a car	8 repair an engine
4 watch a movie in a theater	9 eat at a restaurant
5 put on a new tire	10 replace a windshield wiper



#### Part II. Make true sentences about Jamal.

_	He is talking to customers.
	He isn't playing soccer in a park.
_	

### ☐ Exercise 15. Let's talk. (Chart 4-3)

Work in small groups. Take turns making sentences about the people in the list. Say what they are doing right now and what they are not doing right now.

Example: a neighbor

- → Mrs. Martinez is working in her office right now.
- → She is not working in her garden.
- 1. someone in your family

- 4. a classmate
- 2. your favorite actor, writer, or sports star
- 5. the leader of your country

3. a friend from childhood

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

Choose the correct answer.

- 1. Are you lying on a bed?
  - a. Yes, I am.

- b. No, I'm not.
- 2. Is your teacher dancing?
  - a. Yes, he/she is.

- b. No, he/she isn't.
- 3. Are the students in your class singing?
  - a. Yes, they are.

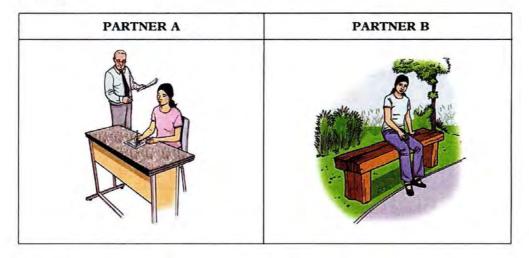
b. No they aren't.

QUESTION					SHORT ANSWER (LONG ANSWER)		
(a)		BE -	H SUBJECT - Marta	+ -ING sleeping?	$\rightarrow$	Yes, she is. No, she's not.	
(b)		Are	you	watching TV?	$\begin{array}{c} \rightarrow \\ \rightarrow \\ \rightarrow \end{array}$	No, she isn't. Yes, I am. No, I'm not.	(She isn't sleeping.) (I'm watching TV.) (I'm not watching TV.)
	QUESTION WORD +	BE -	+ SUBJECT -	+ -ING			
(c)	Where	is	Marta	sleeping?	$\rightarrow$	In bed.	(She's sleeping in bed.)
(d)	What	is	Ted	watching?	$\rightarrow$	A movie.	(Ted is watching a movie).
(e)	Why	are	you	watching TV?	$\rightarrow$	Because I like because I like	this program. (I'm watching This program.)
					Ì		

1. A: IS LITE LEACTIE!	helping	students?
	eacher is helping students.)	
2. A:		
	talking on his phone.)	
The state of the s	And the second s	
B: No, I'm not. (I'm		
		23.11
The service of the service of	he students aren't watching	No. 1
5. A:		
B: No, it isn't. (It isn'	t raining outside.)	
5. A:		?
art I. Work with a partner	ary and speaking: pair er. Check (1) the expression	the second secon
art I. Work with a partner	er. Check (1) the expression	work. (Chart 4-4) as you know. Your teacher w
art I. Work with a partner	er. Check (1) the expression	the second secon
art I. Work with a partner application and the ones you don't	er. Check ( ) the expression know.	ns you know. Your teacher w
art I. Work with a partner application of the ones you don't do	er. Check ( ) the expression know.  make	ns you know. Your teacher w
art I. Work with a partner applain the ones you don't do do do the dishes do the laundry do homework	er. Check ( ) the expression know.  make  make breakfast	ns you know. Your teacher w  take  take a nap
art I. Work with a partner application in the ones you don't do  do  do the dishes  do the laundry	er. Check ( ) the expression know.  make  make breakfast  make a bed	take  take a nap  take a shower

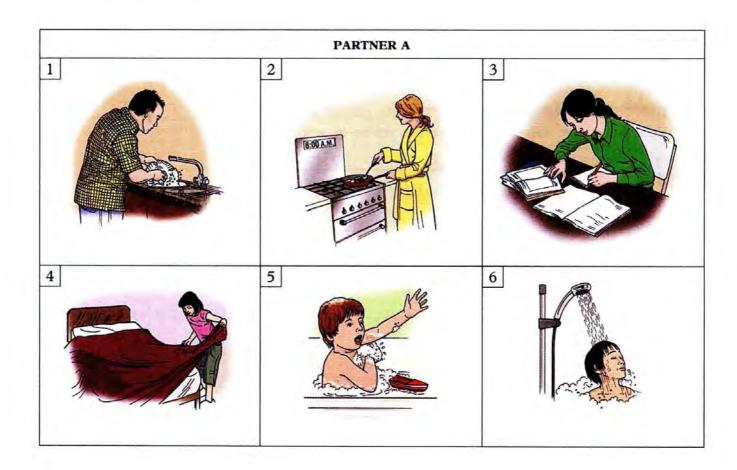
**Part II.** With your partner, take turns asking and answering questions about the pictures. Find the differences. You can look at your book before you speak. When you speak, look at your partner. Partner A: Use the pictures on p. 107. Partner B: Use the pictures in Let's Talk: Answers, p. 501.

### Example:



PARTNER A: Is the girl in your picture taking a test?

PARTNER B: No, she isn't. PARTNER A: What is she doing? PARTNER B: She's taking a break.

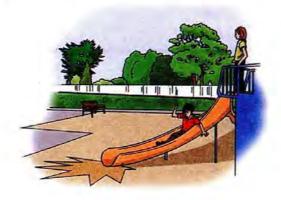


	A: What are you reading?	
E	3: My grammar book. (I'm reading my grammar boo	ok.)
2. A	A:	
E	Because we're doing an exercise. (I'm reading my doing an exercise.)	grammar book because we're
3. A	A:	
E	3: A sentence. (I'm writing a sentence.)	
4. A	Λ:	
В	3: In the back of the room. (Yoshi is sitting in the ba	ck of the room.)
5. A	Λ:	
В	3: In a hotel. (I'm staying in a hotel.)	
6. A	A:	
В	3: Jeans and a sweatshirt. (Jonas is wearing jeans and	a sweatshirt today.)
7. A	Λ:	
В	3: Because I'm happy. (I'm smiling because I'm happ	py.)
	cise 20. Looking at grammar. (Chart 4-4)	
	e questions. Give short answers to yes/no questions.	
	A: Whatare you writing?	T
В	3: A thank-you note. (I'm writing a thank-you note.)	
	A:ls Ali reading a book?	
В	B: No, <u>he isn't / he's not.</u>	(Ali isn't reading a book.)
3. A	Λ:	
	3: Yes,	(Magda is eating lunch.
В		이 사람이 보는 사람들이 살아왔다. 이 보다 되는 것이 없는 것이 없는 것이 없는 것이 없는 것이 없다.

☐ Exercise 19. Looking at grammar. (Chart 4-4)



4.	A:	Where	_
	B:	At the Sunrise Café. (She's eating lunch at the Sunrise Café.)	
5.	A:	R	_
	B:	No, (Sam isn't drinking a cup of coffee	.)
6.	A:	What	_
	B:	A glass of lemonade. (He's drinking a glass of lemonade.)	
7.	A:		_
	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	_
	В:	Because they don't have school today. (They're playing in the park because they don't have school today.)	
10.	A:		_
	B:	Yes. (The girls are playing together.)	
11.	A:		?
	B:	No. (A parent isn't watching them.)	



# ☐ Exercise 21. Warm-up. (Chart 4-5)

Answer the questions with yes or no.

- 1. Do you eat breakfast every day?
- 2. Do you talk on the phone every day?
- 3. Do you study English every day?
- 4. Are you eating breakfast right now?
- 5. Are you talking on the phone right now?
- 6. Are you studying English right now?

	SIMPLE PRESENT	PRESENT PROGRESSIVE
	The simple present expresses habits or usual activities. Common time words are every day, every year, every month, often, sometimes, and never. The simple present uses do and does in negatives and questions.	The present progressive expresses actions that are happening right now, while the speaker is speaking. Common time words are <b>now</b> , <b>right now</b> , and <b>today</b> . The present progressive uses <b>am</b> , <b>is</b> , and <b>are</b> in negatives and questions.
STATEMENT	I talk You talk He, She, It talks We talk They talk	I am talking You are talking He, She, It is talking We are talking They are talking
NEGATIVE	I don't talk. You don't talk. He, She, It doesn't talk. We don't talk. They don't talk.	I am not talking. You are not talking. He, She, It is not talking. We are not talking. They are not talking.
QUESTION	Do I talk? Do you talk? Does he, she, it talk? Do we talk? Do they talk?	Am I talking?  Are you talking?  Is he, she it talking?  Are we talking?  Are they talking?

# Exercise 22. Looking at grammar. (Chart 4-5) Choose the correct completion.

1. Mari is working	now.	every day.
2. Mari works at a pharmacy	now.	every day.
3. I am working	today.	every day.
4. It's snowing	now.	every day.
5. You are making breakfast	today.	every day.
6. You make breakfast	right now.	every day.
7. We eat vegetables	right now.	every day.
8. We are eating outside	right now.	every day.

1. Ahm	ed (talk)talk	5 to his clas	ssmates every da	y in class.
Right	t now he (talk)	is talking	to Yoko.	He (talk, not)
-		to his fri	end Omar right	now.
2. It (ra	in)	a lot in this city	, but it (rain, no	nt)
right	now. The sun (shine	2)	(it, ra	in)
a lot	in your hometown?			
3. Hans	and Anna (sit)	next to	each other in cla	ass every day, so they o
(help)	) each	n other with their g	rammar exercise	es. Right now Anna (h
_		Hans with an	exercise on verl	os.
4. Robe	erto (cook)	his own	dinner every eve	ening. Right now he
is in	his kitchen. He (cook	k)	r	ice and beans.
(he, c	cook)		meat for his di	inner tonight too? No,
he is	a vegetarian. He (ea	t, never)		meat. (you, eat)
		meat? (you, b	ne)	a vegetarian?
Listen to	each sentence. Choo You will hear: P You will choose: (n	ose the correct con Pedro is sleeping lat		
1. now	every day			
	every day			
2. now				
<ol> <li>now</li> <li>now</li> </ol>	every day			
	every day every day			
3. now				
3. now 4. now	every day			
<ol> <li>now</li> <li>now</li> <li>now</li> </ol>	every day every day			

### Exercise 25. Let's talk: pairwork. (Chart 4-5)

Work with a partner. Take turns asking and answering questions about Isabel's activities. Use the present progressive and the simple present.

Example: check her phone for messages

PARTNER A: Is Isabel checking her phone for messages?

PARTNER B: Yes, she is.

PARTNER A: Does she check her phone for messages every day?

PARTNER B: Yes, she does. PARTNER A: Your turn now.



drink tea listen to music play her guitar play tennis ride her bike say "hi" to her neighbor write a report swim

e a report text watch TV

take a walk

talk on her phone

1 2 3 4 6 9 5 7 12 11 10

a teacher	at school ea	,	ck study	study	ying	WOLK
a. Are you	a teacher/ea	irly/study	ying/at sch	ool / sick		
b. Do you	work/study					
angry	a dancer cook	dance	driving	ready	und	lerstand
. a. Do you						
b. Are you						
a problem	help here	new	raining	ready	true	work
. a. Is it						
b. Does it						
	Looking at gran entences with Do, L					
mplete the se	ntences with Do, L					
omplete the se	ntences with Do, L	Does, Is, o	or Are.			
omplete the se the subway	entences with <b>Do</b> , <b>L</b>	Ooes, Is, o	or Are.			
omplete the se on the subway 	entences with <b>Do</b> , <b>L</b>	Does, Is, of your ticket tin your v	or <b>Are</b> .			
omplete the se n the subway 	your ticker	Does, Is, of your ticket tin your vesselly leave	or <b>Are</b> .			
omplete the sent the subway	you have y your ticket the train u	Does, Is, of your ticket in your visually leaven time?	or <b>Are</b> .			
omplete the sent the subway	you have y your ticket the train u the train o	your ticket t in your wasually leaven time?	or Are.			
omplete the sent the subway	you have y your ticker the train u the train o the tickets	your ticket t in your wasually leaven time? cheap?	or Are.  ?  vallet?  ve on time?			
omplete the sent the subway	you have y your ticket the train u the train o the tickets you lookin	your ticket t in your wasually leaven time? cheap? ag at a mapenough mo	or Are.  ?  vallet?  ve on time?			
omplete the sent the subway	you have y you rticked the train of the tickets you looking you have extended the train have extended.	your ticket t in your v sually leav on time? cheap? ag at a map enough mo ere? ktra time?	or Are.  ?  vallet?  ve on time?			
omplete the sent the subway	you have y your ticker the train u the train o the tickets you lookin you have e the train h	your ticket t in your v sually leav on time? cheap? ag at a map enough mo ere? ktra time?	or Are.  ?  vallet?  ve on time?			
the subway  Do  Is	you have y you rticked the train of the tickets you looking you have extended the train have extended.	your ticket t in your v sually leav on time? cheap? ag at a map enough mo here? ktra time?	or Are.  ? vallet? ve on time?  p? oney?			

☐ Exercise 26. Looking at grammar. (Chart 4-5) Complete each question with all the correct answers.

	ple: You will hear: Are you	doing an exercise?
	You will write:Are	you doing an exercise?
A:	What are you doing?	on your English paper
B:	No	an email to my sister.
	Yes, but I	
		a lot of emails to anyone else.
A:	6	to you often?
B:	No, but she	me a lot.
	and the second of the	
	cise 29. Looking at grai	
		orrect form of the words in parentheses.
	A: Tom is on the phone.	and the second s
	3: (he, talk) <u>Is he talking</u>	to his wife?
	A: Yes.	
D	2. (ha talk) Does he ta	11
		to her often?
		to her often?  to her every day during his lunch break.
Α	A: Yes, he (talk)talks	to her every day during his lunch break.
Α	A: Yes, he (talk) talks A: I (walk) to	to her every day during his lunch break. school every day. I (take, not)
A 2. A	A: Yes, he (talk) talks A: I (walk) to	to her every day during his lunch break.
2. A	A: Yes, he (talk) to the bus. (3)  B: No, I don't.	to her every day during his lunch break. school every day. I (take, not)
2. A B 3. A	A: Yes, he (talk) to A: I (walk) to the bus. (so B: No, I don't. A: Selena is in the hallway.	to her every day during his lunch break. school every day. I (take, not) you, take) the bus?
A 2. A B 3. A B	A: Yes, he (talk) to A: I (walk) to the bus. (3) B: No, I don't. A: Selena is in the hallway. B: (she, talk)	to her every day during his lunch break.  school every day. I (take, not)  you, take) the bus?  to her friends?
2. A B 3. A B	A: Yes, he (talk) to the bus. (some standard in the hallway.  A: I (walk) to the bus. (some standard in the hallway.  A: Selena is in the hallway.  A: She, talk)  A: No, she isn't. She (run)	to her every day during his lunch break.  school every day. I (take, not)  you, take) the bus?  to her friends?  to her next class.
2. A B 3. A B A 4. A	A: Yes, he (talk) to the bus. (some standard in the hallway.  A: I (walk) to the bus. (some standard in the hallway.  A: Selena is in the hallway.  A: (she, talk)  A: No, she isn't. She (run)  A: I (read)	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends?  to her next class.  the newspaper every day.
2. A B 3. A B A 4. A	A: Yes, he (talk) to the bus. (some standard in the hallway.  A: I (walk) to the bus. (some standard in the hallway.  A: Selena is in the hallway.  A: She, talk)  A: No, she isn't. She (run)	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends? to her next class the newspaper every day.
2. A B 3. A B A 4. A B	A: Yes, he (talk) to the bus. (some standard in the hallway.  A: Selena is in the hallway.  A: She, talk) the control of the bus. (some standard in the hallway.  A: I (she, talk) the control of the hallway.  A: I (read) the bus. (some standard in the hallway.  A: I (read) the control of the hallway.  A: I (read) the bus. (some standard in the hallway.	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends? to her next class the newspaper every day.
2. A B 3. A B A 4. A B	A: Yes, he (talk) to the bus. (x)  A: I (walk) to the bus. (x)  B: No, I don't.  A: Selena is in the hallway.  B: (she, talk)  A: No, she isn't. She (run)  A: I (read)  B: (you, read)  A: No, I don't. I (read, not)	to her every day during his lunch break.  school every day. I (take, not)  you, take) the bus?  to her friends? to her next class the newspaper every day it online?
2. A B 3. A B A 4. A B A 5. A	A: Yes, he (talk) to the bus. (some standard in the hallway.  A: I (walk) to the bus. (some standard in the hallway.  A: Selena is in the hallway.  A: (she, talk) the some standard in the hallway.  A: No, she isn't. She (run) the some standard in the hallway.  A: No, she isn't. She (run) the some standard in the hallway.  A: I (read) the some standard in the hallway.  A: No, she isn't. She (run) the some standard in the hallway.  A: (you, read) the some standard in the hallway.  A: What (you, read) the some standard in the hallway.  A: What (you, read) the some standard in the hallway.	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends?  to her next class.  the newspaper every day.  it online?  it online.  right now?
2. A B 3. A B A 4. A B A 5. A B	A: Yes, he (talk) to the bus. (1)  A: I (walk) to the bus. (2)  B: No, I don't.  A: Selena is in the hallway.  B: (she, talk)  A: No, she isn't. She (run)  A: I (read)  B: (you, read)  A: No, I don't. I (read, not)  A: What (you, read)  B: I (read)	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends?  to her next class.  the newspaper every day.  it online?  it online.  my grammar book.
2. A B 3. A B A 4. A B A 5. A B 6. A	A: Yes, he (talk) to the bus. (1)  A: I (walk) to the bus. (2)  B: No, I don't.  A: Selena is in the hallway.  B: (she, talk)  A: No, she isn't. She (run)  A: I (read)  B: (you, read)  A: No, I don't. I (read, not)  A: What (you, read)  B: I (read)  A: (you, want)	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends?  to her next class.  the newspaper every day.  it online?  it online.  my grammar book.
2. A  B  3. A  B  A  4. A  B  A  5. A  B  6. A	A: Yes, he (talk) to the bus. (1)  A: I (walk) to the bus. (2)  B: No, I don't.  A: Selena is in the hallway.  B: (she, talk)  A: No, she isn't. She (run)  A: I (read)  B: (you, read)  A: No, I don't. I (read, not)  A: What (you, read)  B: I (read)	to her every day during his lunch break.  school every day. I (take, not) the bus?  to her friends? to her next class the newspaper every day it online? it online right now? my grammar book your coat?

### ☐ Exercise 30. Reading and grammar. (Chart 4-5)

Part I. Read the paragraph. Look at new vocabulary with your teacher first.

#### Reni's Job

Reni is a server at a restaurant. She works long hours, and the restaurant pay is minimum wage. She earns extra money from tips. Reni is an excellent server. She is friendly and fast. Customers leave her good tips. Fifteen percent is average, but often she gets twenty percent. Today Reni is working an extra shift. A co-worker is sick, so Reni is taking her hours. Reni is feeling tired at the moment, but she is also happy because the tips are good. She is earning a lot of extra money today.

Do you know these words? server minimum wage tips average shift co-worker

Part II. Co	implete the sentences with Is, Do, or Does.
1	Reni a good server?
2	the restaurant pay Reni a lot of money?
3	customers leave her good tips?
4	Reni work extra hours every day?
5	Reni working extra hours today?
6	she happy today?
7	she earning extra money?
8	she usually get good tips?
9	servers earn a lot of money from tips?
Part III. D	iscuss possible answers to these questions.
	opinion, what are some important qualities for a restaurant server?  (1) the items.
fa	formal
fri	endly speaks other languages
ta	kative smiles a lot
po	lite has a good memory
	omers leave tips at restaurants in your country? If yes, what percentage is an tip? Do you like to leave tips?

3. What is more important for you at a restaurant: the food or the service?

What is the usual workday and workweek in your country?

4. In some countries, a usual workday is eight hours, and a usual workweek is 40 hours.

Exercise 31. Warm-up. (Chart 4-6)	☐ Ex	ercise 3	1. W	arm-u	p. (	Chart	4-6
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Read the sentences. What do you notice about the verbs in red?

Right now, I am waiting at a bus stop. I see an ambulance. I hear a siren. A car and a motorcycle are stopping The ambulance is going fast.

			Some verbs are NOT used in the present progressive. They are called "non-action verbs."
a) I'm hungry right now. I want an apple.  INCORRECT: I am wanting an apple.			In (a): <b>Want</b> is a non-action verb. Want expresses a physical or emotional need, not an action.
b) I hear a siren. Do you hear it too?  INCORRECT: I'm hearing a siren.  Are you hearing it too?			In (b): <b>Hear</b> is a non-action verb. Hear expresses a sensory experience, not an action.
ION-ACTION V	ERBS		
dislike	hear	believe	
hate	see	know	
like	smell	think (meani	ing believe)*
love need want	taste	understand	

# ☐ Exercise 32. Looking at grammar. (Chart 4-6)

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

	os in parentieses.				
1.	Alicia is in her room right	now. She (listen)	is listening	to a podcast.	
	She (like) likes	the podcast.			
2.	It (snow)	right	now. It's beautiful!	I (like)	
	this v	weather.			
3.	I (know)	Jessica Santos.	She's in my class.		
4.	The teacher (talk)		to us right now.	I (understand)	
		everything she	's saying.		
5.	Emilio is at a restaurant ri	ight now. He (eat)		dinner.	He
	(like)	the food. It (taste)		good.	
6.	Sniff-sniff, I (smell)	gas	(vou smell)		it?

<sup>\*</sup>Sometimes think is used in progressive verbs. See Chart 4-8 for a discussion of think about and think that

7.	Taro (tell)	us a story right now. I (believe)
	his story.	
8.	Ugh! Someone (smoke)	a cigar. It (smell)
	terrible! I (hate) _	cigars.
9.	Look at Mr. Gomez. He (hold)	
	a kitten in his hand. He (love)	the kitten.
	Mr. Gomez (smile)	

# ☐ Exercise 33. Let's talk: interview. (Chart 4-6)

Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

	QUESTION	STUDENT A	STUDENT B
1.	What \ you \ like?		
	What \ babies \ around the world \ like?		
3.	What \ you \ want?		
	What \ children around the world \ want?		
5.	What \ you \ love?		13.
	What \ teenagers around the world \ love?		
	What \ you \ dislike or hate?		
	What \ people around the world \ dislike or hate?		
9.	What \ you \ need?		
	What \ elderly people around the world \ need?		

### ☐ Exercise 34. Warm-up. (Chart 4-7)

Complete the sentences with the given phrases.

1. am looking at / am watching

a. I \_\_\_\_\_ my cell phone. It is 10:00 P.M.

b. I \_\_\_\_\_\_ a movie. It is very funny.

2. hear | am listening to

a. I \_\_\_\_\_\_ the teacher carefully. She is explaining grammar to me.

b. Shh! I \_\_\_\_\_\_ a noise. Maybe someone is downstairs!

# 4-7 See, Look At, Watch, Hear, and Listen To

SEE, LOOK AT, and WATCH

(a) I see many things in this room.

(b) I'm looking at the clock. I want to know the time.

(c) Bob is watching TV.

HEAR and LISTEN TO

- (d) I'm in my apartment. I'm trying to study.
  I hear music from the next apartment. The music is loud.
- (e) I'm in my apartment. I'm studying. I have an iPod. I'm listening to music. I like to listen to music when I study.

In (a): **see** = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.

In (b): **look at** = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.

In (c): **watch** = an action verb. I watch something for a long time, but I look at something for a short time.

In (d): **hear** = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.

In (e): *listen* (to) = an action verb. Listening happens for a purpose.

## ☐ Exercise 35. Let's talk: class activity. (Chart 4-7)

Your teacher will ask you questions. Close your book for this activity.

Example:

TEACHER: Look at the floor. What do you see?

STUDENT: 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. 107 of this book. What do you see? Now look at one thing on that page. What are you looking at?
- 3. Look at the board. 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 36. Looking at grammar. (Chart 4-7)

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

SITUATION 1:			
I (sit) am s	sitting in class	s right now. I (sit	, always)
always sit	in the same seat e	very day. Rashid	is my partner
today. We (do)	a pa	irwork exercise.	Right now we (speak)
	English. We both	(know)	
French, so sometimes we	(speak)	F	rench to each other. Of
course, our teacher (want	)	us to sp	eak English.
Sandro is in the corr	ner of the room. He (w	ork, not)	
He (look)	around	the room. Kim (	check)
9	the answer key in	his grammar hoo	k Francisco
10	the answer key in	ilis graininai 000	R. Trancisco
	at the clock	. Abdullah (smil	e)
(stare)		C complete Comment	
12	Lidia (tap)		her foot. Hans
12		13	
(chew)14	gum.		
14			
SITUATION 2:			
			ine. She's an accountant
She (work)	for the governme	ent. She (have)	an
hour for lunch every day.	She (eat, often)		lunch in the
park. She (bring, usually)		a sa	
	4		
with her to the park. She	(sit, usually)	5	on a bench, but
sometimes she (sit)			
people and animals. She	U		
(relax)	when she eats a	t the park.	



Right now I (look)	at the picture	of Caroline. Sh	ne (be, not)
at home in the pict	ure. She (be)	12	at the park. She
(sit) on a	bench. She (ear)	14	
lunch. A jogger (run)	on a j	path through th	e park. A squirre
(sit)	on the ground in i	ront of Carolin	e. The squirrer
(eat) a ni	it. Caroline (watch	h)	
(eat) a nu	ici Guromie (il mio		18
the squirrel. She (watch, always)			squirrels
when she eats lunch in the park. Some	ducks (swim)	20	
in the pond in the picture, and some bit	rds(flv)		in
in the pond in the picture, and some bin	.40 097	21	
the sky. A police officer (ride)		a horse	. He (ride)
	22	o . i	
a horse throug	gh the park every d	ay. Near Carol	ine, a family
	picnic. They (go)		on a picnic
(have) a every week.	promot and too	25	
Exercise 37. Warm-up. (Chart 4-Do you agree or disagree with each sent		or no.	
1. I think about my parents every day		yes	no
2. I am thinking about my parents rig	ht now.	yes	no
3. I think that it is difficult to be a good	od parent.	yes	no

(a)		THINK +	ABOUT + A NOUN  about my family every d	to the state of the form of the same of th
(b)	1	am thinking	about grammar right no	In (b): My mind is busy now. Ideas about grammar are in my mind right now.
(c) (d) (e)	Ed	THINK + think thinks think	THAT + A STATEMENT that Emma is lazy. that I am lazy. that the weather is nice	In (c): In my opinion, Emma is lazy. I believe that Emma is lazy. People use <b>think that</b> when they want to say (to state) their beliefs. The present progressive is often used with <b>think about</b> . The present progressive is almost never used with <b>think that</b> .  INCORRECT: I am thinking that Emma is lazy.
(f) (g)		k that Marco is k Marco is a nic		Examples (f) and (g) have the same meaning.  People often omit <b>that</b> after <b>think</b> , especially in speaking.

LACICISE 30. GIGIIIIIIGI GIIG SDEGRIIG. ICIIGII 4-0		Exercise:	38.	Grammar	and speaking.	(Chart 4-8)
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Use I think that to give your opinion. Share a few of your opinions with the class.

<ol> <li>English grammar is easy / hard /</li> </ol>	fun /	interesting.
--	-------	--------------

I think that English grammar is interesting.

- 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 39. Writing and speaking. (Chart 4-8)

Complete the sentences with your own words. Share a few of your completions with the class.

- 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 is	
8.	I think about	often.
9.	I think that	
0.	In my opinion,	

### Exercise 40. Let's talk: game. (Charts 4-5 → 4-8)

Work in small groups. One person will think about an animal or a food. The other students will ask questions and try to guess the answer.

Example: animal

STUDENT A: I'm thinking about an animal

STUDENT B: Is it big? STUDENT A: No.

STUDENT C: Does it have wings?

STUDENT A: Yes.

STUDENT D: Is it a mosquito?

STUDENT A: Yes!

Another student chooses an animal or food.

### □ Exercise 41. Reading. (Chart $4-5 \rightarrow 4-8$ )

Read the paragraph and the statements. Circle "T" for true and "F" for false.

### Sleep: How Much Do People Need?

Adults need about eight hours of sleep a night. Some need more and some need less, but this is an average amount. Newborn babies need the most sleep, about 14 to 16 hours every 24 hours. They sleep for about four hours. Then they wake up, eat, and then sleep again. As babies grow, they need a little less sleep, about 10 to 14 hours. Here is an interesting fact. Teenagers also need about 10 to 14 hours of sleep a night. Some people think teenagers sleep a lot because they are lazy. Actually, their bodies are changing, so they need a lot of rest. How much sleep do you get every night? Is it enough?

<ol> <li>Everyone needs eight hours of sleep a night.</li> </ol>	T	F	
2. Newborn babies sleep 14 to 16 hours and then wake up.	T	F	
3. Teenagers need a lot of sleep.	T	F	
4. Teenagers and adults need the same amount of sleep.	Т	F	

	Choose the correct completion	on.				
	Lola and Pablo T     a. watch	V right now. b. watching	c.) are watching			
	2. A: you writing to	your parents?				
	B: No. I'm studying.					
	a. Are	b. Do	c. Don't			
	3. I like to write lette	ers.				
	a. no	b. don't	c. am not			
	4. A: Jack has six telephone	es in his apartment.				
	B: I you. No one	needs six telephones in o	one apartment.			
	a. am believe	b. am not believing	c. don't believe			
	5. When I want to know the	e time, I a clock.				
	a. see	b. look at	c. watch			
	6. A: Do you know Fatima	?				
	B: Yes, I do. I sh	e is a very nice person.				
	a. am thinking	b. thinking	c. think			
	7. Where Boris? Upstairs or downstairs?					
	a. does	b. is	c. lives			
	8. Oh, no! Paul He	is allergic to cats.				
	a. is sneezing	b. doesn't sneeze	c. sneezes			
	9. A: You look sad.					
	B: Yes, I about m	ny family back in my coun	try. I miss them.			
	a. think	b. am thinking	c. thinking			
0	Exercise 43. Check you Correct the mistakes.	r knowledge. (Chapt	er 4)			
	raining don't 1. It's rainning today. I <del>no</del>					
	2. I like New York City. I a	2. I like New York City. I am thinking that it is a wonderful city.				
	3. Does Abdul be sleeping r	right now?				
	4. Why you are going down	town today?				
	5. I am liking flowers. They	y are smelling good.				

☐ Exercise 42. Looking at grammar. (Chapter 4)

- Bill at a restaurant right now. He usually eat at home, but today he eatting dinner at a restaurant.
- 7. Alex is siting at his desk. He writting a letter.
- 8. Where do they are sitting today?

### Exercise 44. Reading and writing. (Chapter 4)

Part I. Read the paragraph. Look at new vocabulary with your teacher first.



#### A Sleepless Night

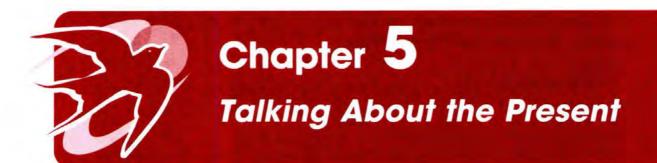
Mila is in bed. It is 3:00 A.M. She is very tired, but she isn't sleeping. She is thinking about medical school. She is worrying about her final exams tomorrow. She needs to pass because she wants to be a doctor. She is tossing and turning in bed. She wants a few more days to study. She is thinking about possible test questions. She is wide-awake. She isn't going back to sleep tonight.

Do you know these words?
medical school
final exams
pass
toss and turn
wide-awake

**Part II.** Imagine it is 3:00 A.M. You are in bed, and you are wide-awake. You are having a sleepless night. What are you thinking about? Write a paragraph. Use both simple present and present progressive verbs.

**Part III.** Editing check: Work individually or change papers with a partner. Check (✓) for the following:

- paragraph indent
- capital letter at the beginning of each sentence
- 3. \_\_\_\_ period at the end of each sentence
- 4. \_\_\_ a verb in every sentence
- 5. \_\_\_\_ use of present progressive for activities right now
- 6. \_\_\_\_ correct spelling (use a dictionary or spell-check)



### ☐ Exercise 1. Warm-up. (Chart 5-1)

Match the questions to the pictures.

Picture A



It's 11:00.

1. What month is it?

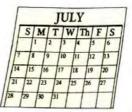
Picture B



It's Saturday.

2. What time is it?

#### Picture C



It's July.

3. What day is it?

QUESTION		ANSWER	
a) What day is it?	<b>→</b>	It's Monday.	In English, people use it to express
b) What month is it?	$\rightarrow$	It's September.	(to talk about) time.
c) What year is it?	$\rightarrow$	It's (2014).	
d) What's the date today?	$\rightarrow$	It's September 15th.	
	$\rightarrow$	It's the 15th of September.	
e) What time is it?	$\rightarrow$	It's 9:00.*	
	$\rightarrow$	It's nine.	
	$\rightarrow$	It's nine o'clock.	
	$\rightarrow$	It's 9:00 A.M.	

<sup>\*</sup>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. Looking at grammar. (Chart 5-1)

Make questions. Begin each question with What.

1. A:	What day is it?	

B: It's Tuesday.

B: It's March 14th.

B: (It's) ten-thirty.

B: (It's) March.

5. A:			

B: (It's) six-fifteen.

6 A.		
U. A.		

B: (It's) Wednesday.

-			
7	Δ.		

B: (It's) the 1st of April.

0 1		
8. A:		

B: (It's) 2014.

ο Δ.		
э. л		

B: It's 7:00 A.M.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

a calendar page

☐ Exercise 3. Warm-up. (Chart 5-	<b>1</b>	Exercise :	3. V	Varm-up.	(Chart 5-2	2)
----------------------------------	----------	------------	------	----------	------------	----

Which answers are true for you? Complete item 3 with the time your English class meets.

1. I go to school	2. I have class	
on Monday.	in the morning.	
on Tuesday.	in the evening.	
on Wednesday.	at night.	
on Thursday.		
on Friday.	3. I have class from	to
on Saturday.	(tim	e) (time)
on Sunday		

AT	<ul> <li>(a) We have class at one o'clock.</li> <li>(b) I have an appointment with the doctor at 3:00.</li> </ul>	at + a specific time on the clock
	(c) We sleep at night.	at + night
IN	(d) My birthday is in October.	in + a specific month
	(e) I was born <i>in</i> 1989.	in + a specific year
	(f) We have class in the morning.	in + the morning
	(g) Bob has class in the afternoon.	in + the afternoon
	(h) I study in the evening.	in + the evening
ON	(i) I have class on Monday(s).	on + a specific day of the week
	(j) I was born on October 31.	on + a specific date
	(k) I was born on October 31, 1991.	
FROMTO	(I) We have class <b>from</b> 1:00 <b>to</b> 2:00.	from (a specific time) to (a specific time)

# Exercise 4. Looking at grammar. (Chart 5-2)

Complete the sentences with prepositions of time.

1. We	have cla	ss		
a	at	_ ten o'clock.		
b		ten	_ eleven.	
C		the morning	and	the afternoon

2. I study		
a	the evening.	
b	night.	
3. I was be	orn	
a	May.	
b	1990.	
c	May 21.	
d	May 21, 1990.	
4. a. The	post office isn't open	Sundays.
b. It's	open 8:00 A.M.	5:00 P.M., Monday through Saturday.
c. The	post office closes	5:00 Р.М.
	t breakfast inthe moi	
c. Tea	t breakfast from	to
2. When o	do you study?	
a. I stu	ady at	•
b. I stu	ady in	
c. I stu	ady on	
d. I stu	ady from to	
3. Tell ab	out the time of your birth.	
a. I wa	as born in	<del>`</del>
b. I wa	as born on	<del>.</del>
c. I wa		

# Exercise 6. Listening and grammar. (Chart 5-2)

Part I. Listen to each description. Write the name of the person.

Example: You will hear: I was born in June. I go to class in the morning. My name is . . .

> Lisa You will write:



Lisa



Marta



Shen



Ron

2							
/							
			_		_	_	

1				
7.				

**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	1985. I was born	June 24, 1985.	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		

# Exercise 7. Warm-up. (Chart 5-3)

Which answers are true for you?

A: In your hometown, how's the weather in the summer?

B: It's sunny / cloudy / rainy / cold / hot / windy.

A: What's the weather like in the winter?

B: It's sunny / cloudy / rainy / cold / hot / windy.

5-3 Using It and What to Talk About the Weather					
(a) It's sunny too (b) It's hot and h (c) It's a nice da	umid today.	In English, people usually use it when they talk about the weather.			
(e) How's the w	reather like in Istanbul in January? eather in Moscow in the summer? emperature in Bangkok today?	People commonly ask about the weather by saying What's the weather like? On How's the weather?  What is also used to ask about the temperature.			

### ☐ Exercise 8. Let's talk: pairwork. (Chart 5-3)

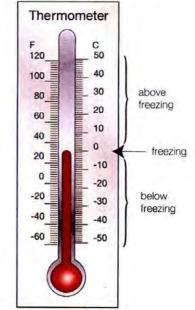
How's the weather today? Choose yes or no. Share your answers with a partner. Do you and your partner agree? Report some of your answers to the class.

1. hot	yes	no	8. sunny	yes	no
2. warm	yes	no	9. nice	yes	no
3. cool	yes	no	10. clear	yes	no
4. chilly	yes	no	11. partly cloudy	yes	no
5. cold	yes	no	12. humid*	yes	no
6. freezing	yes	no	13. windy	yes	no
7. below freezing	yes	no	14. stormy	yes	no

## ☐ Exercise 9. Let's talk: small groups. (Chart 5-3)

Change the Fahrenheit (F) temperatures to Celsius\*\* (C) by choosing temperatures from the box. Then describe the temperature in words.

	38°C 24	°C <b>√</b> 10°C	0°C −18°C
	FAHRENHEIT	CELSIUS	DESCRIPTION
1.	50°F	_10°C	cool, chilly
2.	32°F		
3.	100°F		
4.	75°F		
5.	0°F		



<sup>\*</sup>humid = hot and wet

<sup>\*\*</sup>Celsius is also called "Centigrade."

# Exercise 10. Let's talk: small groups. (Chart 5-3)

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."

• To change Celsius to Fahrenheit: DOUBLE THE CELSIUS NUMBER AND ADD 30.

Examples: 
$$12^{\circ}\text{C} \times 2 = 24 + 30 = 54^{\circ}\text{F}$$
 (Exact numbers:  $12^{\circ}\text{C} = 53.6^{\circ}\text{F}$ )  
 $20^{\circ}\text{C} \times 2 = 40 + 30 = 70^{\circ}\text{F}$  (Exact numbers:  $20^{\circ}\text{C} = 68^{\circ}\text{F}$ )  
 $35^{\circ}\text{C} \times 2 = 70 + 30 = 100^{\circ}\text{F}$  (Exact numbers:  $35^{\circ}\text{C} = 95^{\circ}\text{F}$ )

• To change Fahrenheit to Celsius: SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.

Examples: 
$$60^{\circ}F - 30 = 30 \div 2 = 15^{\circ}C$$
. (Exact numbers:  $60^{\circ}F = 15.6^{\circ}C$ .)  
 $80^{\circ}F - 30 = 50 \div 2 = 25^{\circ}C$ . (Exact numbers:  $80^{\circ}F = 26.7^{\circ}C$ .)  
 $90^{\circ}F - 30 = 60 \div 2 = 30^{\circ}C$ . (Exact numbers:  $90^{\circ}F = 32.2^{\circ}C$ .)

Change the temperatures from Celsius to Fahrenheit and from Fahrenheit to Celsius. Calculate the approximate numbers.

- 1.  $22^{\circ}C$  = approximately  $74^{\circ}F$  ( $22^{\circ}C \times 2 = 44 + 30 = 74^{\circ}F$ )
- 2. 2°C
- 3. 30°C \_\_\_\_\_
- 4. 16°C \_\_\_\_\_
- 5. 25°F
- 6. 70°F
- 7. 100°F

<sup>\*</sup>To get exact numbers, use these formulas: C = 5/9 (°F - 32) OR F = 9/5 (°C) + 32.

### ☐ Exercise 11. Let's talk: interview. (Chart 5-3)

Interview your classmates about their hometowns. Ask questions about the name of the hometown, its location, its population, its weather, and its average temperature in a particular month (of your choice). Share some of their answers with the class.

#### Example:

STUDENT A: What's your hometown?

STUDENT B: Athens.

STUDENT A: Where is it?

STUDENT B: In southeastern Greece near the Aegean Sea.

STUDENT A: What's the population of Athens?

STUDENT B: Almost four million.

STUDENT A: What's the weather like in Athens in May?

STUDENT B: It's mild. Sometimes it's a little rainy.

STUDENT A: What's the average temperature in May?

STUDENT B: The average temperature is around 21° Celsius.

Write down the information you get here.

NAME	Spyros	
HOMETOWN	Athens	
LOCATION	SE Greece	
POPULATION	almost 4 million	
WEATHER	mild in May, around 21°C, in the mid-seventies Fahrenheit	

#### ☐ Exercise 12. Warm-up. (Chart 5-4)

Complete the sentences.

- 1. There is / isn't a whiteboard in this room.
- 2. There are / aren't computers in this room.
- There are students in this room. (number)

#### 5-4 There + Be

THERE + BE + SUBJECT + PLACE

- (a) There a bird in the tree. is
- (b) There four birds in the tree. are

There + be is used to say that something exists in a particular place.

Notice: The subject follows be:

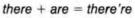
there + is + singular noun there + are + plural noun

CONTRACTIONS: (c) There's a bird in the tree.

(d) There're four birds in the tree.



there + is = there's





## ☐ Exercise 13. Looking at grammar. (Chart 5-4)

Complete the sentences with is or are. Then choose yes or no. Compare your answers with your classmates' answers.

1.	There	is	a grammar book on my desk.	ves	no
				2	

#### ☐ Exercise 14. Let's talk: pairwork. (Chart 5-4)

Work with a partner. Complete each sentence with words from the box or your own words. You can look at your book before you speak. When you speak, look at your partner.

a book	a map	a notebook
books	papers	notebooks
tall buildings	a park	restaurants
a bulletin board	a pen	a sink
a calendar	a pencil	stores
chairs	a pencil sharpener	students
a chalkboard	people	a teacher
a clock	a picture	a whiteboard
a coffee shop	pictures	a window
desks	a post office	windows
light switches		

- 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 15. Let's talk: small groups. (Chart 5-4)

First, everyone in your group puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom. Then take turns describing the items on the table. Begin with *There is* and *There are*.

#### Example:

STUDENT A: There are three dictionaries on the table.

STUDENT B: There are some keys on the table.

STUDENT C: There is a pencil sharpener on the table.

## ☐ Exercise 16. Listening. (Chart 5-4)



Listen to each sentence. Choose the word you hear. *Note:* You will hear contractions for *There is* and *There are*.

Example: You will hear: There're several windows in this room.

Von will change There's There're

100	will choose. There's	There ie	
1. There's	There're	5. There's	There're
2. There's	There're	6. There's	There're
3. There's	There're	7. There's	There're
4. There's	There're	8. There's	There're

#### ☐ Exercise 17. Warm-up. (Chart 5-5)

Answer the questions.

1. Is there an elevator in this building? yes no

2. Are there stairs in this building? yes no

				QU	ESTION			SHORT ANSWER
	BE	+	THERE	+	SUBJECT			
)	Is		there		an apple	in the refrigerator?	$\rightarrow$	Yes, there is.
							$\rightarrow$	No, there isn't.
)	Are		there		eggs	in the refrigerator?	$\rightarrow$	Yes, there are.
					123.0		$\rightarrow$	No, there aren't.

#### ☐ Exercise 18. Let's talk: pairwork. (Chart 5-5)

Work with a partner. Ask questions about the refrigerator in the picture. Use the nouns in the list. Begin with Is there or Are there.

Example: a piece of cheese

PARTNER A: Is there a piece of cheese in the refrigerator?

PARTNER B: Yes, there is. PARTNER A: Your turn now.

Example: onions

PARTNER B: Are there onions in the refrigerator?

PARTNER A: No, there aren't. PARTNER B: Your turn now.



PARTNER A	PARTNER B
1. a carton of eggs	1. strawberries
2. a loaf of bread	2. oranges
3. apples	3. a bottle of orange juice
4. a cube of butter	4. a bowl of rice
5. potatoes	5. a bag of flour
6. vegetables	6. pickles

#### ☐ Exercise 19. Let's talk: small groups. (Chart 5-5)

Take turns asking and answering questions about this city. Begin with *Is there* or *Are there*. If the answer is "I don't know," ask someone else.

Example: a zoo

STUDENT A: Is there a zoo in (name of this city)?

STUDENT B: Yes, there is. / No, there isn't.

STUDENT B: (to Student C) Is there an airport near (name of this city)?

STUDENT C: I don't know.

STUDENT B: (to Student D) Is there an airport near (name of this city)?

STUDENT D: Yes, there is. / No, there isn't.

Etc.

1. a zoo 7. an aquarium

an airport
 interesting bookstores

lakes
 a subway system

4. good restaurants 10. public swimming pools

5. a good Chinese restaurant 11. a good public transportation system

6. an art museum 12. a movie theater

#### ☐ Exercise 20. Let's talk: class activity. (Chart 5-5)

Solve the puzzle. Teacher's Note: See Let's Talk: Answers, p. 502, to answer your students' questions.

The Romero family needs to decide where to stay for their summer vacation. They want a hotel with 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 Romeros want?

#### List:

a swimming pool hiking trails ocean-view rooms

a beach horses to ride

#### Example:

STUDENT A: Is there a swimming pool at Hotel 1?

TEACHER: Yes, there is.

STUDENT B: Are there hiking trails at Hotel 3?

TEACHER: Yes, there are.

	A SWIMMING POOL	A BEACH	HIKING TRAILS	HORSES	OCEAN-VIEW ROOMS
HOTEL 1	yes				
HOTEL 2		yes			
HOTEL 3			yes		
HOTEL 4				yes	
HOTEL 5					yes

#### ☐ Exercise 21. Warm-up. (Chart 5-6)

Answer the questions.

- 1. How many students are there at this school?
- 2. How many people are there in your country?
- 3. How many people are there on the earth?

		QI	JESTIC	ON					SHORT ANSWER
ноw мапу (a) How many	+ SUBJEC		are	+	THERE there	+	PLACE in this book?	$\rightarrow$	Fifteen. (There are 15 chapters in this book.)
(b) How many	provin	ces	are		there		in Canada?	$\rightarrow$	Ten. (There are ten provinces in Canada.)

#### Exercise 22. Let's talk: class activity. (Chart 5-6)

Ask and answer questions about this classroom. Use How many and the given words.

Example: desks

STUDENT A: How many desks are there in this room?

STUDENT B: Thirty-two. OR There are thirty-two desks in this room.

STUDENT A: That's right. OR No, I count thirty-three desks.

1. windows 3. students 5. women

7. grammar books

2. laptops

4. teachers

6. men

8. dictionaries

## Exercise 23. Let's talk: pairwork. (Chart 5-6)

Work with a partner. Ask questions. Begin 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.

PARTNER A	PARTNER B
1. chapters in this book	1. pages in this book
2. doors in this room	2. people in this room
3. floors in this building	3. letters in the English alphabet (26)
4. states in the United States (50)	4. provinces in Canada (10)
5. countries in North America (3)	5. continents in the world (7)

## ☐ Exercise 24. Warm-up. (Chart 5-7)

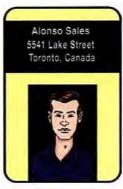
Guess the person. Notice the prepositions in red.

#### Who am I?

- 1. I live in London.
- 2. I live on Downing Street.
- 3. I live at 10 Downing Street.

a) My book is cin my desk.	In (a): on = a preposition  my desk = object of the preposition  on my desk = a prepositional phrase
(b) Ned lives in Miami. in Florida. in the United States. in North America.	A person lives in a city, a state, a country, a continent.
(c) Meg lives or Hill Street	on a street, avenue, road, etc.
(d) She lives at 4472 Hill Street.	at a street address
(e) My father is in the kitchen.	In (e): <i>in</i> is used with rooms: <i>in the kitchen, in the classroom, in the hall, in my bedroom, etc.</i>
(f) Ivan is at work.	At + work, school, home expresses activity:
(g) Yoko is at school.	In (f): Ivan is working at his office (or other place of work)
(h) Olga is at home.	In (g): Yoko is a student. She is studying. (Or, if she is a teacher, she is teaching.)
	In (h): Olga is doing things at her home.
(i) Siri is in becl.	In + bed, class, hospital, jail has these special meanings:
(j) Tim is in class.	In (i): Siri is resting or sleeping under the covers.
(k) Mr. Lee is in the hospital.	In (j): Tim is studying (or teaching).
(I) Paul is <i>in jai.l/prison</i> .	In (k): Mr. Lee is sick. He is a patient.
	In (I): Paul is a prisoner. He is not free to leave.
	NOTE: American English = in the hospital  British English = in hospital

Complete the sentence Write about Alonso.		
1. Alonso lives	Canada.	
2. He lives	Toronto.	
3. He lives	Lake Street.	
4. He lives	5541 Lake Street	Toronto, Canada.
	Alonso Sales 5541 Lake Street Toronto, Canada	



Write about Dr. Eng	g.
5. Dr. Eng lives or	1
6. He lives in	
7. He lives at	
	Dr. John Eng 342 First Street

8. I live	
6. The	(name of country)
9. I live	
	(name of city)
0. I live	
	(name of street)
1. I live	
	(street address)

Exercise 26. Game. (Chart 5-7)		<b>Exercise 26</b>	. Game.	(Chart 5-7)
--------------------------------	--	--------------------	---------	-------------

Work in teams. Complete the sentences with *in*, *on*, or *at*. Then guess the person, building, or company. Use words from the box. The team with the most correct answers wins.

	Alexandria Pyram Apple Boeing Eiffel Tower	Giza Pyran Louvre Mu Microsoft		im j	prime mi	of the U.S. nister of Canada dent of the U.S.
1.	I am a building.		4.	I am a co	mpany.	
	a. I am	_ Paris.		a. I am		Oregon.
	b. I am	_ Anatole Avenue.		b. I am		Bowerman Drive.
	c. I am	_ 5 Anatole Avenue.		c. I am		One Bowerman Drive.
	Answer:			Answer:		
2.	I am a person.		5.	I am a pe	rson.	
	a. I live	_ Ottawa.		a. I live		Pennsylvania Avenue.
	b. I live	_ 24 Sussex Drive.		b. I live		600 Pennsylvania Avenue N.W
	c. I live	_ Sussex Drive.		c. I live		the United States.
	Answer:			Answer:	_	
3.	I am a building.		6.	I am a co	mpany.	
	a. I am	Pyramid Street.		a. I am _		Illinois.
	b. I am	124 Pyramid Street.		b. I am		100 North Riverside Plaza.
	c. I am	Egypt.		c. I am		Chicago.
	Answer:			Answer:		
	ercise 27. Looki	ing at grammar. (e with at or in.	Che	art 5-7)		
Rac	chel isn't					
1.	her bed	lroom.				
	bed.					
	work.					
	prison.			-		
5.	home.		10.		the host	oital. She's well now.

Cor	nplete the sentences with at or in.
1.	When I was work yesterday, I had an interesting phone call.
2.	Poor Anita. She's the hospital again for more surgery.
3.	Mr. Gow is a teacher, but he isn't school today. He's sick, so he is
	home.
4	Last year at this time, Eric was Vietnam. This year he's Spain.
	There's a fire extinguisher the hall.
6.	There are thirty-seven desks our classroom.
7.	Rob is jail. He's going to be prison for a long time.
8.	Our hotel rooms are on the same floor. I'm 501 and you're 505.
9.	Singapore is Asia.
	The kids are the kitchen. They're making dinner for us!
11.	A: Is Jennifer home?
	B: No, she's still class.
12.	A: Where's Jack?
	B: He's his room.
	A: What's he doing?
	B: He's bed. He has a headache.
	B. The 3 bed. The has a headache.
Eve	veloc 20. Weren up. (Ob) 5.00
	wer the questions. (Chart 5-8)
Rigi	ht now
1.	who is in front of you?
2.	who is behind you?
3.	who is beside you?
4.	who is far away from the teacher?
5.	who is in the middle of the room?
6.	who is near the door?

☐ Exercise 28. Looking at grammar. (Chart 5-7)

## 5-8 More Prepositions of Place: A List

beside in back of in the middle of on above inside on top of in the back of around between far (away) from in front of near outside at in the front of under in next to behind

below

- (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.
- (I) 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.



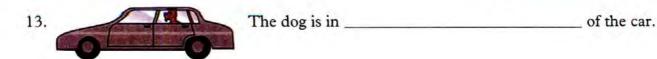
(o) The man is in the front of the bus.



(p) The man is in the middle of the bus.In (m), (o), and (p): the man is inside the bus.



1. The apple is _	on / on top of	the
2. The apple is		_ the plate.
3. The apple is _		the
5.	The apple isn't near the glass. It is	the
6. The apple is		_ the glass.
7. The ap	ple is	two g
8. The hand is		_ the glass.
9.	The dog isn't inside the car. The	dog is th
0. The dog is in	of the car.	
1.	The dog is in	• of the



#### $\square$ Exercise 31. Let's talk: pairwork. (Charts 5-4 $\rightarrow$ 5-8)

Work with a partner. Ask and answer questions about the picture. Use the questions below and the words from the box to help you.

Questions: Where is the . . . ? OR Where are the . . . ? OR How many . . . are there?

#### Examples:

PARTNER A: Where is the bird?

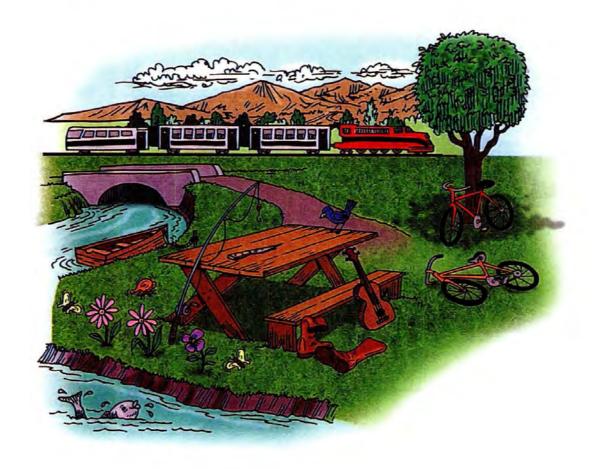
PARTNER B: The bird is on the table.

PARTNER A: Your turn to ask.

PARTNER B: How many birds are there?

PARTNER A: There is one bird. PARTNER B: Your turn to ask.

bikes	butterflies	guitar	river
bird	clouds	mountains	train
boat	fish	knife	trees
boots	fishing pole	picnic bench	
bridge	flowers	picnic table	



#### Exercise 32. Listening. (Chart 5-8)



Listen to the statements about the picture on p. 144. Choose "T" for true and "F" for false.

Example: You will hear: A bike is in the water.

> You will choose: T (F)

1. T	F	6. T	F	11. T	F
2. T	F	7. T	F	12. T	F
3. T	F	8. T	F	13. T	F
4. T	F	9. T	F	14. T	F
5. T	F	10. T	F	15. T	F

#### Exercise 33. Let's talk: pairwork. (Chart 5-8)

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.

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.
- 6. Put it under your book.
- 7. Put it below your knee.
- 8. Put it in the middle of your grammar book.

#### Change roles.

- 9. Put it inside your grammar book.
- 10. Put it next to your grammar book.
- 11. Put it on top of your grammar book.
- 12. Put it in front of me.
- 13. Put it behind me.
- 14. Put it in back of your back.
- 15. Put it in the back of your grammar book.
- 16. Put your hand around it.

## ■ Exercise 34. Vocabulary and grammar. (Chapters 4 and 5)

**Part I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

burn a bowl / a bowl of salad meat / a piece of meat
eat dinner a candle a plate
have a steak for dinner a cup / a cup of coffee a restaurant
hold a knife and a fork a fork a saucer
a glass / a glass of water a spoon

a knife a steak a vase of flowers a table

a server

- 1. What is Jill doing?
- 2. What do you see on the table?
- 3. What is Jill 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 Jill eating breakfast?
- 9. Is Jill at home? Where is she?
- 10. What is she cutting?

- 1. Jill is sitting \_\_\_\_\_ a table.
- 2. There is a candle \_\_\_\_\_ the table.
- 3. There is coffee \_\_\_\_\_ the cup.
- 4. Jill \_\_\_\_\_ holding a knife \_\_\_\_\_ her right hand.
- 5. She's eating \_\_\_\_\_ a restaurant.
- 6. She \_\_\_\_\_ eating at home.
- 7. She \_\_\_\_\_ eating breakfast.



## ☐ Exercise 35. Vocabulary and grammar. (Chapters 4 and 5)

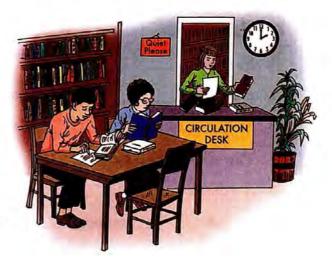
Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

read a book study at the library take notes

the circulation desk a librarian a shelf (singular) shelves (plural)\*

- 1. What is Jon doing?
- 2. What do you see in the picture?
- 3. Is Jon at home? Where is he?
- 4. Is Jon reading a newspaper?
- 5. Where is the librarian standing?
- 6. Is Jon right-handed or left-handed?

- 1. Jon is studying \_\_\_\_\_ the library.
- 2. He is sitting \_\_\_\_\_ a table.
- 3. He is sitting \_\_\_\_\_ a chair.
- 4. His legs are \_\_\_\_\_ the table.
- 5. There are books \_\_\_\_\_ the shelves.
- 6. Jon is writing \_\_\_\_\_ a piece of paper.
- 7. He's taking notes \_\_\_\_\_ a piece of paper.
- 8. He \_\_\_\_\_ reading a newspaper.
- 9. The librarian \_\_\_\_\_ standing \_\_\_\_\_ the circulation desk.
- 10. Another student is sitting \_\_\_\_\_ Jon.



<sup>\*</sup>See Chart 6-6, p. 174, for information about nouns with irregular plural forms.

## Exercise 36. Vocabulary and grammar. (Chapters 4 and 5)

**Part I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

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)\*

- 1. What is Megan doing?
- 2. Is Megan at a store? Where is she?
- 3. What do you see in the picture?
- 4. Who is standing behind Megan, 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?

1.	Megan is a	bank.	
2.	Four people	standing in line.	
3.	Megan is standing	the counter.	
4.	The bank teller is standing		the counter.
5.	A womans	tanding	Megan.
6.	Megan standing	the end _	the line.
7.	A man standing	the end _	the line.
	A businessmans man with the beard.	standing	the woman in the skirt and the



<sup>\*</sup>See Chart 6-6, p. 174, for information about nouns with irregular plural forms.

## Exercise 37. Warm-up. (Chart 5-9)

These sentences have the same meaning. Which speaker sounds more polite to you?



<ul> <li>(a) I'm thirsty. I want a glass of water.</li> <li>(b) I'm thirsty. I would like a glass of water.</li> </ul>	Examples (a) and (b) have the same meaning, but would like is usually more polite than want. I would like is a nice way of saying I want.	
(c) I would like You would like She would like He would like We would like They would like	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: Ray would like to come.  SPOKEN: "Ray'd like to come."	
WOULD LIKE + INFINITIVE  (e) I would like to eat a sandwich.	Notice in (e): would like can be followed by an infinitive.	
<pre>would + SUBJECT + LIKE (f) Would you like some tea?</pre>	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.	

	n wants a cup of coffee.	
<b>→</b> .	Dan would like	a cup of coffee.
2. He	wants some sugar in his coffee.	
$\rightarrow$ .	He would like	some sugar in his coffee
2 Uo.	ssan and Eva want some coffee to	00
$\rightarrow$ .		some coffee too.
4. The	ey want some sugar in their coffee	too.
<b>→</b> .		some sugar in their coffee too.
5 I w:	ant to thank you for your help.	
		Company Lot of
$\rightarrow$ .		you for your help.
6. <b>My</b>	friend wants to thank you too.	
<b>→</b> .		you too.
7. <b>My</b>	friends want to thank you too.	
-		vou too
→ .		you too.
→ .		
	e 39. Let's talk: class activi	ty. (Chart 5-9)
Your tea	e 39. Let's talk: class activi	
Your tea activity.	se 39. Let's talk: class activitation of the control of the contro	ty. (Chart 5-9) wer the questions. Close your book for this
Your tea activity.	se 39. Let's talk: class activitation of the class activity activities acti	ty. (Chart 5-9) Ver the questions. Close your book for this e you hungry? What would you like?
Your tea activity. 1. Who 2. Who	se 39. Let's talk: class activitations. Answers o's hungry right now? (), are you thirst	yer the questions. Close your book for this e you hungry? What would you like?  y? What would you like?
Your tea activity. 1. Who 2. Who 3. Who	se 39. Let's talk: class activitation of the control of the contro	by. (Chart 5-9) over the questions. Close your book for this e you hungry? What would you like? by? What would you like? co do?
Your tea activity. 1. Who 2. Who 3. Who 4. Wha	se 39. Let's talk: class activitations. Answers activitation will ask you questions. Answers activitation will ask you questions. Answers at his to be seen at would you like to do this weeken.	ty. (Chart 5-9) wer the questions. Close your book for this e you hungry? What would you like? y? What would you like? o do? and?
Your tea activity. 1. Who 2. Who 3. Who 4. Who 5. Who	se 39. Let's talk: class activitations. Answers the second of the second	yer the questions. Close your book for this e you hungry? What would you like?  y? What would you like? o do? and? today?
Your tea activity.  1. Who 2. Who 3. Who 4. Who 5. Who 6. Who	se 39. Let's talk: class activitations. Answers activitation in the color will ask you questions. Answers at would you like to do this weeken at would you like to do after class at would you like to do after class at would you like to have for dinner	by. (Chart 5-9) wer the questions. Close your book for this e you hungry? What would you like? y? What would you like? o do? nd? today? er tonight?
Your tea activity.  1. Who 2. Who 3. Who 4. Who 5. Who 6. Who 7. Who	se 39. Let's talk: class activitations. Answers activitation is shungry right now? (), are so's thirsty? (), are you thirst to's sleepy? What would you like to at would you like to do this weeken at would you like to do after class that would you like to have for dinner at countries would you like to visit	yer the questions. Close your book for this e you hungry? What would you like? y? What would you like? o do? nd? today? er tonight?
Your tea activity.  1. Who 2. Who 3. Who 4. Who 5. Who 6. Who 7. Who 8. Who	se 39. Let's talk: class activitations. Answers activitation of the control of th	yer the questions. Close your book for this e you hungry? What would you like? y? What would you like? o do? nd? today? er tonight? ? the United States, Canada, etc.)?
Your tea activity.  1. Who 2. Who 3. Who 4. Who 5. Who 6. Who 7. Who 8. Who 9. Who 10. Pret	se 39. Let's talk: class activitation of the countries would you like to do after class at would you like to do after class at would you like to have for dinner at countries would you like to visit at cities would you like to visit at cities would you like to lear	ty. (Chart 5-9) wer the questions. Close your book for this e you hungry? What would you like? y? What would you like? o do? nd? today? er tonight? ? the United States, Canada, etc.)? n? at your home and your classmates are your

classmate to join you.

#### Exercise 40. Warm-up. (Chart 5-10)

What is the difference in meaning between these sentences?



I like chocolate.



I would like some chocolate.

#### 5-10 Would Like vs. Like

(a) I would like to go to the zoo.

In (a): I would like to go to the zoo means I want to go to the zoo. Would like indicates that I want to do something now or in the

future.

(b) I like to go to the zoo.

In (b): I like to go to the zoo means I enjoy the zoo.

Like indicates that I always, usually, or often enjoy something.

## Exercise 41. Listening. (Chart 5-10)



Listen to the sentences and choose the verbs you hear. Some sentences have contractions.



CD 1 Example: You will hear: I'd like some tea.

> You will choose: like ('d like)

1. like 'd like 6. likes 'd like

2. like 'd like 7. like 'd like

3. like 'd like 8. like 'd like

4. likes 'd like 9. like 'd like

5. like 'd like

10. like 'd like

#### Exercise 42. Let's talk: class activity. (Charts 3-7, 5-9, and 5-10)

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 43. Let's talk: pairwork. (Charts 5-9 and 5-10)

Work in pairs. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

#### 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.

PARTNER A	PARTNER B
<ol> <li>Do you like coffee?</li> <li>Would you like a cup of coffee?</li> <li>Do you like to watch movies?</li> </ol>	Do you like chocolate?     Would you like some chocolate right now?
Would you like to go to a movie with me later today?  3. What do you like to do on weekends?	2. Do you like to go shopping? Would you like to go shopping with me later today?
What would you like to do this weekend?	3. What do you like to do in your free time?
4. What do you need to do this evening? What would you like to do this	What would you like to do in your free time tomorrow?
evening?	4. Do you like to travel? What countries would you like to visit?

## Exercise 44. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

the date first name/given name a bank middle initial sign a check\* cash sign her name a check last name/family name/surname write a check name and address

- 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?
- 7. What is in the upper-left corner of the check?
- 8. What is in the lower-left corner of the check?
- 9. What is the name of the bank?

MARY S. JONES 3471 TREE ST. CHICAGO,IL 60565	may 3, 2013
PAYTO THE Cash OFFICE Cash Fifty and %100 —	\$ 50.00 DOLLARS
FIRST NATIONAL BANK 605 MICHGAN AVE. CHICAGO,IL 60503	mary & Jones
#021 200911 436 200	

- Mary is writing a \_\_\_\_\_
- 2. She is signing \_\_\_\_\_ name.
- The date on the check is \_\_\_\_\_\_.
- 4. Mary lives \_\_\_\_\_ 3471 Tree Street.
- 5. Mary lives \_\_\_\_\_ Chicago, Illinois.
- 6. Mary is writing a check for \_\_\_\_\_\_.

<sup>\*</sup>Check (American English) is spelled cheque in British and Canadian English. The pronunciation of check and cheque is the same.

#### ☐ Exercise 45. Vocabulary and grammar. (Chapters 4 and 5)

**Part I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

cook	(in the) kitchen	bread
cook dinner	a list/a grocery list	butter
make dinner	a pepper shaker	coffee
taste (food)	a pot	an egg
THE STATE OF T	a refrigerator	pepper
	a salt shaker	salt
		a stove
		a clock

- 1. What is Dave doing?
- 2. What do you see in the picture?
- 3. Where is Dave?
- 4. Is Dave tasting his dinner?
- 5. Is Dave a good cook?

- 6. Where is the refrigerator?
- 7. What is on the refrigerator?
- 8. Is the food on the stove hot or cold?
- 9. Is the food in the refrigerator hot or cold?

1.	Dave is making dinner.	He's	the kitchen.
2.	There is a pot	the stove.	
3.	The stove is	the refrigera	tor.
4.	There is a grocery list _	the	refrigerator door.
5.	Dave needs	to the grocer	y store.
6.	A salt shaker and a pep	per shaker are	the stove
7.	There is hot food	top	the stove.
8.	There is cold food	the ref	frigerator.



## ☐ Exercise 46. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

sing	a cat	a living room
sit on a sofa/a couch	a dog	a rug
sleep	a fish	a singer
swim	a fishbowl	a TV set/a television set
watch TV/television	a floor	
	a lamp	

- 1. What are Nate and Lisa doing?
- 2. What do you see in the picture?
- 3. Are Nate and Lisa 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 Nate and Lisa watching?

1.	Nate and Lisa	watc	hing TV. They like	watch TV.
2.	They	sitting	a sofa.	
3.	They	sleeping.		
4.	There is a rug	the f	loor.	
5.	A dog	_ sleeping	the rug.	
6.	A cat	sleeping	the sofa.	



## ☐ Exercise 47. Let's talk: game. (Chapters 4 and 5)

Work in teams. Make sentences about the picture. Every sentence needs to have a preposition. Use the vocabulary from the box to help you. One team member writes the sentences on paper. Your teacher will give you a time limit. The team with the most grammatically correct sentences wins.

draw a picture a clock a piece of paper talk on the phone a calendar a telephone book talk to (someone) a heart a wall talk to each other a picture a picture of a mountain



# ☐ Exercise 48. Looking at grammar. (Chapters 4 and 5) Choose the correct completion.

1.	Jack lives China.				
	a. in	b.	at	c.	on
2.	I need a new not	tebo	ook.		
	a. buy	b.	to buy	c.	buying
3.	a cup of tea?				
	a. Would you like	b.	Do you like	c.	Are you like
4.	There twenty-tw	o d	esks in this room.		
	a. be	b.	is	c.	are
5.	Pilots sit an airpl	lane			
	a. in front of	b.	in the front of	c.	front of
6.	I live 6601 Four	th A	venue.		
	o in	h	on		at

	a. don't want	b. aren't wanting	c. don't want to
	8 a TV in Mari	isa's bedroom?	
	a. Are there	b. There	c. Is there
	Exercise 49. Check Correct the mistakes.	your knowledge. (C	hapter 5)
	to 1. Do you want ∧ go do	wntown with me?	
	2. There's many proble	ms in big cities today.	
	3. I'd like see a movie t	onight.	
	4. We are needing to fir	nd a new apartment soor	1.
	5. Mr. Rice woulds like	es to have a cup of tea.	
	6. How many students	there are in your class?	
	7. What day it is today?		
	8. I am like to leave rigi	ht now.	
	9. How the weather in	Kenya?	
	10. The teacher would li	ke to checking our home	work now.
1	Exercise 50. Looking Complete the sentences		
	1. I need because	9. I'i	m looking at,
	2. I want because	bı	it I also see
	3. I would like	10. I'i	m thinking about
	4. Would you like	? 11. I t	think that
	5. Do you like?	12. In	my opinion,
	6. There is	13. H	ow many are
	7. There are	th	ere?
	8. I'm listening to	, 14. Is	there?
	but I also hear	15. A	re there?

7. The students \_\_\_\_\_ do their homework.

#### Exercise 51. Reading and writing. (Chapters 4 and 5)

Part I. Read the sample paragraph. Underline the verbs.



#### A Happy Dream

I am walking alone in a big field of flowers. There are thousands of colorful flowers around me. The air smells very sweet. The sun is shining, and the sky is bright blue. There are some tall trees, and the wind is gently blowing. Birds are singing in the trees. I am feeling very calm. I have no worries. My life is very peaceful. I would like to stay here forever. I don't want to wake up.

**Part II.** Write about a dream that you remember that describes a place. It can be a happy or a sad dream. If you can't remember a dream, imagine one. Use present verbs.

Include this information:

- 1. Where are you?
- 3. Describe the place. What is there around you?
- 2. What are you doing?
- 4. How are you feeling?

**Part III.** Editing check: Work individually or change papers with a partner. Check () for the following:

- 1. \_\_\_\_ paragraph indent
- 2. \_\_\_ capital letter at the beginning of each sentence
- period at the end of each sentence
- 4. \_\_\_\_ a verb in every sentence
- 5. \_\_\_\_ correct use of prepositions of place
- 6. \_\_\_\_ use of present progressive for activities right now
- 7. \_\_\_ there is + singular noun
- 8. \_\_\_ there are + plural noun
- 9. \_\_\_\_ correct spelling (use a dictionary or spell-check)

#### ☐ Exercise 1. Warm-up. (Chart 6-1)

Work in small groups. Make lists of things that belong to each category. 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, etc.)
- 2. Name kinds of fruit. (apple, etc.)
- 3. Name things you drink. (coffee, etc.)
- 4. Name parts of the body. (head, etc.)
- 5. Name kinds of animals. (horse, etc.)
- 6. Name famous cities in the world\* (Paris, Tokyo, etc.)
- 7. Name languages.\* (English, etc.)
- 8. Name school subjects. (history, etc.)

#### **6-1** Nouns: Subjects and Objects A NOUN is used as the SUBJECT of a sentence. NOUN A NOUN is used as the OBJECT of a verb.\* (a) Birds subject verb In (a): Birds is a NOUN. It is used as the subject of the sentence. NOUN In (b): pen is a NOUN. It has the article a in front of it; NOUN a pen is used as the object of the verb is holding. (b) Karl is holding a pen. subject verb object Objects are NOUNS, and they come after a verb.

<sup>\*</sup>Some verbs can be followed by an object. These verbs are called transitive verbs (v.t. in a dictionary). Some verbs cannot be followed by an object. These verbs are called intransitive verbs (v.i. in a dictionary).

<sup>\*</sup>The names of cities and languages begin with capital letters.

Check ( ) the words that are not			
1 eat	7 flowers		
2. <u>/</u> dog	8 juice		
3 nice	9 ears		
4 math	10 Paris		
5 write	11 great		
6 have	12 English	Ů,	
Exercise 3. Looking at grade For each sentence, write the obje			NOUN
1. Cats catch mice. What do ca	ats catch?	object = _	mice
2. Cats purr. What do cats do?			no object
3. Mice like cheese. What do n			****
4. Mice don't like people. Who			
5. Cats and mice have whiskers		00,000	
mice have?	. What do cats and	object =	
6. Cats sleep a lot. What do ca	ts do?		
7. Cats scratch furniture. Wha	t do cats scratch?	object = _	
Exercise 4. Looking at grade Check (1) the sentences that have	Control of the contro	ojects.	
1. a I am writing an em	ail.		
b I am writing an em	ail right now.		
c I am writing right n	low.		
2. a Students memorize	vocabulary.		
b Some students mer	norize every day.		
c Some students mer	norize vocabulary every day		
3. a The printer needs p	paper.		
b The printer needs i	nk and paper.		
c The printer has pro	blems.		

4. a. \_\_\_ The company is hiring.

b. \_\_\_\_ The company is hiring workers.

c. \_\_\_\_ The company is hiring today.

5. a. \_\_\_\_ Babies cry.

b. \_\_\_\_ Babies cry frequently.

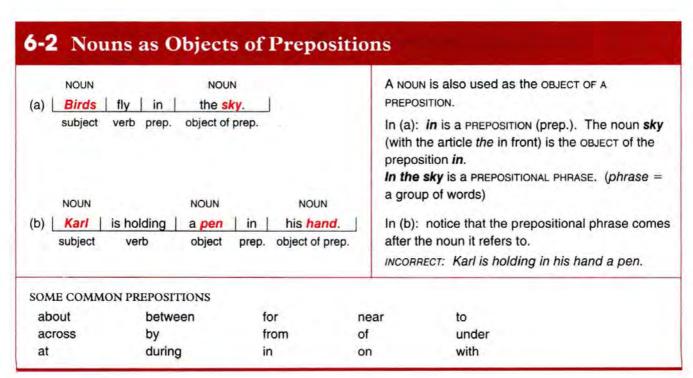
c. \_\_\_\_ Babies cry loudly.

#### Exercise 5. Warm-up. (Chart 6-2)

Complete each sentence with a preposition that describes the picture. Are the words in the box nouns, verbs, or adjectives?

above	across	in	on	unde
1. The m	nan is		_ the gr	ound.
2. The m	ian is		_ the pla	ane.
3. The p	lane is		the sl	ky.





#### ☐ Exercise 6. Looking at grammar. (Chart 6-2)

Check  $(\checkmark)$  the phrases that have prepositions. <u>Underline</u> the noun that is the object of each preposition.

- 1. \_\_\_ right now
- 2. \_\_\_\_ at noon
- 3. \_\_\_ on the counter
- 4. \_\_\_ in my closet
- 5. \_\_\_\_ some salt and pepper
- 6. \_\_\_\_ two days a week
- 7. \_\_\_ under the chair
- 8. \_\_\_ with a broom



a broom

#### ☐ Exercise 7. Looking at grammar. (Chart 6-2)

Underline the prepositions. Circle the object of each preposition.

- 1. a. A tutor helps Sari with her (homework.)
  - b. A tutor helps Sari on Tuesday afternoons.
  - c. A tutor helps Sari in the library.
- 2. a. The teacher erases the board.
  - b. The teacher erases the board after class.
  - c. The teacher erases the board with an eraser.
- 3. a. Elin cleans windows.
  - b. Elin cleans in the afternoons.
  - c. Elin cleans five days a week.
- 4. a. I do my homework in the library.
  - b. I do my homework every weekend.
  - c. I do my homework with my friends.
- 5. a. Birds fly during the day.
  - b. Birds live in nests.
  - c. Birds sit on eggs.



Alicia	studies	chemistry.	(none)	(none)
subject	verb	object of verb	preposition	object of prep
The kids are	playing in the parl	x. Noun(s):	kids, park	
The kids	are playing	(none)	in	the park.
subject	verb	object of verb	preposition	object of prep
Kids like can	dy. Noun(s):			
				1
subject	verb	object of verb	preposition	object of prep
The sun is sh	nining. Noun(s):		-	
		49		
subject	verb	object of verb	preposition	object of prep
Lev is reading	g books about mo	vies and filmmaking	. Noun(s):	
L		1		1
subject	verb	object of verb	preposition	object of prep
Dara doesn't	eat chicken or bee	ef. Noun(s):		-
subject	verb	object of verb	preposition	object of prep
Monkeys and	d birds eat fruit and	d insects. Noun(s):		
		,		1

Write the noun(s) for each sentence. Describe the grammatical structure of the sentences

☐ Exercise 8. Looking at grammar. (Charts 6-1 and 6-2)

#### ☐ Exercise 9. Warm-up. (Chart 6-3)

Do you agree or disagree with each sentence? Circle yes or no.

1. I cook delicious meals.	yes	no
2. I like raw vegetables.	yes	no
3. Fresh fruit is expensive.	ves	no

<ul> <li>(a) I don't like cold w</li> <li>adj. +</li> <li>(b) Alex is a happy c</li> </ul>	noun	say that adjectives	) describes a noun. In grammar, we s modify nouns. The word modify little." Adjectives give a little differen
adj. + n		meaning to a nour	n: cold weather, hot weather, nice
(c) The hungry boy h	as a <b>fresh</b> apple.	weather, bad wea	ither.
adj. + noun	adj. + noun	Adjectives come in	n front of nouns.
(d) The weather is noun + be	cold. + adj.		ective can also follow <b>be</b> ; the s the subject of the sentence.
COMMON ADJECTIVES	5		
beautiful - ugly	good - bad	angry	hungry
big - little	happy - sad	bright	important
big - small	large - small	busy	intelligent
boring - interestin	long - short	delicious	interesting
cheap - expensive	noisy - quiet	exciting	kind
clean - dirty	old - new	famous	lazy
cold - hot	old - young	favorite	nervous
dangerous - safe	poor - rich	free	nice
dry - wet	sour - sweet	fresh	ripe
easy - hard	strong - weak	healthy	serious
easy - difficult		honest	wonderful

## ☐ Exercise 10. Looking at grammar. (Chart 6-3)

Circle the nouns. <u>Underline</u> the adjectives. Draw an arrow from each adjective to the noun it describes.

- 1. Jake has an expensive bike.
- 2. My sister has a beautiful house.
- 3. We often eat at an Italian restaurant.
- 4. Valentina sings her favorite songs in the shower.
- 5. Olga likes American hamburgers.
- 6. You like sour apples, but I like sweet fruit.



1. I don't like <u>cold/hot/wet</u>	/rainy/bad/e	etc. we	eather.
2. Do you like		fo	od?
3. I admire		peop	le.
4		people make n	ne angry.
5. Pollution is a/an			_ big problem
6. I had a/an		exp	erience yester
7. I don't like		cit	ies.
8. I had a/an		din	ner last night.
2. Food from <u>Mexico</u>			and the same of th
1. Food fromChina	is	Chinese	food
3. Food from			
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 fo			mple of this kir
Example: Favorite ethnic food?			
GROUP A: Italian			
Example: An example of Italian food GROUP A: spaghetti	1?		
CTROUP A' Spagnetti			

☐ Exercise 11. Let's talk: small groups. (Chart 6-3)

Part III. Working as a class, make a list of adjectives of nationality.

Exercise 13. Warm-up. (Chart 6-4)
Choose all the correct completions for each sentence.

he she	him her	it	
1. I unders	stand		·
2. You don	n't understand		
3			understands us.

SUBJECT PRONOU	NS OBJECT PRONOUNS	SUBJECT — OBJECT		
a) /speak English.	Bob knows me.	I — me		
(b) You speak English	Bob knows you.	you — you		
(c) She speaks Englis	h. Bob knows her.	she — her		
(d) He speaks English	Bob knows him.	he — him		
(e) It starts at 8:00.	Bob knows it.	it — it		
(f) We speak English	Bob talks to us.	we — us		
(g) You speak English	<ol> <li>Bob talks to you.</li> </ol>	you — you		
(h) They speak Englis	h. Bob talks to them.	they — them		
(i) I know Tony. He	s a friendly person.	A pronoun has the same meaning as a noun. In (i): <i>He</i> has the same meaning as <i>Tony</i> .		
(j) I like <u>Tony</u> . I know	him well.	In (j): <b>Him</b> has the same meaning as <b>Tony</b> . In grammar, we say that a pronoun "refers to" a noun. The pronouns <b>he</b> and <b>him</b> refer to the noun <b>Tony</b> .		
(k) I have a red book	. It is on my desk.	Sometimes a pronoun refers to a noun phrase. In (k): It refers to the whole phrase a red book.		

	Exercise 14. Looking at grammar. (Chart 6-4) Complete the sentences with the correct subject and object pronouns.				
	1. Jack loves Janey. He	loves	her very much.		
	2. Janey loves Jack	loves	very much.		
	<ol><li>Janey and Jack love their daug very much.</li></ol>	love			

4.	Janey and Jack love their son, Todd.		love	very much.
5.	Todd loves his little sister, Mia.	lo	oves	very much.
6.	Janey loves her children.	loves		very much.
7.	Jack loves his children.	_ loves		very much.
8.	Janey and Jack love Todd and Mia.		love	very much.

#### Exercise 15. Looking at grammar. (Chart 6-4)

Choose the correct answers.

- 1. Rita has a book. (She)/It bought her/(it) last week.
- 2. I know the new students, but Franco doesn't know him / them yet.
- 3. Where are my keys? Are they / them in your purse?
- 4. Ary is in Canada. She / Her is studying at a university.
- 5. Bert lives in my dorm. I eat breakfast with he him every morning.
- 6. Sandra is my neighbor. I talk to she / her every day. She / Her and I / me have interesting conversations.
- 7. I have two pictures on my bedroom wall. I like it / them. It / They are beautiful.
- 8. Zola and I have a dinner invitation. Mr. and Mrs. Soto want we us to come to dinner at their house.
- 9. Min has a new car. He / It is a convertible.
- 10. My husband and I have a new car. We / Us got it / him last month.

#### Exercise 16. Let's talk: interview. (Chart 6-4)

Interview your classmates. Find someone who can answer yes to a question. Then ask the follow-up question using the appropriate object pronoun.

#### Example:

STUDENT A: Do you send emails?

STUDENT B: No, I don't.

STUDENT A: (Ask another student.) Do you send emails?

STUDENT C: Yes, I do.

Follow-up question:

STUDENT A: When do you send them?

STUDENT C: I send them all day.

- 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 . . . ?

	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 laptop computer? When do you ?
ū	Exercise 17. Looking at grammar. (Chart 6-4) Complete the sentences with the correct pronouns.
	1. A: Do you know Zuri and Obi?
	B: Yes, I do. I live near them
	2. A: Is the chemical formula for water H <sub>3</sub> O?
	B: No, isn't is H <sub>2</sub> O.
	3. A: Do Julia and you want to come to the movie with us?
	B: Yes, would. Julia and would like to go to the movie
	with
	4. A: Do Mr. and Mrs. Kelly live in the city?
	B: No, don't live in the suburbs. I visited
	last month.
	5. A: Do you know how to spell "Mississippi"?
	B: Sure! I can spell is easy to spell.
	6. A: Is Paul Peterson in your class?
	B: Yes, is. I sit next to
0	Exercise 18. Listening. (Chart 6-4)
6	Listen to the sentences. Notice that the "h" in <i>her</i> and <i>him</i> is often dropped in spoken English. The "th" in <i>them</i> can also be dropped. <i>Him</i> and <i>them</i> may sound the same.
CD Track	
	port, requirette sattlife departate and parkette record to the contraction of the contrac

- 2. Where does Shelley live? Do you have her address?
- 3. There's Vince. Let's go talk to him.
- 4. There are Dave and Lois. Let's go talk to them.

- 5. I'm looking online for JoAnne's phone number. What's her last name again?
- 6. I need to see our airline tickets. Do you have them?

Exercise	19.	Listening.	(Charts	1-5 and 6	-4)
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Listen to each conversation and write the words you hear.

Example: You will hear: How is Mr. Park doing?

You will write: How \_\_\_\_\_is \_\_\_ Mr. Park doing?

You will hear: Great! I see him every week at the office.

You will write: Great! I see \_\_\_\_\_ him \_\_\_\_ every week at the office.

1. A: Mika and	downtown this afternoon.	Do you want to
come		

- B: I don't think so, but thanks anyway. Chris and \_\_\_\_\_ the library. \_\_\_\_\_\_ study for our test.
- 2. A: Hi, Abby. How do you like your new apartment?

B: \_\_\_\_\_ great. I have a new roommate too. She's very nice.

A: What's \_\_\_\_\_ name?

B: Rita Lopez. Do you \_\_\_\_\_

A: No, but I know \_\_\_\_\_ brother. He's in my math class.

3. A: Do you see Mike and George very much?

B: Yes, I see \_\_\_\_\_\_ often. We play video games at my house.

A: Who usually wins?

B: Mike. We never beat \_\_\_\_\_



## ☐ Exercise 20. Warm-up. (Chart 6-5)

How many? Choose the correct number.

1. cup	one	two or more
2. class	one	two or more
3. countries	one	two or more
4. knives	one	two or more
5. radio	one	two or more

	SINGULAR	PLURAL	
(a)	one pen	two pens	To make the plural form of most nouns, add -s.
	one apple	three apples	
	one cup	four cups	
	one elephant	five elephants	
(b)	baby	bab <mark>ies</mark>	End of noun: consonant + -y
	city	cities	Plural form: change y to i, add -es
(c)	boy	boys	End of noun: vowel + -y
	key	keys	Plural form: add -s
(d)	wife	wives	End of noun: -fe or -f
	thief	thieves	Plural form: change f to v, add -s or -es
(e)	dish	dishes	End of noun: -sh, -ch, -ss, -x
	match	matches	Plural form: add -es
	class	classes	Pronunciation: /əz/
	box	boxes	
(f)	tomato	tomatoes	End of noun: consonant + -o
	potato	potatoes	Plural form: add -es
	z00	zoos	End of noun: vowel + -o
	radio	radios	Plural form: add -s

## ☐ Exercise 21. Looking at grammar. (Chart 6-5)

Complete the sentences. Use the plural form of the words in the boxes. Use each word only once.

#### Part I.

baby	city	cowboy	key	party
✓ boy	country	dictionary	lady	tray

	boys		ughter and two sons. They have one girl a	
2.	The students in my	class come from	om many	
3.	Women give birth	to	·	
4.	My money and my	1	are in my pocket.	
5.	I know the names of	of many	in the United States and	d Canada
6.	I like to go to		because I like to meet and talk to peo	ople.
7.	People carry their f	food on	in a cafeteria.	
8.	We always check or	ur	when we write compositions.	
9.	Good evening,		and gentlemen.	
10.	-	ride hor	ses.	
10.		ride hor	ses.	
	rt II.	ride hor		
	rt II.	ride hor		

13. We all have some problems in our \_\_\_\_\_\_.

15. Please put the \_\_\_\_\_\_, forks, and spoons on

14. Police officers catch \_\_\_\_\_\_.

the table.



#### Part III.

	bush	glass	sandwich	tomato
	class	match	sex	200
	dish	potato	tax	
16.	Steve drinks e	eight		of water every day.
17.	There are two	·	: male ar	nd female.
18.	Please put the		and	the silverware on the table.
19.	All citizens pa	ay money to t	he government ev	very year. They pay their
20.	I can see trees	s and	outs	ide the window.
21.	I want to ligh	t the candles.	I need some	
22.	When I make	a salad, I use	e lettuce and	
23.	Sometimes Pa	am has a han	burger and French	ch-fried
	for dinner.			
24.	Some animals	s live all of th	eir lives in	, , , , , , , , , , , , , , , , , , ,
25.	Mehmet is a	student. He	likes his	E=
26.	We often eat			for lunch.



## Exercise 22. Listening. (Chart 6-5)

Choose the word you hear.



1. toy	toys	
2. table	tables	
3. face	faces	
4. hat	hats	

offices

6.	box	boxes
7.	package	packages
8.	chair	chairs
9.	edge	edges
10.	top	tops

5. office

## Exercise 23. Listening. (Chart 6-5)



Listen to each sentence. Circle the word you hear.

1. desk	desks	6. 6	exercise	exercises
2. place	places	7. I	piece	pieces
3. sandwich	sandwiches	8. 1	rose	roses
4. sentence	sentences	9. t	oush	bushes
5. apple	apples	10.	college	colleges



a rose bush

#### ☐ Exercise 24. Grammar and speaking. (Chart 6-5)

Write the correct ending. Write Ø if no ending is necessary. Then decide if you agree or disagree with the sentence. Share some of your answers with a partner or the class. Remember: a = one.

1. I like banana <u>5</u> , strawberry <u>ies</u> , and peach <u>es</u> .	yes	no
2. I eat a banana every day.	yes	no
3. My favorite animals are elephant	yes	no
4. A baby elephant is cute.	yes	no
5. Baby are cute.	yes	no
6. The grammar exercise in this book are easy.	yes	no
7. A ride on a motorcycle is fun.	yes	no
8. A ride on an airplane is comfortable.	yes	no
9. This exercise is easy.	yes	no
10. Cockroach are ugly, and they scare me.	yes	no

## ☐ Exercise 25. Warm-up. (Chart 6-6)

Write a before the singular nouns.

1. a. \_\_\_ child

b. \_\_\_\_ children

2. a. \_\_\_\_ teeth

b. \_\_\_\_ tooth

3. a. \_\_\_\_ foot

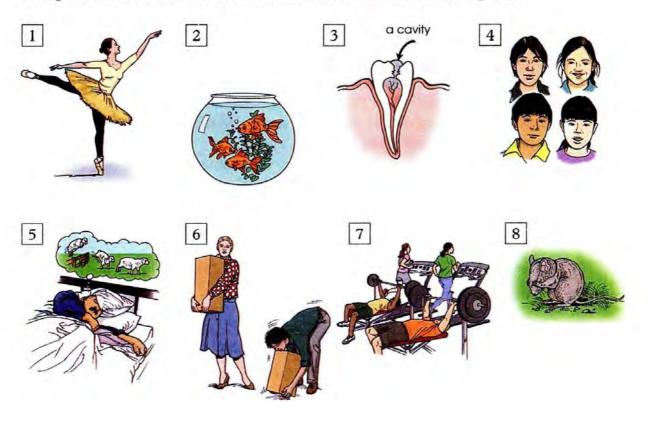
b. \_\_\_\_ feet

SINGULAR	PLURAL	EXAMPLES
(a) child	children	Mr. Smith has one child. Mr. Cook has two children.
(b) foot	feet	I have a right foot and a left foot. I have two feet.
(c) man	men	I see a man on the street. I see two men on the street.
(d) mouse	mice	My cat sees a mouse. Cats like to catch mice.
(e) tooth	teeth	My tooth hurts. My teeth are white.
(f) woman	women	There's one woman in our class. There are ten women in your class
(g) sheep	sheep	Annie drew a picture of one sheep. Tommy drew a picture of two sheep.
(h) fish	fish	Bob has an aquarium. He has one fish. Sue has an aquarium. She has seven fish.
(i) (none)*	people	There are fifteen people in this room. (Notice: People does not have a final -s.)

<sup>\*</sup> People is always plural. It has no singular form.

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

Complete the sentences with the correct form of the noun in each picture.



- 1. The dancer is standing on one \_\_\_\_\_\_. After a dance, her \_\_\_\_\_ are sore.
- 2. There are three \_\_\_\_\_ in the bowl. One \_\_\_\_\_ is blowing bubbles.
- 3. The dentist is checking my \_\_\_\_\_\_. One \_\_\_\_\_ has a cavity.
- 4. Janine has four \_\_\_\_\_\_. I have one \_\_\_\_\_\_.
- 5. Sometimes, I have trouble sleeping, so I count \_\_\_\_\_\_. One \_\_\_\_\_\_, two \_\_\_\_\_\_\_\_, . . . one hundred \_\_\_\_\_\_. Oh, no, I'm still awake!
- 6. This \_\_\_\_\_\_ is strong. This \_\_\_\_\_\_ is weak.
- 7. Are \_\_\_\_\_\_, or are
  - stronger than ?
- 8. There is a \_\_\_\_\_ in my bedroom wall. There are \_\_\_\_\_ under my house.

### ☐ Exercise 27. Reading and grammar. (Charts 6-5 and 6-6)

Part I. Read the story. Look at new vocabulary with your teacher first.

#### An Online Shopper

Tara likes to buy clothes online. She lives far away from stores and shopping malls. She knows many good online sites. She frequently checks for sales. She finds shirts, pants, and jackets for her husband and children. She buys skirts, dresses, warm coats, and hats for herself. But she doesn't get shoes online. She has big feet and often shoes don't fit. Sometimes she returns her purchases. For Tara, the best websites have free shipping for returns.

Do you know these words?
malls
sales
purchases
free shipping
irLanguage.com

Part II	. Add	plural	endings	to	the nouns.	Write Ø	for	"no ending."	
		•							

- Tara shops at online site\_\_\_\_.
   She lives far away from mall\_\_\_\_.
- 3. She checks website \_\_\_\_ for sale \_\_\_\_.
- 4. She like to buy clothes for her husband and child .
- 5. She buys jacket\_\_\_\_, skirt\_\_\_\_, dress\_\_\_\_, and coat\_\_\_\_.
- 6. She doesn't buy shoe\_\_\_\_ online because she has big f\_\_\_\_.
- 7. Tara likes website \_\_\_\_ with free shipping for return \_\_\_\_.

### Exercise 28. Looking at grammar. (Charts 6-1 → 6-6)

A complete sentence is a group of words that 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 and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write "NC" to mean "not complete."

M

- monkeys like bananas.
- 2. in my garden  $\rightarrow NC$
- D

  3. do you like sour apples?
- 4. this class ends at two o'clock
- 5. teaches English
- 6. my mother works
- 7. in an office

9. does your brot	her have a job						
10. does not work							
11. my sister lives	in an apartment						
12. has a roomma	te						
13. the apartment	has two bedroor	ns					
14. a small kitcher	and a big living	room					
15. on the third flo	oor						
Exercise 29. Lo Choose the correct		nmar. (Chart	s 6-1 → 6-6)				
1. My sister and	I live together.	Our parents ofte	en call or visit				
a. us	b. them	c. we	d. they				
2. Dan has a brol	. Dan has a broken leg. I visit every day.						
	b. him		d. it				
3 Maya and I are	e good friends	spend a lo	t of time together.				
	b. You		d. She				
4. Our kids enjoy	the zoo We of	ten take to	the 700				
a. it		c, them					
5. Cristina drives	an old car She	takes good car	a of				
a. her	b. them	c. it	d. him				
6. Mark and	dan't know M	Cuna					
	b. me		d. them				
7 Ma Managaria	- lesses in Chin	Do way by					
7. Ms. Vargas is a them		c. him	d. her				
8. Ahmed lives n			9 14.2				
a. I	b. me	c. he	d. she				
9. My sister and	a friend are visiti	ing me a	re 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				

8. my mother works in an office

	Who does this book belong to?				
	1. STUDENT A: It's his be	ook	OR	It's his.	
	2. STUDENT B: It's her b	ook.	OR	It's hers.	
	3. STUDENT C: It's your	book.	OR	It's yours.	
	4. STUDENT D: It's our b	ook.	OR	It's	
	5. STUDENT E: It's their	book.	OR	It's	
	Do you know this exception?  6. It's my book.		OR	It's	
	6. It's my book.  7 Possessive Prono This book belongs to me.	uns: N	Aine SSIVE		His, Hers, Ours, Theirs  A POSSESSIVE ADJECTIVE is used in from
	6. It's my book.  7 Possessive Prono	POSSES ADJECT	Aine SSIVE	, Yours, F	His, Hers, Ours, Theirs
(a)	6. It's my book.  7 Possessive Prono This book belongs to me. It is my book.	POSSES	Aine SSIVE	, Yours, I	His, Hers, Ours, Theirs  A POSSESSIVE ADJECTIVE is used in from

- 1. It's your money. It's \_\_\_\_\_\_.
- 2. It's our money. It's \_\_\_\_\_.
- 3. It's her money. It's \_\_\_\_\_\_.
- 4. It's their money. It's \_\_\_\_\_\_.
- 5. It's his money. It's \_\_\_\_\_.
- 6. It's my money. It's \_\_\_\_\_\_.
- 7. The money belongs to Matt. It's \_\_\_\_\_\_.
- 8. The money belongs to Elena. It's \_\_\_\_\_\_.
- 9. The money belongs to Matt and Elena. It's \_\_\_\_\_\_.
- 10. The money belongs to Stuart and me. It's \_\_\_\_\_\_.

1.	I own this book.
	a. This book belongs to
	b. This is <u>my</u> book.
	c. This book is <u>mine</u> .
2.	They own these books.
	a. These books belong to
	b. These are books.
	c. These books are
3.	You own that book.
	a. That book belongs to
	b. That is book.
	c. That book is
4.	She owns this pen.
	a. This pen belongs to
	b. This is pen.
	c. This pen is
5.	He owns that pen.
	a. That pen belongs to
	b. That is pen.
	c. That pen is
6.	We own those books.
	a. Those books belong to

		ise 33. Looking at grammar. (Charts 2-5 and 6-7)
Wri	te t	he correct completion.
1.	Is	this <u>your</u> pen? your / yours
2.	Ple	ease give this dictionary to Oksana. It'sher/hers
3.	A:	Don't forget hat. Here.
	B:	No, that's not hat is green is green.
4.	A:	Please take this bouquet of flowers as a gift from me. Here. They're
		your / yours
	B:	Thank you. You're very thoughtful.
5.		That car belongs to Mr. and Mrs. Townsend.
	B:	No, that's not car is new car is new.
6.	A:	Malik and I really like new apartment. It has lots of space.
		How do you like?
	B:	Our / Ours is small, but it's comfortable.
7.	A:	Excuse me. Is this umbrella?
	B:	I don't have an umbrella. Ask Jay. Maybe it's he / his
8.	A:	This isn't phone.
	B:	Are you sure?
	A:	Yes, I have a flip phone. This one belongs to Carla. Her / Hers is a smartphone.

## ☐ Exercise 34. Warm-up. (Chart 6-8)

Choose all the grammatically correct sentences.

- 1. His bedroom is messy.
- 2. The boy his bedroom is messy.
- 3. The boy bedroom is messy.
- 4. The boy's bedroom is messy.



		SINGULAR NOUN	POSSESSIVE FORM	To show that a person possesses something, add an apostrophe (') and
(a)	My <i>friend</i> has a car. My <i>friend's</i> car is blue.	friend	friend's	-s to a singular noun.
(b)	The student has a book. The student's book is red.	student	student's	POSSESSIVE NOUN, SINGULAR:  noun + apostrophe (') + -s
		PLURAL NOUN	POSSESSIVE FORM	Add an apostrophe (') at the end of a plural noun (after the -s).
(c)	The students have books. The students' books are red.	students	students'	POSSESSIVE NOUN, PLURAL:  noun + -s + apostrophe (')
(d)	My <i>friends</i> have a car. My <i>friends'</i> car is blue.	friends	friends'	

## Exercise 35. Looking at grammar. (Chart 6-8)

Complete the sentences with the correct nouns.

1. Rebecca's dress is very colorful.

I ne	aress	belongs to	Kebecca	

2. Dave's car was expensive.

The	belongs to	
****	_ cerenge to	_

3. Where is Samir's room?

CT11	The state of the s	
l he	helonge to	
The	belongs to	-

4. Is the doctor's office crowded?

TI	March a forma white	
The	belongs to	
1110	DCIOILES LO	

## Exercise 36. Looking at grammar. (Chart 6-8)

Choose the correct answer for each boldfaced noun.

- 1. My teacher's office is large.
- 2. My teachers' office is large.
- 3. The nurses' uniform is green.
- 4. The nurse's uniform is green.
- 5. My friends' work is interesting.
- 6. The dentist's schedule is busy.



one teacher more than one one teacher more than one one nurse more than one one nurse more than one one friend more than one one dentist more than one

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	backpack is on the floor.
8. I need to bor	row pen.
daughter	sister wife
children daughter	mother wife
	600.522
Family relation	
Family relations  1. My uncle is r	ships
Family relations  1. My uncle is r  2. My grandmo	ships ny father's
Family relations  1. My uncle is r  2. My grandmo  3. My brother-in	ships  my father's  ther is my mother's
Family relations  1. My uncle is r  2. My grandmo  3. My brother-is  4. My sister's	ships  my father's  ther is my mother's  m-law is my husband's
Family relations  1. My uncle is r  2. My grandmo  3. My brother-i  4. My sister's  5. My niece is n	ships  my father's  ther is my mother's  m-law is my husband's  are my nieces and nephews.
Family relations  1. My uncle is r  2. My grandmo  3. My brother-is  4. My sister's _  5. My niece is n  6. My nephew i	ships  my father's  ther is my mother's  m-law is my husband's  are my nieces and nephews.  my brother's
Family relations  1. My uncle is r  2. My grandmo  3. My brother-is  4. My sister's _  5. My niece is n  6. My nephew i  7. My aunt's _	ships  The symptother's  The law is my husband's  The are my nieces and nephews.  The symptother's  The symptother's
Family relations  1. My uncle is r  2. My grandmo  3. My brother-i  4. My sister's _  5. My niece is n  6. My nephew i  7. My aunt's _  8. My wife's _	ships  The symptother's  The law is my husband's  The are my nieces and nephews.  The symptother's  Th

0		39. Looking at grammar. (Charts 2-5, 6-7, and 6-8)	
	Complete	he sentences. Use the correct possessive form of the given work	1S.
	1. I	a. This bookbag is	

1.	I	a.	This bookbag is _	mine .	
	Ava	b.	That bookbag is _	Ava'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.	Don	a.	This raincoat is		
	Kate	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.	Ray	a.		_ apartment is on :	Pine Street.
	we	b.		_ is on Main Stree	t.
	he	c.		_ apartment has th	aree rooms.
	we	d.		has four rooms.	
6.	I	a.	This is	pen.	
	you	b.	That one is		
	I	c.		_ is in	pocket.
	VOII	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.	Gabi	a. These books are _	
	Evan	b. Those are	·
	she	c	_ are on desk
	he	d.	are on desk

### ☐ Exercise 40. Listening. (Chart 6-8)

Listen to each sentence and choose the word you hear.

CD 1 Example: You will hear: Your dad's job sounds interesting.

You will choose: dad



1.	Mack	Mack's	5. friend	friend's
2.	Mack	Mack's	6. friend	friend's
3.	teacher	teacher's	7. manager	manager's
4.	teacher	teacher's	8. cousin	cousin's

## ☐ Exercise 41. Looking at grammar. (Chart 6-8)

Add apostrophes where necessary.

Brian's

- 1. Brians last name is Wolf.
- 2. Stefan likes to work late at night. → (no change)
- 3. My teachers give a lot of homework.
- 4. My teachers names are Ms. Cordova and Mr. Durisova.
- 5. My teachers first name is Ellen.
- 6. The teacher collected all the students test papers at the end of the class.
- 7. Nicole is a girls name.
- 8. Erica and Natalie are girls names.
- 9. Do you know Monicas brother?
- 10. Ryans friends visited him last night.



### ☐ Exercise 42. Warm-up. (Chart 6-9)

Choose the correct answer.

- 1. Who is that?
  - a. It's Tom.
  - b. It's Tom's.

- 2. Whose is that?
  - a. It's Tom.
  - b. It's Tom's.

(a)	Andrew Areas of Mary	<ul> <li>→ Mine.</li> <li>→ It's mine.</li> <li>→ It's my book.</li> </ul>	Whose asks about possession.  Whose is often used with a noun (e.g., whose book), as in (a) and (b).
(b)		<ul> <li>→ Rita's.</li> <li>→ They're Rita's.</li> <li>→ They're Rita's books.</li> </ul>	
1	Whose is this? (The speak Whose are these? (The sp	er is pointing to one book.) eaker is pointing to some books.)	Whose can be used without a noun if the meaning is clear, as in (c) and (d)
(e)	Who's your teacher?		In (e): Who's = who is Whose and who's have the same pronunciation.
		Whose is this? There's no name on it. Who's the artist?	

# ☐ Exercise 43. Looking at grammar. (Chart 6-9)

Choose the correct answer.

- 1. Whose birthday is today?
  - a. Audrey's.
  - b. Audrey.
- 2. Who is on the phone?
  - a. Audrey's.
  - b. Audrey.
- 3. Who is working at the bakery?
  - a. Allen.
  - b. Allen's.

- 4. Whose bakery is the best?
  - a. Allen.
  - b. Allen's.
- 5. Who's going to join us for lunch?
  - a. Toshi's.
  - b. Toshi.
- 6. Whose dirty socks are on the floor?
  - a. Julian's.
  - b. Julian.

	Complete me	sentences with W	hose or Who's.	-9)
	1	your roomn	nate this year?	
	2	pen is this?		
	3	on the phor	ne?	
	4	that?		
	5	is that?		
	6	making so r	nuch noise?	
	Listen to each		se Whose or Who's.	
CD 1 Track 26	1. Whose	Who's	6. Whose	Who's
	2. Whose	Who's	7. Whose	Who's
	3. Whose	Who's	8. Whose	Who's
	4. Whose	Who's	9. Whose	Who's
	5. Whose	Who's	10. Whose	Who's
0		Looking at greet completion.	rammar. (Charts 2	2-6, 2-7, and 6-9)
	1. Whose wa	atch <u>is</u> is / are		
			3	
	2. Whose gla	assesis / are	that / those	
	<ol> <li>Whose gla</li> <li>Whose ha</li> </ol>	is / are	that / those	
		is / are atis / are	that / those that / those that / those this / these	
	3. Whose ha	is / are atis / are aceis / are	that / those	
	<ol> <li>Whose had</li> <li>Whose sh</li> <li>Whose kee</li> <li>Whose kee</li> </ol> Exercise 47 Work with a p	is / are  is / are	that / those  this / these  this / these  this / these  this / these	n the classroom that belongs to

#### Exercise 48. Warm-up. (Chart 6-10)

Choose the answer that describes the picture. Only one answer is correct.

- a. Woman's Restroom
- b. Women's Restroom



## 6-10 Possessive: Irregular Plural Nouns

- (a) The children's toys 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 49. Looking at grammar. (Charts 6-8 and 6-10)

Complete each sentence with the possessive form of the given noun.

These books belong to . . .

- They're Maggie's books. Maggie.
- They're \_\_\_\_\_\_books. my friend.
- They're \_\_\_\_\_\_ books. 3. my friends.
- 4. the child. They're books.
- 5. the children. They're \_\_\_\_\_\_books.
- 6. the woman. They're \_\_\_\_\_\_books.
- 7. the women. They're \_\_\_\_\_\_ books.

0		children's books.	
2. women		are	
3. person	A biography is the sto	ry of a	life.
4. people	Biographies are the st	ories of	lives.
5. students	-	lives are busy.	
6. brother	Do you know my	wife?	
7. wife	Vanya fixed his	old	
	sewing machine.		10,:10
8. dog	My	name is Fido.	- hi
9. dogs	Му	names are Fido and	Rover.
0. men	Are Jim and Tom	names	?
1. man, woman	Chris can be a	nickname	or a
	-	nickname.	
			15005
2. children	Our	school is near our he	ouse.
xercise 51. L	ooking at grammar. ect completion. ork hard.	(Charts 6-8 and 6-10)	ouse.
xercise 51. L Choose the corre	ooking at grammar. ect completion. ork hard. ts b. student's	(Charts 6-8 and 6-10)	ouse.
Exercise 51. L Choose the corre 1. The wo a. studen	ooking at grammar. ect completion. ork hard. ts b. student's	(Charts 6-8 and 6-10)	ouse.
2. My nara. cats	ooking at grammar. ect completion. ork hard. ts b. student's me is Honey.	(Charts 6-8 and 6-10)  c. students'	ouse.
2. My nara. cats  3. My are a. cousing	ooking at grammar.  cet completion.  ork hard.  ts b. student's  me is Honey. b. cat's  traveling in Spain. s b. cousin's	(Charts 6-8 and 6-10)  c. students'  c. cats'  c. cousins'	ouse.
2. My nara. cats  3. My are a. cousing	ooking at grammar. ect completion. ork hard. ts b. student's me is Honey. b. cat's traveling in Spain. s b. cousin's	(Charts 6-8 and 6-10)  c. students'  c. cats'  c. cousins'	ouse.

☐ Exercise 50. Looking at grammar. (Charts 6-8 and 6-10)

- 6. The \_\_\_\_ is riding his bike.
  - a. boys
- b. boy
- c. boys'
- 7. We have three \_\_\_\_ and one girl in my family.
  - a. boys
- b. boy's
- c. boys'
- 8. Two of my \_\_\_\_ live near me.
  - a. friends
- b. friend's
- c. friends'
- 9. My \_\_\_\_ names are Frank and Martin.
  - a. friend
- b. friend's
- c. friends'
- 10. My best \_\_\_\_ name is Andy.
  - a. friends
- b. friend's
- c. friends'

## ☐ Exercise 52. Check your knowledge. (Chapter 6)

Correct the mistakes.

- 1. Jamil a car has. → Jamil has a car.
- 2. Babys cry.
- 3. Kurt helps Justin and I.
- 4. Our teacher gives tests difficult.
- Charlie is cutting with a lawnmower the grass.
- 6. Do you know Yuko roommate?
- 7. My roommate desk is always a mess.
- 8. There are nineteen peoples in my class.
- 9. Veronica and Victor have three childrens.
- 10. Excuse me. Where is the men room?
- 11. There is twenty classroom in this building.
- 12. Mr. Torro is our teacher. Me like he very much.
- 13. Does that store sell children toys?
- 14. Whose is book on the chair?
- 15. It is mine book.



a lawnmower

### ☐ Exercise 53. Grammar and writing. (Chapter 6)

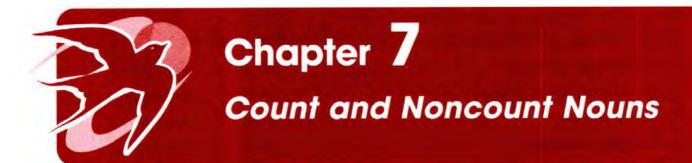
Part I. Read the paragraph. Look at the boldface words. Write "S" if the word is singular and "P" if it is plural.

5

My favorite **store** is City Market. It is a grocery store. I like this store because it has many kinds of **groceries**. I can buy interesting **ingredients** there. I often cook **dishes** from my **country**. City Market has a big **selection** of rice and fresh **vegetables**. I like to buy fresh, not frozen, vegetables and meat, but the meat at City Market is expensive, so I don't buy much. The store is near my **house**, and I can walk to it. The **people** are friendly and helpful.

**Part II.** Where do you like to shop? It can be a grocery store, clothes store, online store, etc. Complete the sentences. Combine the sentences into a paragraph. Add a few extra details to make your writing more interesting. Begin with **My favorite store is...** 

1.	My favorite store is
2.	I like this store because it
3.	I often/sometimes buy
4.	I don't like to buy
5.	The store is
Pa	rt III. Work individually or change papers with a partner. Check (✓) for the following:
1.	indented paragraph
2,	capital letter at the beginning of each sentence
3.	period at the end of each sentence
4.	a verb in every sentence
5.	correct use of -s/-es/-ies endings for plural nouns
6.	correct use of irregular plural forms
7.	correct spelling (use a dictionary or spell-check)



## ☐ Exercise 1. Warm-up. (Chart 7-1)

Which of the following can you count? There is only one possibility.

- 1. \_\_\_ sugar bowl
- 2. \_\_\_\_ sugar





	SINGULAR	PLURAL		
COUNT	a book	books	A COUNT NOUN	
NOUN	one book	two books some books a lot of books	SINGULAR: a + noun one + noun	PLURAL: noun + -s
NONCOUNT	mail	(no plural form)	A NONCOUNT NOUN	
NOUN	some mail a lot of mail		SINGULAR: Do not use a. Do not use one.	PLURAL: A noncount noun does not have a plural form.
COMMON N	ONCOUNT NOUN	is		
advi	ce n	nail	bread	pepper
furni		noney	cheese	rice
help		nusic	coffee	salt
		raffic	food	soup
		ocabulary	fruit	sugar
jewe		veather	meat	tea
luck	V	/ork	milk	water

## ☐ Exercise 2. Looking at grammar. (Chart 7-1)

Look at the italicized words. Underline the noun. Is it count or noncount?

1. He is sitting on a <u>chair</u> .	count	noncount
2. He is sitting on old furniture.	count	noncount
3. She has a coin.	count	noncount
4. She has some money.	count	noncount
5. The street is full of heavy 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 a lot of homework.	count	noncount
10. We have an easy assignment.	count	noncount
11. I like classical music.	count	noncount
12. Would you like some coffee?	count	noncount
13. Our school has a big library.	count	noncount
14. We are learning new vocabulary every day.	count	noncount
15. I need some advice.	count	noncount
16. Peter has a good job.	count	noncount
17. He likes his work.	count	noncount
18. Margo wears a lot of bracelets.	count	noncount

## ☐ Exercise 3. Vocabulary and grammar. (Chart 7-1)

Describe the pictures. Add -s to the ends of the words if necessary or write  $\emptyset$  (no ending).

PICTURE	DESCRIPTION
Ö	1. one ring Ø
ÕO	2. two ring <u>s</u>

PICTURE	DESCRIPTION
ÖÖÖ	3. three ring <u>5</u>
ÖÖÖ	4. some jewelry Ø
Mark datas:  Mark	5. two letter
www.	6. one postcard
About Annual Control of the Control	7. some mail
	8. one couch
THE WAY THE THE PARTY OF THE PA	9. two table
	10. some chair
	11. some furniture
1	12. a. a lot of car b. a lot of traffic
	13. a. a lot of money b. a lot of coin

advice	desl		iovolev	music
	40,000		jewelry job	
assignmen		niture	✓ letter	song
bracelet cloud		nework	71. 97.77.70	suggestion
The state of the s		D.D. (10), T. (20)	✓ mail	weather
coin	inio	rmation	money	work
	NONCOUNT		COUNT	
ī	mail		a letter	
2				
3				
4				
5				
6				
7				
8				
9				
10				
			201520	
xercise 5.	Looking at g		The second secon	
<b>xercise 5.</b> Complete the	Looking at g	or Ø (no artic	le).	
<b>Exercise 5.</b> Complete the	Looking at g	or Ø (no artic	le).	house, some house_
Exercise 5. Complete the	Looking at g nouns with -s o	or Ø (no artic	le).	nouse, some house_
Exercise 5. Complete the 1. a house_ 2. a car	Looking at g nouns with -s o	or Ø (no articom, two house four car,	le). se, a lot of l a lot of car	house, some house_
Exercise 5. Complete the 1. a house_ 2. a car 3. water	Looking at g nouns with -s o , one house_ , one car, f , some water	or Ø (no articom, two house four car, a lot of w	le). se, a lot of l a lot of car vater	nouse, some house_
Exercise 5. Complete the 1. a house_ 2. a car 3. water 4. a comput	Looking at g nouns with -s o, one house,, one car, f, some water ter, three co	or Ø (no articom, two house four car, a lot of womputer, a lot of womp	le). se, a lot of l a lot of car vater	
Exercise 5. Complete the 1. a house_ 2. a car 3. water 4. a compute Exercise 6. Work in teams of things you	Looking at g nouns with -s o, one house, _, one car, f, some water ter, three co Game. (Cha s. Complete the	or Ø (no articom, two house four car, a lot of womputer, and 7-1) e sentences w	le).  se, a lot of le a lot of car  vater, some computer  ith as many nour	a lot of computer
Exercise 5. Complete the 1. a house_ 2. a car 3. water 4. a compute Exercise 6. Work in team	Looking at g nouns with -s o, one house, _, one car, f, some water ter, three co Game. (Cha s. Complete the	or Ø (no articom, two house four car, a lot of womputer, and 7-1) e sentences w	le).  se, a lot of le a lot of car  vater, some computer  ith as many nour	

#### Exercise 7. Game. (Chapter 6 and Chart 7-1)

Work in groups or individually. The object of the game is to fill in each list with nouns that belong to the category of that list. If possible, write one noun that begins with each letter of the alphabet. When you finish your lists, count the nouns you have. That is your score. Who has the highest score?

	LIST 1	LIST 2	LIST 3	LIST 4
	Things in nature	Things you eat and drink	Animals and insects	Things for sale at (name of a local store)
A	air			
В	bushes			
C				
D				
E	earth			
F	fish			
G	grass			
Н				
I	ice			
J				
K				
L	leaves			
M				
N				
O	ocean			
P	plants			
Q				
R	rain			
S	stars			
T	trees			
U				
V				
W	water			
X				
Y				
Z				
	Score:13	Score:	Score:	Score:

#### ☐ Exercise 8. Warm-up (Chart 7-2)

Are the words in red correct or incorrect?

- 1. I work in an office.
- 2. It is in a hotel.
- 3. I take an elevator to the top floor.
- 4. I have an amazing view.

(a) A dog is <mark>an a</mark> nimal.	<ul> <li>A and an are used in front of singular count nouns.</li> <li>In (a): dog and animal are singular count nouns.</li> </ul>
(b) I work in an office.	Use an in front of words that begin with the vowels a, e, i, and o: an apartment, an elephant, an idea, an ocean.
(c) Mr. Tang is an old man.	In (c): Notice that <b>an</b> 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.	Use <b>an</b> if a word that begins with "u" has a vowel sound: an uncle, an ugly picture.
COMPARE  (e) He works at a university.	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.	In some words that begin with "h," the "h" is not pronounced. Instead, the word begins with a vowel sound and an is used: an hour, an honor.
сомраве (g) I live in <b>a h</b> ouse. He lives in <b>a h</b> otel.	In most words that begin with "h," the "h" is pronounced. Use <b>a</b> if the "h" is pronounced.

## ☐ Exercise 9. Looking at grammar. (Chart 7-2)

Complete the sentences with a or an.

- 1. Lars is eating \_\_\_\_\_ apple.
- 2. Tia is eating \_\_\_\_\_ banana.
- 3. Alice works in \_\_\_\_\_ office.
- 4. I have \_\_\_\_\_ idea.
- 5. I have \_\_\_\_\_ good idea.
- 6. Ada is taking \_\_\_\_\_ easy class.
- 7. Cuba is \_\_\_\_\_\_ island near the United States.
- 8. \_\_\_\_\_ hour has sixty minutes.

91	nealthy person gets regul	ar exercise.			
10. Elsa is	honest worker.				
11. Markus ne	eds math tutor	r.			
12. Bashir has	exciting job. 1	He is	pilot.	He flies helicopters	
	Listening. (Chart 7-2)		r		40
	will hear: I come from				
	will choose: a an	ii u omum te	,,,,,,,		
1. a an		6. a	an		
2. a an		7. a	an		
3. a an		8. a	an		
4. a an		9. a	an		
5. a an		10. a	an		
Exercise 11.	Warm-up (Chart 7-3)				
	estions about the nouns i				
a bike some pollu	some cars tion some traffic		e motorcycuck	cles	
1. Which nou	ns are count?				
2. Which nou	ns are noncount?				
3. Which nou	ns are singular count? _				

Can you make a rule about when to use some?

-3 Using $A/An$ vs. $S$	ome
(a) I have <b>a</b> pen.	A/An is used in front of SINGULAR COUNT nouns. In (a): The word pen is a singular count noun.
(b) I have some pens.	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.

<sup>\*</sup> Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

## ☐ Exercise 12. Looking at grammar. (Chart 7-3)

Look at each noun and circle the correct word: a, an, or some. Then decide if the noun is singular count, plural count, or noncount.

1. a	an	some	letters
2. a	an	some	mail
3. a	an	some	letter
4. a	an	some	table
5. a	an	some	tables
6. a	an	some	furniture
7. a	an	some	car
8. a	an	some	automobiles
9. a	an	some	buses .
10. a	an	some	traffic
11. a	an	some	advice
12. a	an	some	egg
13. a	an	some	eggs
14. a	an	some	hour
15. a	an	some	minutes

SINGULAR COUNT	PLURAL COUNT	NONCOUNT
	1	
		1
1		

	<b>Exercise</b>	13.	Looking	at	grammar.	(Chart 7-3)	)
--	-----------------	-----	---------	----	----------	-------------	---

Write each word from the box in the correct column.

✓ answer ✓ boy	computer day	evening idea	ideas mail	uncle vocabulary	word words
a	i.		an		some
bo	y	ar	swer		
		-		<del>-</del>	

## ☐ Exercise 14. Looking at grammar. (Chart 7-3)

Complete each sentence with a, an, or some. Is each noun singular count or noncount? I have . . .

1	some fruit.	singular count	noncount
2	apple.	singular count	noncount
3	money.	singular count	noncount
4	euro.	singular count	noncount
5	sandwich.	singular count	noncount
6	flour.	singular count	noncount
7	soup.	singular count	noncount
8	letter.	singular count	noncount
9	information.	singular count	noncount
10	water.	singular count	noncount
11	word.	singular count	noncount
12	homework.	singular count	noncount
13	problem.	singular count	noncount
14	answer.	singular count	noncount

	things you usually see in an apartment	
	a. a	
	b. an	
	c. some	_ (plural noun)
	d. some	_ (noncount noun)
2.	things you usually see in a classroom	
	a. a	
	b. an	
	c. some	_ (plural noun)
	d. some	_ (noncount noun)
3	things you usually see outdoors	
٠,	a. a	
	b. an	
	c. some	(blural noun)
	d. some	
	u. some	_ (noncount noun)
Ex	ercise 16. Looking at grammar.	(Chart 7-3)
	mplete the sentences with a/an or som	
1.	Marisol is wearing silve	
	a necklace and som	e earrings.
	A to a d T t T t	homework to do.
2.	Amir and I are busy. I have	
2.	He has work to do.	
		teacher.
3.	He has work to do.  Asha has job. She is _	teacher couch, and chairs

7. I'm hungry.	I would like		orange.		
8. The kids are	hungry. They w	vould like _	fr	uit. They would also like	
_	_ cheese.				
9. I need	inform	ation about	the bus schedu	le.	
10. I have a prob	lem. I need		advice.		
The state of the s	er. Use a, an,	or some w	ith the given wo	rd. Partner A: Your book lk: Answers, p. 502.	c is
Example: desks					
PARTNER A: a des					
PARTNER B: Agai					
PARTNER A: some PARTNER B: Righ					
	t.	1.2 10.4			
1. apple		6. word			
2. apples		7. musi	С		
3. children		8. rice			
4. old man		9. hour			
5. men		10. islan	a		
Change roles. Partner B: Your	book is open to	this page. I	Partner A: You	r book is open to p. 502.	
11. animal		16. unive	ersity		
12. animals		17. uncle	e		
13. people		18. bana	nas		
14. fruit		19. bread	d		
15. egg		20. vocal	bulary		
Exercise 18. Lo	ooking at gro	ımmar. (	Chart 7-3)		
Use the given wor plural form). Do				ount noun (or give the irre	gula
1. money	I need some	mon	ey		
2. key	I see some _	keys	on the t	able.	
3. man	Some	men	are standing	in the street.	
4. flour	I need to buy	y some		<del></del>	
5. flower	Andy wants	to buy some	e	for his mom.	

6. information	I need some	,
7. jewelry	Fred is looking for some	for his wife.
8. child	Some	are playing in the park.
9. homework	I can't go to the movie because I h to do.	nave some
10. advice	Could you please give me some _	
11. suggestion	I have some	for you.
12. help	I need some	with my homework.
13. sandwich	We're hungry. We want to make	some
14. animal	I see some	in the picture.



15. banana	The monkeys are hungry. They would like some	
16. water	I'm thirsty. 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.	

### Exercise 19. Reading and grammar. (Chart 7-3)

Part I. Read the story. Look at new vocabulary with your teacher first.





Do you know these words? on sale brand 20% off

a coupon

#### A Coupon Shopper

Beth likes to shop with coupons. Coupons help her save some money. She usually gets coupons from newspapers, online, or in some stores. Today she is shopping for paper products like toilet paper and tissue. She has a coupon for free toilet paper. It says "Buy one package—get one free." She also wants some rice and butter. She doesn't have a coupon for rice, but her favorite rice is on sale. She has a coupon for butter, but it is still expensive with the coupon. She is looking for a cheaper brand. She also has some "20% off" coupons for frozen food. Ice cream sounds good. She loves ice cream, and she thinks a 20% coupon is good. Beth is happy because she is saving some money today.

Part II. Write the noun in the story that follows each word in **bold**. Can you say why a or some is used for each noun?

1. some money

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

2. some

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

3. a \_\_\_\_

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

4. some

9. some \_\_\_\_\_

5. a \_\_\_\_

#### Part III. Answer the questions.

- 1. What do people generally buy with coupons?
- 2. Do people buy things they don't need when they shop with coupons?
- 3. Do you use coupons? Why or why not?

#### Exercise 20. Warm-up. (Chart 7-4)

Answer the questions. Answers may vary.

1. What do you drink every day?

a. \_\_\_\_ coffee

b. \_\_\_\_ milk

c. \_\_\_\_ tea

d. \_\_\_\_ water

e. \_\_\_\_ juice

2. What do you put your drink(s) in?

a. \_\_\_\_ a cup

b. \_\_\_\_ a glass

3. Which phrases sound OK to you?

a. \_\_\_\_ a cup of coffee

b. \_\_\_\_ a glass of water

c. \_\_\_\_ a glass of coffee

d. \_\_\_\_ a glass of tea

e. \_\_\_\_ a cup of water

f. \_\_\_\_ a cup of juice

## 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. Examples: a glass of, a cup of, a piece of.

In (a): some water = an unspecific 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 head of lettuce

a glass of water

a jar of pickles

a loaf of bread

a piece of cheese

a sheet of paper

a tube of toothpaste







bottle



box



can



carton





tube



<sup>\*</sup> In British English: a tin of corn

'm hungry and thirsty. I	'd like		
1acup of	coffee.	6	
2	bread.	7	
3	water.	8	
4	tea.	9	
5	cheese.	10	
drink every day. Add yo you have every day. Use to bowl of, or one, two, inswers with the class.	a piece of, two piece	ces of, a cup of, three	cups of, a gla
Example:	-24.5		
Example:  description egg	✓ fruit		
	✓ fruit	eam	
✓ egg		ALCO A CONTRACTOR OF THE PARTY	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow	ice cre orange	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow	egg every day.  It two pieces of fruit.  It of ice cream at nigh	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow I drink a gl	egg every day.  It two pieces of fruit.  It of ice cream at nigh	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow I drink a gl: List of food and drinks:	egg every day. It two pieces of fruit. It of ice cream at nigh	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow I drink a gl: List of food and drinks:	egg every day.  It two pieces of fruit.  It of ice cream at nigh ass of orange juice every	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow I drink a gl: List of food and drinks: egg soup	egg every day.  It two pieces of fruit.  It of ice cream at night ass of orange juice every day.  rice  ice cream	<i>juice</i> t.	
egg banana coffee  PARTNER A: I have one I usually ea I like a bow I drink a gli ist of food and drinks: egg soup fruit	egg every day.  It two pieces of fruit.  It of ice cream at night ass of orange juice every day.  rice  ice cream  water	<i>juice</i> t.	

# ☐ Exercise 23. Looking at grammar. (Chart 7-4)

Complete the sentences with nouns.

1.	I'm going to the store. I need to buy a carte	on of <u>orange juice / milk / etc</u>	· <u>·</u>
2.	I also need a tube of	and two bars of	
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 24. Game. (Chart 7-4)

Work in teams. 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*). Your teacher will give you a time limit. The team with the most correct answers wins.

Example: I see three spoons, a box of candy, a fly, etc.



# ☐ Exercise 25. Let's talk: pairwork. (Chart 7-4)

Work with a partner. Pretend that you are moving into a new apartment together. What do you need? First, make a list. Then write the things you need and indicate quantity (two, some, a lot of, etc.). List twenty to thirty things. Begin with We need.

#### Example:

PARTNER A: a couch and two beds

PARTNER B: a can opener

PARTNER A: pots and pans

PARTNER B: bookcases

PARTNER A: paint

Etc.

Possible answer: We need one couch and two beds, one can opener, some pots and pans, a lot of bookcases, one can of paint, etc.

# ☐ Exercise 26. Let's talk: pairwork. (Chart 7-4)

Work with a partner. Complete the sentences with a, an, or some and the nouns.

Partner A: Your book is open to this page. Partner B: Your book is open to Let's Talk: Answers, p. 502. Help your partner 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.

Change roles.

Partner B: Your book is open to this page. Partner A: Your book is open to p. 502.

- 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 iced 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.

# ☐ Exercise 27. Warm-up. (Chart 7-5)

Which answers are true for you?

- 1. Do you eat much fruit?
  - a. Yes, I eat a lot.
- b. I eat a little.
- c. No, I don't like fruit.

- 2. Do you eat many bananas?
  - a. Yes, I eat a lot.
- b. I eat a few.
- c. No, I don't like bananas.



<sup>\*</sup>Clothes is always plural. The word clothes does not have a singular form.

<ul> <li>(a) I don't get many letters</li> <li>(b) I don't get much mail.</li> <li>(c) Jan gets a few letters.</li> <li>(d) Ken gets a little mail.</li> </ul>		Many is used with PLURAL COUNT Much is used with NONCOUNT NO A few is used with PLURAL COUNT A little is used with NONCOUNT NO	uns. r nouns.
Exercise 28. Loc Complete the quest "zero," use "any" in		Then give true answers. (If the	he answer is
		e cup. I don't drink any tea.	Etc.
1. How mu	uch money do you l	nave in your wallet?	
	any roommates do		
	languages do yo		
		your teacher usually assign?	
	tea do you drini		
	coffee do you d		
	sentences are th		
- 1	sentences are the		
		pairwork. (Chart 7-5)	
Complete the senter	nces with many or much.	Then work with a partner. The has more items in their king.	
In your kitchen, do yo		no has more items in their kil	iciicii:
1. <u>much</u>		Yes, I do.	No, I don't.
2.	paper bags?	Yes, I do.	No, I don't.
3		Yes, I do.	No, I don't.
4	salt?	Yes, I do.	No, I don't.
5.		Yes, I do.	No, I don't.
6	•	Yes, I do.	No, I don't.
7		Yes, I do.	No, I don't.
8	dishwashing liquid?	Yes, I do.	No, I don't.

9 cans of soup?		Yes, I do.	No, I don't.	
10	rolls of paper towels?	Yes, I do.	No, I don't.	

### Exercise 30. Looking at grammar. (Chart 7-5)

Read the paragraph. Write a little or a few before each noun.

Andrew is having a party, but he has a problem. He doesn't like to cook. His cabinets and refrigerator are almost empty. His friends are very surprised. When they get to his house, they find out he has only . . . .

1	eggs.	6	vegetables.
2	juice.	7	butter.
3	potatoes.	8	ketchup.
4	fruit.	9	pieces of chicken
5	meat.	10	cans of soup.

### ■ Exercise 31. Looking at grammar. (Chart 7-5)

Part I. Change a lot of to many or much.

- 1. Daniel has a lot of problems. → Daniel has many problems.
- 2. I don't have a lot of money.
- 3. I don't put a lot of sugar in my coffee.
- 4. I have a lot of questions to ask you.
- 5. Pietro and Mia have a small apartment. They don't have a lot of furniture.
- 6. Lara is lazy. She doesn't do a lot of work.
- I don't drink a lot of coffee.
- 8. Do you send a lot of text messages?

### Part II. Change some to a few or a little.

- 1. I need some paper.  $\rightarrow$  I need a little paper.
- I usually add some salt to my food.
- 3. I have some questions to ask you.
- Robert 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. When I'm hungry in the evening, I usually eat some dark chocolate.
- 8. We usually do some speaking exercises in class every day.

# ☐ Exercise 32. Let's talk: pairwork. (Chart 7-5)

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. Use this model.

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.

PARTNER A	PARTNER B
1. pen	1. salt
2. tea	2. banana
3. book	3. soup
4. apple	4. coffee
5. money	5. toy
6. help	6. cheese

# ☐ Exercise 33. Let's talk: small groups. (Charts 7-1, 7-3, and 7-5)

Work in small groups. Imagine you are all famous chefs. Create a dessert using the ingredients below. Give your recipe a name (it can be funny or strange). Tell the class about your dessert. Begin with We need a little |a few | a lot of | two |some. OR We don't need any.

1	salt	7	pieces of chocolate
2	flour	8	baking soda
3.	honey	9.	baking powder

4. \_\_\_ sugar 10. \_\_\_ eggs 5. \_\_\_ nuts 11. \_\_\_ cream

6. \_\_\_\_ coconut 12. \_\_\_\_ butter

other ingredients:



walnuts

# ☐ Exercise 34. Warm-up. (Chart 7-6)

Read the two conversations. In which conversation are Speaker A and Speaker B thinking about the same bedroom?

- 1. A: Where are the kids?
  - B: I think they're hiding in a bedroom.
- 2. A: Where's Raymond?
  - B: He's in the bedroom.

# 7-6 Using The

- (a) A: Where's Max?
  - B: He's in the kitchen.
- (b) A: I have two pieces of fruit for us, an apple and a banana. What would vou like?
  - B: I'd like the apple, please.
- (c) A: It's a nice summer day today. The sky is blue. The sun is hot.
  - B: Yes, I really like summer.
- (d) Nick has a pen and a pencil.

The pen is blue.

The pencil is yellow.

(e) Nick has some pens and pencils.

The pens are blue.

The pencils are yellow.

(f) Nick 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 (not general).

- 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.

# Exercise 35. Looking at grammar. (Chart 7-6)

Complete the sentences with the where necessary.

- 1. Elizabeth is standing outside. It is midnight.
  - She's looking up at \_\_\_\_\_ sky.
  - b. She sees \_\_\_\_\_ moon.
  - c. She doesn't see \_\_\_\_\_ sun.
  - d. \_\_\_\_\_ stars are very bright.
  - e. \_\_\_\_\_ planets are difficult to find.



2.	Rick and Lucy are looking for an apartment to rent. Right now they are standing in an old apartment. The kitchen has a lot of problems.
	a refrigerator is broken.
	b faucet doesn't turn on.
	c ceiling has a leak. a faucet
	d window doesn't open.
	e floor has a hole in it.
Cor	ercise 36. Looking at grammar. (Chart 7-6) mplete the sentences with the or a/an.
1.	I havea notebook and grammar book notebook is
	brown grammar book is red.
2.	Right now Maurice is sitting in class. He's sitting between woman and man woman is Graciela man is Mustafa.
3.	Hana is wearing ring and necklace ring is on her left hand.
4.	Brad and Angela are waiting for their plane to leave. Brad is reading
	magazine. Angela is reading newspaper online. When Angela 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.
	circle triangle square rectangle
6.	I gave my friend card and flower for her birthday card
	wished her "Happy Birthday." She liked both card and flower.

# Exercise 37. Let's talk: pairwork. (Chart 7-6)

Work with a partner. Read the conversation aloud using the or a/an. After you finish speaking, write the answers.

A: Look at the picture below. What do you see?

B: I see \_\_\_\_\_ chair, \_\_\_\_ table, \_\_\_\_ window, and \_\_\_\_ plant.

A: Where is \_\_\_\_\_ chair?

B: \_\_\_\_\_ chair is under \_\_\_\_\_ window.

A: Where is \_\_\_\_\_ plant?

B: \_\_\_\_\_ plant is beside \_\_\_\_ chair.

Change roles.

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.



,	A: I need to go shopping. I need to buy coat.
1.	
	B: I'll go with you. I need to get umbrella.
2.	A: Hi! Come in.
	B: Hi! weather is terrible today! My umbrella is all wet.
	A: I'll take your umbrella and put it in kitchen so it can dry.
3.	A: Gloria has great job. She builds websites. Her company gives her
	new computer every year.
	B: Wow! She's lucky.
4	A: How much longer do you need to use computer?
4.	B: Just five more minutes, and then you can have it.
	B. Just live more illimites, and then you can have it.
5.	A: I need stamp for this letter. Do you have one?
	B: Right here.
6.	A: Would you like egg for breakfast?
	B: No thanks. I'll just have glass of juice and some 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: Could you answer phone? Thanks.
	B: Hello?
	ercise 39. Game. (Chart 7-6) ork in teams. Answer the questions. One person on each team writes the answers. You
	re five minutes. The team with the most grammatically correct answers wins.
1.	What's on the floor?
	Some desks, a piece of gum, some dirt, a garbage can, etc.
2.	What's on the ceiling?
	What's out in the hallway?
	What's outside the window?
5	What's on the board (chalkboard, whiteboard, or bulletin board)?

# ☐ Exercise 40. Warm-up. (Chart 7-7)

Which sentence (a. or b.) is true for each statement?

- 1. Bananas are expensive right now.
  - a. Only some bananas are expensive.
  - b. Bananas in general are expensive.
- 2. The bananas are green.
  - a. A specific group of bananas is green.
  - b. Bananas in general are green.

7-7 Using Ø (No Article) to Make Generalizations		
<ul> <li>(a) Ø Apples are good for you.</li> <li>(b) Ø Students use Ø pens and Ø pencils.</li> <li>(c) I like to listen to Ø music.</li> <li>(d) Ø Rice is good for you.</li> </ul>	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) Tim and Jan ate some fruit.  The apples were very good, but the bananas were too old.	COMPARE: In (a), the word <b>apples</b> is general. It refers to all apples, any apples. No article (Ø) is used.  In (e), the word <b>apples</b> is specific, so <b>the</b> is used in front of it. It refers to the specific apples that Tim and Jan ate.	
(f) We went to a concert last night. The music was very good.	COMPARE: In (c), <i>music</i> is general. In (f), <i>the music</i> is specific.	

# ☐ Exercise 41. Looking at grammar. (Chart 7-7)

Decide if the words in **bold** are general or specific.

1. The <b>eggs</b> are delicious.	general	specific
2. Are eggs healthy?	general	specific
3. Please pass the salt.	general	specific
4. I love salt!	general	specific
5. Apples have vitamin C.	general	specific
6. The apples have brown spots.	general	specific

# ☐ Exercise 42. Looking at grammar. (Chart 7-7)

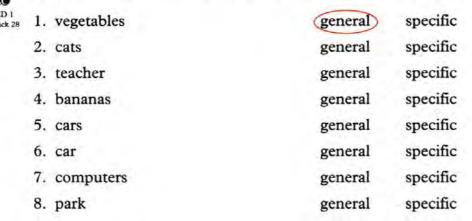
Complete the sentences with the or Ø (no article).

4.	salt tastes salty, and	pepper tastes hot.
3.	We ate at a good restaurant last night.	food was excellent.
2.	Everybody needs food to live.	
1.	Oranges are orange, and bana	anas are yellow.

5. \_\_\_\_ coffee has caffeine.
6. \_\_\_ coffee in the pot is fresh.
7. \_\_\_ pages in this book are full of grammar exercises.
8. \_\_ books have \_\_\_ pages.
9. I like \_\_\_ fruit. I also like \_\_\_ vegetables.

# Exercise 43. Listening. (Charts 7-6 and 7-7)

Listen to each sentence. Decide if the given noun has a general or a specific meaning.



# ☐ Exercise 44. Let's talk. (Charts 7-3, 7-6, and 7-7)

Work in small groups or as a class. Choose the sentence that is closest in meaning to the given situation. Discuss the differences.

- 1. Mark is at an electronics store. There are five tablets. He buys one.
  - a. He buys a tablet.
  - b. He buys the tablet.
- Pat is at a music store. There is only one guitar on the shelf. She buys it.
  - a. She buys a guitar.
  - b. She buys the guitar.



broccoli

vegetables

a tablet computer

- 3. Martha is at the library. There is one book about Nelson Mandela.
  - a. She checks out the book about Nelson Mandela.
  - b. She checks out a book about Nelson Mandela.
- 4. Misako walks outside and looks up at the sky.
  - a. She sees the sun.
  - b. She sees a sun.
- 5. Horses are my favorite animals.
  - a. I love the horses.
  - b. I love horses.
- 6. There are fifty cars in a parking lot. Ten cars are white.
  - a. The cars in the parking lot are white.
  - b. Some cars in the parking lot are white.

	A: Do you havea pen?
	B: There's one on counter in kitchen.
2	A: Where are keys to car?
	B: I'm not sure. You can use mine.
3.	A: Shh. I hear noise.
	B: It's just bird outside, probably woodpecker.  Don't worry.
4.	A: Henry Jackson teaches at university.
	B: I know. He's English professor.
	A: He's also the head of department.
_	A. Hurryl We're late

# Exercise 46. Warm-up. (Chart 7-8)

Which words can complete each sentence?

1. I have some fruit / some oranges / any oranges.

A: No, we don't. It's six! Look at \_\_\_\_\_ clock.

B: Oops. I need \_\_\_\_\_ new battery for my watch.

- 2. I don't have some fruit / any fruit / any oranges.
- 3. Do you have some fruit / some oranges / any fruit / any oranges?

B: No, we're not. It's five o'clock, and we have \_\_\_\_\_ hour.

FFIRMATIVE	(a) Vera has some money.	Use some in affirmative statements.
NEGATIVE	(b) Vera doesn't have any money.	Use any in negative statements.
QUESTION	(c) Does Vera have any money? (d) Does Vera have some money?	Use either some or any in a question.
e) I don't have	any money. (noncount noun)	Any is used with noncount nouns and plural count nouns.

1. Harry has <u>some</u> money.
2. I don't have money.
3. Do you have <u>some / any</u> money?
4. Do you need help?
5. No, thank you. I don't need help.
6. Kalil needs help.
7. Diana usually doesn't get mail.
8. We don't have fruit in the apartment. We don't have
apples, bananas, or oranges.
9. The house is empty. There aren't people in the house.
10. I need paper. Do you have paper?
11. Heidi can't write a letter because she doesn't have paper.
12. Sasha is getting along fine. He doesn't have problems.
13. I need to go to the grocery store. I need to buy food. Do you need to
buy groceries?
14. I'm not busy tonight. I don't have homework to do.
15. I don't have money in my wallet.
16. There are beautiful flowers in my garden this year.
Exercise 48. Let's talk: interview. (Chart 7-8)  Walk around the room. Interview your classmates. Use this model.  Student A: Do you have some/any?  Student B: Yes, I have some OR No, I don't have any
1. pencils with erasers 5. stepchildren
<ol> <li>notebook paper</li> <li>pets</li> </ol>
<ol> <li>money in your pocket</li> <li>worries</li> </ol>
4. children 8. advice for me

Now share some of your answers with the rest of the class.

☐ Exercise 47. Looking at grammar. (Chart 7-8)

Complete the sentences with some or any.

camera	music CD	socks	video game
DVD	perfume	software	winter jacket
hat	pet	suitcase	7
jewelry	shoe	summer clothes	
1. We want to b	ouy some / a lot of /	two	
2. We don't war	nt to buy any		
xercise 50. L	ooking at gram	mar. (Chapters	6 and 7)
Complete the sen	tences with these w	vords. If necessary	, use the plural form.
1.1.1	africa.	/ march	Salata Lanca
bush centimeter	glass homework	✓ match	strawberry thief
dish	inch	page	
edge	information	paper	tray valley
fish	knife	sex	weather
foot	leaf	size	woman
1. I want to ligh	t a candle. I need	some <u>mat</u>	ches
2	fall fro	om the trees in aut	umn.
3. The applicati	on asked for my na	ame, address, and	: male
uppout			
female.			
female.		, forks, and spoon	s are on the table.
female. 4. Some			
female. 4. Some 5. I want to take	e the bus downtown	n, but I don't knov	w the bus schedule. I need som
female. 4. Some 5. I want to take		n, but I don't knov	
female. 4. Some 5. I want to take	the bus downtown	n, but I don't know the bus schedule.	
female.  4. Some  5. I want to take  6. I need to write	the bus downtown	n, but I don't know the bus schedule. I have a pen, but I	w the bus schedule. I need som
female.  4. Some  5. I want to take  6. I need to write  7. Plates and both	the bus downtown about te a composition. I	n, but I don't know the bus schedule. I have a pen, but I	w the bus schedule. I need som need some
female.  4. Some  5. I want to take  6. I need to write  7. Plates and book  8. Married	the bus downtown about te a composition. It was are called	n, but I don't know the bus schedule.  I have a pen, but I  are called wives	w the bus schedule. I need some
female.  4. Some  5. I want to take  6. I need to write  7. Plates and be  8. Married  9. There are a le	the bus downtown about the a composition. It was are called	n, but I don't know the bus schedule. I have a pen, but I are called wives	w the bus schedule. I need som  need some  in the park.

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'n	n comfortable	. But I don't like very
	hot			
16.		steal things: money, jew	elry, cars, etc	
17.		are small, red, sweet, and	d delicious.	
18.	People carry their food o	n	_ at a cafeter	ia.
19.	Sweaters in a store usual	ly come in four		_: small, medium,
	large, and extra large.			
20.	In some countries, peopl	e usually use cups for the	ir tea. In othe	er countries, they use
21.	Toshiro has five	in his ac	quarium.	(GE)
22.	There are 100	in a meter	r. /	
23.	There are 12	in a foot.*		
24.	There are 3	in a yard.*		

# ☐ Exercise 51. Check your knowledge. (Chapter 7)

Correct the mistakes.

some

- 1. I need an advice from you.
- 2. I don't like hot weathers.
- 3. I usually have a egg for breakfast.
- 4. Sun rises every morning.
- 5. The students in this class do a lot of homeworks every day.
- 6. How many language do you know?
- 7. I don't have many money.
- 8. Alexander and Carmen don't have some children.
- 9. A pictures are beautiful. You're a good photographer.

<sup>\*1</sup> inch = 2.54 centimeters; 1 foot = 30.48 centimeters; 1 yard = 0.91 meters

- 10. There isn't a traffic early in the morning.
- 11. I can't find any bowl for my soup.

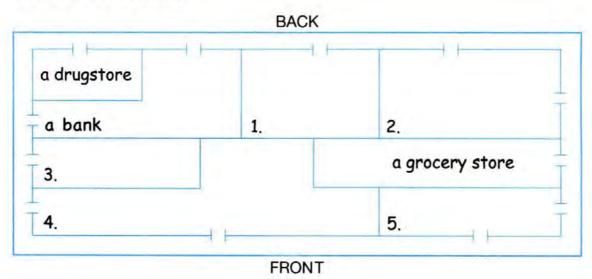
#### Exercise 52. Let's talk. (Chapter 7)

Imagine that a new shopping center is coming to your neighborhood. It will have a drugstore, a bank, and a grocery store. Decide what additional stores you want. Your teacher will help you with any vocabulary you don't know.

Part I. Choose any six businesses from the list and write their names in any of the five available spaces on Blueprint #1 on this page.

- / a bank a bookstore a camera shop √ a drugstore a drycleaner's an exercise gym a fast-food restaurant
- √ a grocery store an ice-cream shop an Internet café a laundromat a movie theater a music store a pet supply store
- a post office a shoe store a sports equipment store a vegetarian food store a video rental store

Blueprint #1 (your business locations)



Part II. Work with a partner, but do not look at each other's blueprints. Ask your partner about the location of his/her new businesses. Write your partner's answers on your copy of Blueprint #2 on p. 222. Use this 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 . . . .

#### Example:

PARTNER A: Is there an exercise gym?

PARTNER B: No, there isn't. PARTNER A: Is there a bank?

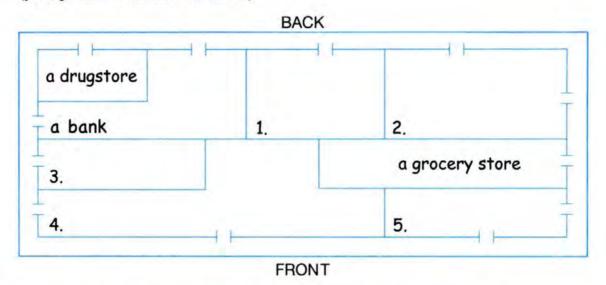
PARTNER B: Yes, there is.

PARTNER A: Where is the bank?

PARTNER B: It's in front of the drugstore.

#### Blueprint #2

(your partner's business locations)

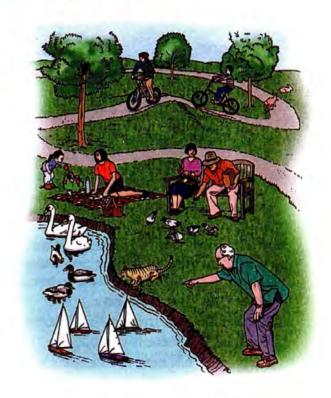


# ☐ Exercise 53. Reading, grammar, and writing. (Chapter 7)

Part I. Read the story.

# A Day at the Park

It is a beautiful day. Some people are at a park. A woman is sitting on a blanket. She is having a picnic. A little girl nearby is smelling some flowers. An older man is standing near a pond. He is pointing at some toy boats. Two boys are riding their bikes. A man and a woman are sitting on a bench. The woman is knitting. The man is feeding some birds. Some ducks are swimming, and a cat wants to catch them. The cat is hungry.



Part II.	Write a, an, or some in front of each word according to the paragraph.	Is the
article us	sage clear to you?	

1	beautiful day	11	toy boats
2	people	12	man and
3	park		woman
4	woman	13	bench
5	blanket	14	woman
6	picnic	15	man
7	little girl	16	birds
8	flowers	17	ducks
9	older man	18	cat
0.	pond	19.	cat

Part III. Describe the picture. Begin with It is a \_\_\_\_\_ day. Make sure to use a, an, and some.

Part IV. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

- 1. \_\_\_ indented paragraph
- 2. \_\_\_\_ capital letter at the beginning of each sentence
- 3. \_\_\_\_ period at the end of each sentence
- 4. \_\_\_\_ a verb in every sentence
- 5. \_\_\_ correct use of a, an, some
- 6. \_\_\_\_ -s/-es endings for plural nouns
- 7. \_\_\_\_ correct spelling (use a dictionary or spell-check)



# ☐ Exercise 1. Warm-up. (Chart 8-1)

Read the statements and choose the answers.

1.	I am tired now.	yes	no
2.	I was tired two hours ago.	yes	no
3.	Some students are absent today.	yes	no
4.	Some students were absent yesterday.	yes	no

PRESENT TIME	PAST TIME	
<ul> <li>I am in class today.</li> <li>Alison is sick today.</li> <li>My friends are at home toda</li> </ul>	<ul> <li>(d) I was in class yesterda</li> <li>(e) Alison was sick yesterd</li> <li>y.</li> <li>(f) My friends were at hom</li> </ul>	day.
MPLE PAST TENSE OF BE SINGULAR I was you were (one person) she was he was it was	PLURAL  we were  you were (more than one person) they were	I she he it + was we you they + were

# ☐ Exercise 2. Looking at grammar. (Chart 8-1)

Complete the sentences with was or were.

TODAY	YES	TERDAY
1. You are at school.	Youwe	ere at home.
2. We are at school.	We	at home.
3. He is at school.	Не	at home.

4.	You and I are at school.		You and I _		_ at home.
5.	She is at school.		She	at ho	ome.
6.	They are at school.		They	at l	nome.
7.	Brian and James are at so	hool.	Brian and Jan	mes	at home.
8.	My parents are at school.		My parents _		_ at home.
9.	I am at school.		I	at home	t.
10.	The teacher is at school.		The teacher		at home.
Cha	ercise 3. Looking at gange the sentences to past	time.			
	Bashar is in class today.			00.	
2.	I'm in class today. $\rightarrow Iz$	vas in class ye	esterday too.		
3.	Martina is at the library t	oday.			
4.	We're in class today.				
5.	You're busy today.				
6.	I'm happy today.				
7.	The classroom is hot toda	ay.			
8.	Elise is in her office today	7.			
9.	Tony is in his office today	y.			
10.	Noor and Eli are in their	offices today	2.5		
Par	ercise 4. Let's talk. (Ort I. Think about yourself best.		ar-old child. Cl	heck (✔) the	words that describe
	_ quiet lou	ıd	afraid		
_	shysm	art	friendly		
-	_ funny cu	rious	a trouble	emaker	

Part II. Work with a partner. Tell your partner about yourself. Begin with I was....

# ☐ Exercise 5. Warm-up. (Chart 8-2)

Choose the correct verb to make true sentences.

#### The weather

- 1. Last month, it was / was not nice.
- 2. The weekends were / were not sunny.
- 3. Yesterday, it was / was not hot.

) I was not in class yesterday. ) I wasn't in class yesterday.	NEGATIVE CONTRACTIONS  was + not = wasn't  were + not = weren't
(c) They were not at home last night.  (d) They weren't at home last night.	she he it + wasn't we you they + weren't

# ☐ Exercise 6. Looking at grammar. (Chart 8-2)

Complete the sentences with wasn't or weren't.

Joe and JoAnn went on a trip. They were very happy because . . .

- 1. the airplane ride \_\_\_\_\_wasn't long.
- 2. the trains \_\_\_\_\_ slow.
- 3. the hotel \_\_\_\_\_\_ expensive.
- 4. the restaurants \_\_\_\_\_\_ expensive.
- 5. the tourist areas \_\_\_\_\_ crowded.
- 6. the language \_\_\_\_\_\_ difficult.
- 7. the weather \_\_\_\_\_ cold.

# ☐ Exercise 7. Grammar and speaking. (Chart 8-2)

Use the given words to make true sentences. Share some of your answers with the class.

Yesterday at noon, I was/wasn't . . .

- 1. hungry.
- 2. tired.
- 3. at home.
- 4. at school.
- 5. with my family.

- 6. sick.
- 7. in the hospital.
- 8. on an airplane.
- 9. outdoors.
- 10. at the movies.

# Exercise 8. Listening. (Charts 8-1 and 8-2)

Listen to the sentences. Choose the verbs you hear.

CD 1 Example: You will hear:

I was at school all day yesterday.

You will choose: was wasn't

- 1. was wasn't
- 2. was wasn't
- 3. was wasn't
- 4. was wasn't
- 5. was wasn't
- 6. was wasn't
- 7. were weren't
- 8. were weren't
- 9. were weren't
- 10. were weren't

# ■ Exercise 9. Warm-up: pairwork. (Chart 8-3)

Work with a partner. Ask these questions.

Last night at midnight,

- 1. were you asleep?
- 2. were you on the phone?
- 3. was it quiet at your home?

	YES/NO	QUESTIO	NS			SHORT ANSWER	(LONG ANSWER)
(a)	Were	you	in class yes	terday?	$\rightarrow$	Yes, I was.	(I was in class yesterday.)
	(be) +	(subject			$\rightarrow$	No, I wasn't.	(I wasn't in class yesterday.)
(b)	Was	Carlos	tired last nig	ght?	$\rightarrow$	Yes, he was.	(He was tired last night.)
	(be) +	(subject				No, he wasn't.	(He wasn't tired last night.)
	INFORM	ATION Q	UESTIONS			SHORT ANSWER	(LONG ANSWER)
c)	Where	were	you y	esterday?	$\rightarrow$	In class.	(I was in class yesterday.)
	Where +	(be) +	(subject)				A. St. B. Serie Jane 1984
(d)	When	was	Emily s	sick?	$\rightarrow$	Last week.	(She was sick last week.)
,	When -	(be) -	(subject)				30-74-74-74-74-74-74-74-74-74-74-74-74-74-

	<b>Exercise</b>	10.	Looking	at	grammar.	(Chart 8-3)
--	-----------------	-----	---------	----	----------	-------------

Make questions and give short answers. Use the words from the box.

B: I <u>was at the library.</u>

at the airport at the dentist

at the library

in Iceland in the hospital

1. (you \ at home \ last night)	Cuy Library
A: Were you at home last night?	
B: No,   wasn't.	
A: Where <u>were you?</u>	



2. (Mr. Gupta \ at work \ last week)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_\_ B: He \_\_\_\_

3. (Oscar and Anya \ at the train station \ at midnight)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_

B: They \_\_\_\_\_





4. (Gabriella \ at the gym \ yesterday afternoon)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_

B: She \_\_\_\_\_

	5. (you and your fa	mily \ in Canada \ last yea	r) ~
	A:	7.17.77 1.27.8	- EZZ CON
	B: No,		and the same of th
	A: Where		lceland lceland
	B: We		
			the same
	Think about your fir	s talk: class activity. est day in this class. Checker your teacher's question	ck (✓) the words that describe your feelings
	Example: happy		
		ou happy the first day of	class?
	STUDENT A: Yes, I STUDENT B: No, I		
			tudent A) and (Student B).
	STUDENT C: (Studen	nt A) was happy. (Studen	(t B) wasn't happy.
	1 excited		4 relaxed (not nervous)
	2 scared/afra	uid	5 quiet
	3 nervous		6 talkative
0	Work with a partner	s talk: pairwork. (Che Take turns making quent	stions orally. After you finish, write the verbs.
			mar a mema yesterday.
	1 <i>Was</i>	it fun?	
	2	it scary?	*
	3	you afraid?	
	4.	the ride long?	
	5	you sick afterwards?	
	6	your friend sick?	
	7	you nervous?	
	8	your friend nervous?	
	9	the ride safe?	
	10	you tired?	

Ma	ke questions and give short answers.	
1.	(you \ in class \ yesterday)	
	A: Were you in class yesterday?	
	B: Yes,   was.	
2	(Claire \ in class \ today)	
	B: No,she isn't.	
3.	(you \ tired \ last night)	
	A:	
	B: Yes,	
4.	(you \ hungry \ right now)	
	A:	
	B: No,	, but I'm thirsty.
5.	(the weather \ hot in New York City \ la.	st summer)
	A:	
	B: Yes,	
6.	(the weather \ cold in Alaska \ in the win	nter)
	A:	
	B: Yes,	
7.	(Astrid and Mohammed \ here \ yesterda	y afternoon)
	A:	
	B: Yes,	
8.	B: Yes,(the students \ in this class \ intelligent)	
8.		
8.	(the students \ in this class \ intelligent)	
	(the students \ in this class \ intelligent) A:	
	(the students \ in this class \ intelligent)  A:  B: Of course  (Mr. Tok \ absent \ today)	They are very intelligent!
	(the students \ in this class \ intelligent)  A:  B: Of course  (Mr. Tok \ absent \ today)  A:	They are very intelligent!
	(the students \ in this class \ intelligent)  A:  B: Of course  (Mr. Tok \ absent \ today)	They are very intelligent!

☐ Exercise 13. Looking at grammar. (Chapter 2 and Chart 8-3)

10.	. (Tony and Benito $\setminus$ at the party $\setminus$ last r	night)				
	A:					
	B: No,					
	A: Where					
	B:					
11.	$(Amy \setminus out \ of \ town \setminus last \ week)$					
	A:					
	B: Yes,					
	A: Where					
	B:					
12.	. (Mr. and Mrs. Sanchez \ in town \ th					
	A:					
	B: No,					
	A: Oh? Where					
	B:					

#### Exercise 14. Let's talk: find someone who . . . . (Charts 8-2 and 8-3)

Interview your classmates about their days in elementary school. Make questions with was/were. Find people who can answer yes to your questions. Write down their names.

Example: you \ shy

STUDENT A: Were you shy? STUDENT B: No, I wasn't.

STUDENT A: (to Student C) Were you shy?

STUDENT C: Yes, I was.

	FIRST NAME		FIRST NAME
1. you\shy		7. you \ noisy	
2. you∖outgoing*		8. you\athletic	
3. you\talkative		9. you\active	
4. you \ happy		10. you\well-behaved	
5. you \ hardworking		11. you\a serious student	
6. you\quiet		12. you\artistic	

<sup>\*</sup>outgoing = not shy

### ☐ Exercise 15. Warm-up. (Chart 8-4)

Check  $(\checkmark)$  your activities this morning. What do you notice about the verb endings? Earlier today, I...

- 1. \_\_\_\_ washed my face.
- 2. \_\_\_\_ brushed my teeth.
- 3. \_\_\_ combed my hair.
- 4. \_\_\_\_ shaved.

SIMPLE PRESENT	(a) I	walk	to school	every day.	verb + -ed = simple past tense
SIMPLE PAST*	(b) I	walked	to school	yesterday	1 1
SIMPLE PRESENT	(c) Ann	walks	to school	every day.	you she
SIMPLE PAST	(d) Ann	walked	to school	yesterday.	he + walked (verb + -ed) it

<sup>\*</sup>For pronunciation of the simple past tense, see Appendix Chart A5-3, p. 488.

# ☐ Exercise 16. Looking at grammar. (Chart 8-4)

Complete the sentences orally. Use the simple past. Then write the answers.

1.	Every day I walk to work. Yesterday I	walked	to work.
2.	Every day I work. Yesterday I		
3.	Every day Nabeel shaves. Yesterday Nabeel		
4.	Every night Paula watches TV. Last night she		TV.
5.	Every day you exercise. Last night you		
6.	Every day people smile. Yesterday they		
7.	Every week it rains. Last week it		
8.	Every day we ask questions. Yesterday we		questions.
9.	Every day I talk on the phone. Yesterday I		on the phone.
10.	Every day Tomo listens to music. Yesterday he		to music.

	ask t	he teacher a que	estion	8 watch TV	
2.	cook	dinner		9 work at my desk	
3.	wash	some clothes		10 wait for a bus	
4.	lister	n to music on th	e radio	11 smile at several peop	le
5.	use a	computer		12 talk on a cell phone	
6.	stay	home in the eve	ning	13 dream in English	
7.	walk	in a park		14 dream in my languag	ge
Cor		<b>Looking at g</b> sentences. Use		ent or the simple past of the verbs	from
	ask	erase	smile	walk	
	cook dream	✓ rain shave	stay wait	watch work	
1.	It often yesterday.		in the r	norning. It <u>rained</u>	_
	A 100 C C C C C C C C C C C C C C C C C C				
2.				y morning. I	
		yesterday morni	2.		
			ques	tions. She	_
3.	Sara often				
3.		in class yesterd	ay.		
	a question			evision last night. I usually	
	a question		a movie on tel	evision last night. I usually ng because I want to improve my	English
4.	a question I		a movie on tel	ng because I want to improve my	English
4.	a question I Mario		a movie on tel TV in the eveni	ng because I want to improve my	English
<ol> <li>4.</li> <li>5.</li> </ol>	a question I Mario		a movie on tel TV in the eveni his own his own dinner	ng because I want to improve my dinner yesterday evening. He every evening.	English
<ol> <li>4.</li> <li>5.</li> </ol>	a question I Mario I usually _		a movie on tel TV in the eveni his own dinner home	ng because I want to improve my dinner yesterday evening. He every evening. at night because I have to study.	English
<ul><li>4.</li><li>5.</li><li>6.</li></ul>	a question I Mario I usually _ I		a movie on tel TV in the eveni his own his own dinner home home	ng because I want to improve my dinner yesterday evening. He every evening. at night because I have to study.	

Work with a partner. Check (✓) all your activities yesterday. Tell your partner about

☐ Exercise 17. Let's talk: pairwork. (Chart 8-4)

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 h	er
	apartment building. She	for	the bus there yesterda	y
	morning.			
10.	The teacher	some words from	n the board a couple o	of minutes
	ago. He used his hand instead of	f an eraser.		
11.	Our teacher is a warm, friendly p	person. She often		when she
	talks to us.			
12.	Rick doesn't have a beard anyme	ore. He	it five days	s ago.
	Now he	_ every morning.		1
				= 2
			<b>1</b>	
			8,	

# Exercise 19. Vocabulary and listening. (Chapter 3 and Chart 8-4)



The simple past tense ending can be difficult to hear. Listen to each sentence and choose the verb you hear. Look at new vocabulary with your teacher first.

Example: You will hear: Jeremy loves soccer.

You will choose: love loves loved

#### A soccer coach

1.	work	works	worked
2.	play	plays	played
3.	play	plays	played
4.	score	scores	scored
5.	help	helps	helped
6.	learn	learns	learned
7.	watch	watches	watched
8.	like	likes	liked
9.	work	works	worked
10.	work	works	worked

Do you know these words?

tournament score goals

<sup>\*</sup>The past of dream can be dreamed or dreamt.

### ☐ Exercise 20. Warm-up. (Chart 8-5)

Choose the correct time words to make true sentences.

- 1. I was at home yesterday morning / one hour ago / yesterday evening.
- 2. I watched TV last weekend / last night / yesterday afternoon.
- 3. I talked to someone in my family last month / last week / an hour ago.

# 8-5 Past Time Words: Yesterday, Last, and Ago

Note the changes in time expressions from PRESENT PAST present to past. today yesterday this morning yesterday morning this afternoon yesterday afternoon this evening  $\rightarrow$ yesterday evening tonight last night  $\rightarrow$ this week last week

#### REFERENCE LIST: TIME EXPRESSIONS

YESTERDAY	LAST	AGO
a) Bob was here  yesterday.  yesterday morning.  yesterday afternoon.  yesterday evening.	(b) Sue was here  last night.  last week.  last weekend.  last month.  last year.  last spring.  last summer.  last fall.  last winter.  last Monday.  last Tuesday.  last Wednesday.  etc.	(c) Tom was here  five minutes ago.  two hours ago.  three days ago.  a (one) week ago.  six months ago.  a (one) year ago.

#### 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).

I worked in the	university bookstore	
a	ast Friday.	
b	week.	University
c	fall.	
d	month.	
e	year.	
f	summer.	
I spinited may so	ucine	
I visited my co		
a	night.	
b	evening.	
c	morning.	
d	afternoon.	
e	Sunday.	
<u> </u>	Sunday.	
	spring.	
fercise 22. Longlete the sens	spring.  poking at grammar. (Chartences. Use a past time expressionight, but   wasn't at home	
fercise 22. Lonplete the sent I'm at home to I am here tod	spring.  ooking at grammar. (Chartences. Use a past time expressionight, but	on and wasn't or weren't.  ne last night.
f	spring.  cooking at grammar. (Chargences. Use a past time expressionight, but   wasn't at home ay, but   oday, but   wasn't at home ay, but   wasn't ay home ay home ay, but   wasn't ay home ay ho	on and wasn't or weren't.  ne last night.
f	spring.  coking at grammar. (Chartences. Use a past time expressionight, but   wasn't at home ay, but   oday, but   oday, but   rly are at work this afternoon, but	on and wasn't or weren't.  ne last night.
f	spring.  coking at grammar. (Charlences. Use a past time expressionight, but   wasn't at home ay, but   wasn't at work this afternoon, but ibrary tonight, but	on and wasn't or weren't.  ne last night.  ut
f	spring.  cooking at grammar. (Chargences. Use a past time expressionight, but	on and wasn't or weren't.  ne last night.  ut

# ☐ Exercise 23. Looking at grammar. (Chart 8-5)

Use the information in the calendar to complete the sentences about Ken's activities. Use a time expression from Chart 8-5.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturda
						1
2	3	4	5	3:00 p.m. doctor/Dad	7	8
9	10	11	12	13 London	14	15
Paris 16	home 17	dance class/Ava	10:00 <b>19</b> a.m. dentist movie/Sam	20 TODAY	21	22
23	24	25	26	27	28	29
30						

### Today is the 20th.

1	Three days ago	, Ken <i>was</i>	at home.
2		, he	in Paris.
3		, he	in London.
4		, he	at the dentist.
5		, Ken and his dad	at the doctor.
6		, Ken and Sam	at a movie.
7		Ken and Ava	at a dance class

Complete the sentences with your	A STATE OF THE STA
1. I'm in class now, but I was at	t hometen minutes ago / two hours ago / etc
2. I'm in class today, but I was a	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 ci	ity. I was at the park
8. We finished Exercise 16	
9. I was home in bed	
10. It rained in this city	
Part I. Write the date.	art 8-5)
Part I. Write the date.  Today's date is	art 8-5)
Part I. Write the date.  Today's date is	art 8-5) e dates.
Part I. Write the date.  Today's date is  Listen to the questions. Write the	art 8-5) e dates.
Part I. Write the date.  Today's date is  Listen to the questions. Write the	art 8-5)  e dates.  6.
Part I. Write the date.  Today's date is  Listen to the questions. Write the  2	art 8-5)  e dates.  5.  6.  7.
Part I. Write the date.  Today's date is  Listen to the questions. Write the  2  3  4	art 8-5)  e dates.  5.  6.  7.
Part I. Write the date.  Today's date is  Listen to the questions. Write the  1  2  3  4  Part II. Write the time.	art 8-5)  e dates.  6.  7.
2 3	art 8-5)  e dates.  6.  7.
Part I. Write the date.  Today's date is  Listen to the questions. Write the 1  2  3  4  Part II. Write the time.  Right now the time is	art 8-5)  e dates.  6.  7.
Part I. Write the date.  Today's date is  Listen to the questions. Write the  1  2  3  4  Part II. Write the time.	e dates.  6.  7.  e times.

### ☐ Exercise 26. Warm-up. (Chart 8-6)

Read the information about Jerry. Complete the sentences. Change the verbs in red to present time.

#### Last Night

Last night, Jerry ate dinner at 7:00. Then he did his homework for two hours. At 10:00, he went to bed.

#### **Every Night**

Every night, Jerry		dinner at 7:00.	Then he		
2,41,g, juli,	1			2	
his homework for two hours.	At 10:00, he		to bed.		
		3			

# 8-6 Simple Past Tense: Irregular Verbs (Group 1)

Some verbs do not have -ed forms. Their past forms are irregular.

SIMPLE PAST PRESENT come - came do - did eat - ate get - got go - went have - had put - put see - saw sit - sat sleep - slept stand - stood write - wrote

- (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) Meg eats breakfast every morning.
- (f) Meg ate breakfast yesterday morning.

# ☐ Exercise 27. Vocabulary and speaking. (Chart 8-6)

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. I had toast and fruit. What did I have yesterday morning? What did you have for breakfast yesterday morning?
- 6. put-put I like hats. I put on a hat every day. I put on a hat yesterday. 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 many hours 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. I wrote in my journal yesterday. What did I do yesterday? Did you write in your journal? What did you write about?

### □ Exercise 28. Let's talk: pairwork. (Chart 8-6)

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: Orlando gets mail from home every week.

PARTNER B: Orlando gets mail from home every week. Orlando got mail from home last week. Your turn now.

PARTNER A	PARTNER B
1. Lara gets some mail every day.	We have lunch every day.
2. They go to work every day.	2. I write emails to my parents every week.
<ol><li>The students stand in line at the cafeteria every day.</li></ol>	<ul><li>3. Jin comes to class late every day.</li><li>4. I do my homework every day.</li></ul>
4. I see my friends every day.	5. I eat breakfast every morning.
<ul><li>5. Hamid sits in the front row every day.</li><li>6. I sleep for eight hours every night.</li></ul>	<ol> <li>Carlos puts his books in his briefcase every day.</li> </ol>

u	Exercise 29.	Looking at	grammar.	(Charts 8-4 and 8-6)	
_			3	(ondito o 4 and o o	,

Complete the sentences. Change the words in parentheses to the simple present, the present progressive, or the simple past. Pay attention to the spelling.

- 1. I (get) \_\_\_\_\_ up at eight o'clock yesterday morning.
- 2. Ellie (talk) \_\_\_\_\_\_ to Barack on the phone last night.
- 3. Ellie (talk) \_\_\_\_\_\_ to Barack on the phone right now.
- 4. Ellie (talk) \_\_\_\_\_\_ to Barack on the phone every day.
- 5. Jim and I (eat) \_\_\_\_\_\_ lunch in the cafeteria two hours ago.
- 6. We (eat) \_\_\_\_\_ lunch in the cafeteria every day.



7. I (go) \_\_\_\_\_\_ to bed early last night. 8. My roommate (study) \_\_\_\_\_\_ Spanish last year. 9. Kate (write) \_\_\_\_\_\_ an email to her parents yesterday. 10. Kate (write) \_\_\_\_\_\_ an email to her parents every week. 11. Kate is in her room right now. She (sit) \_\_\_\_\_\_ at her desk. 12. Hanna (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)		1	nome around	five every day.
	17.	Yesterday, she (come)			home a	t 5:15.
	18.	Our teacher (stand) _			in the mid	idle of the room
		right now.				
	19.	Our teacher (stand) _			in the from	nt of the room yesterday.
	20.	Devon (put)		the	butter in the	refrigerator yesterday.
	21.	He (put)		the mil	k in the refrig	erator every day.
	22.	Antonio usually (sit) _			in the ba	ck of the room, but
		yesterday he (sit)			in the front	row. Today, he (be)
		1		_ absent. He (be)		absent
		two days ago too.				
	Exe	ercise 30. Listening	. (Ch	art 8-6)		
				entence. Choose t	he correct cor	mpletion(s). There may be
CD 1	mo	re than one correct ansi	wer.			
Track 33	Exa	ample: You will hear:	_		_	
		You will choose:	(a.) h	is homework. (	b,) a good job	c. absent.
	1.	a. a chair.	b.	some rice.	c.	some numbers.
	2.	a. on the floor.	b.	a man.	C.	together.
	3.	a. late.	b.	yesterday.	- C.	car.
	4.	a. an answer.	b.	pretty.	c.	a book.
	5.	a. a good grade.	b.	last month.	c.	a new truck.
	6.	a. a watch.	b.	next to my paren	ts. c.	at the bus stop.
		ercise 31. Warm-up				
	Wh	en my grandparents were	in high	h school, thev		
		had / didn't have cor		The state of the s		
	2.	ate / didn't eat fast	t food.			

#### 8-7 Simple Past Tense: Negative SUBJECT + DID NOT MAIN VERB you (a) I did walk to school yesterday. not she did walk to school yesterday. (b) You not + did not + main verb\* he eat (c) Tim did not lunch yesterday. it did not come to class yesterday. (d) They we they INCORRECT: I did not walked to school yesterday. Notice: The base form of the INCORRECT: Tim did not ate lunch yesterday. main verb is used with did not. **NEGATIVE CONTRACTION** (e) I didn't walk to school yesterday. did + not = didn't(f) Tim didn't eat lunch yesterday.

CORRECT: Dan wasn't here yesterday. INCORRECT: Dan didn't be here yesterday.

#### Exercise 32. Looking at grammar. (Chart 8-7)

Complete the sentences. Use not.

	TWO DAYS AGO		YESTERDAY	
1.	I got to school late.	I	didn't get	to school late.
2.	You got to school late.	You		school late.
3.	She got to school late.	She		to school late.
4.	They stayed home.	They		home.
5.	We stayed home.	We		home.
6.	She did her homework.	She		her homework.
7.	You did your homework.	You		your homework.
8.	We did our homework.	We		our homework.
9.	I was sick.	I		sick.
10.	They were sick.	They		sick.

<sup>\*</sup>EXCEPTION: did is NOT used when the main verb is be. See Charts 8-2 and 8-3.

#### ☐ Exercise 33. Let's talk: pairwork. (Chart 8-7)

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.

Example: listen to the radio

PARTNER B: I don't listen to the radio every day. I didn't listen to the radio yesterday. Your turn now.

PARTNER A	PARTNER B	
1. eat breakfast	1. go to the library	
2. watch TV	2. visit my friends	
3. go shopping	3. see (name of a person)	
4. read a newspaper	4. do my homework	
5. study	5. get on the Internet	

#### ☐ Exercise 34. Looking at grammar. (Chart 8-7)

Complete the sentences. Change the words in parentheses to the simple present, present progressive, or simple past.

		didn't come	_ to the meeting	yesterday.	She (stay
	stayedi	n her office.			
2.	I (go)	to a movie last night	, but I (enjoy, not)	)	
	-	it. It (be, not)		very good.	
3.	Kay (read)	a ma	gazine right now.	She (watch	, not)
		TV. She (like, n	oot)		to
	watch TV during the	day.			
4.	A: (Be)	you sick	yesterday?		
	B: No, but my daugh	ter (feel, not)		good, so I	stayed
	home with her. Sh	ne's fine now.			
5.	Toshi is a busy studer	nt. Sometimes he (eat, no	t)		lunch
	because he (have, not)	Q	enough tim	e between c	lasses.
	Yesterday he (have, no	ot)	time for l	unch. He (	get)
	h	ungry during his afternoo	on class		

#### ☐ Exercise 35. Let's talk: game. (Chart 8-7)

Work in groups of six to eight students. Tell your group things you didn't do vesterday. Repeat the information from the other students in your group. The last person in the group repeats all the sentences.

Example: go

STUDENT A: I didn't go to the zoo yesterday.

STUDENT B: (Student A) didn't go to the zoo yesterday. I didn't have lunch in Beijing

vesterday.

STUDENT C: (Student A) didn't go to the zoo yesterday. (Student B) didn't have lunch in

Beijing yesterday. I didn't swim in the Pacific Ocean yesterday.

Etc.

#### Suggestions:

drive to	wake up	wear	talk to
walk to	swim	buy	use
eat	sing	study	fly to

#### ■ Exercise 36. Reading and grammar. (Chart 8-7)

Read the story about Matt's morning. Then read the sentences that follow. If a sentence is true, do not change it. If it is not true, write a negative statement.

#### My Early Morning

Yesterday, my alarm clock didn't go off. I jumped out of bed and looked at the clock. I was late for work. I hurried to the kitchen and quickly prepared breakfast. I had some juice and toast. After breakfast, I put the dishes in the sink. I didn't have time to wash them. Then I quickly got dressed. Soon, I was ready. I walked to the bus. At the bus stop, I didn't recognize anyone. Then I looked at my watch. I was two hours early! I was half asleep when I jumped out of bed earlier and misread\* the time on my clock.

1.	Matt's alarm clock went offMatt's alarm clock didn't go off.
2.	He got out of bed quickly. (no change)
3.	He cooked a big breakfast.
4.	He washed the dishes.
5.	He got dressed in a hurry.
6.	He saw his friends at the bus stop.
7.	He was late for work.
8.	It was time for work

<sup>\*</sup>misread = read incorrectly

#### ☐ Exercise 37. Warm-up. (Chart 8-8)

Answer the questions.

- 1. a. Do you wake up early every day?
  - b. Did you wake up early today?
- 2. a. Do you eat breakfast every morning?
  - b. Did you eat breakfast this morning?

DID + SUBJECT + MAIN VERB						SHORT ANSWER	(LONG ANSWER)
-						G030112 (0.15 M-21)	A 3 3 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
(a)	Did	Tess	walk	to school?	$\rightarrow$	Yes, she did.	(She walked to school.)
					$\rightarrow$	No, she didn't.	(She didn't walk to school.)
b)	Did	you	come	to class?	$\rightarrow$	Yes, I did.	(I came to class.)
					$\rightarrow$	No, I didn't.	(I didn't come to class.)

#### ☐ Exercise 38. Let's talk: class activity. (Chart 8-8)

Answer the simple past tense questions. Close your book for this activity.

#### Example:

TEACHER: Did you work late last night?

STUDENT A: No, I didn't.

TEACHER: (Student A), ask another student the same question.

STUDENT A: Did you work late last night?

STUDENT B: Yes, I did.

TEACHER: (Student B), ask another student the same question.

Continue to the next question after three to five students have answered.

- 1. Did you walk home yesterday?
- 2. Did you come to class late today?
- 3. Did you wake up early today?
- 4. Did you eat meat for breakfast?
- 5. Did you drink coffee this morning?
- 6. Did you exercise today?
- 7. Did you play video games yesterday?
- 8. Did you text someone before 7:00 A.M.?
- 9. Did you make your bed this morning?
- 10. Did you wash the dishes this morning?

# ☐ Exercise 39. Looking at grammar. (Chart 8-8) Make questions and give short answers.

1.	A: _	Did you walk downtown	yesterday?
	В: _	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: _		
	В: _		_ (I ate lunch at the cafeteria.)
4.	A: _		
			_ (Mr. Kwan didn't go out of town last week.)
5.	A:		
	B: _		_ (I had a cup of tea this morning.)
6.	A: _		
	B:		(Ricardo and I went to a dance last night.)



7. A:	
B:	(Galina studied English in high school.)
8. A:	
B:	(Kirsten and Ali didn't do their homework.)
9. A:	
В:	(I saw Gina at dinner last night.)
10. A:	
B:	(I didn't dream in English last night.)

Example: You wi	hear: Did you have your test already?					
	write: <u>Did you</u> have your test already?					
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?					
	complete the project?					
9.						
	pass the class?					
Interview your cl	et's talk: find someone who (Chart 8-8) ssmates. Make simple past questions with the given words. Find peces and write their names.					
	ream \ yesterday?					
	STUDENT A: Did you eat ice cream yesterday? STUDENT B: No, I didn't. I didn't eat ice cream yesterday.					
	STUDENT A: (Ask another student.) Did you eat ice cream yesterday?					
	I did. I ate ice cream yesterday. (Write Student C's name.)					
	I did. I ate ice cream yesterday. (Write Student C's name.)  FIRST NAME					
STUDENT C: Yes	FIRST NAME					

ACTIVITY	FIRST NAME
1. eat rice \ yesterday?	
2. do homework \ last night?	
3. get an email \ yesterday?	
4. go shopping \ yesterday?	
5. sleep well \ last night?	
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 42. Listening. (Chart 8-8) In spoken English, speakers sometimes change or drop sounds. In questions, did and the pronoun that follows it can change. CDI Track 35 Part I. Listen to the examples. 1. Did you ("dih-juh") see the news this morning? 2. A: Iim called. B: Did he ("dih-de") leave a message? 3. A: Julia called. B: Did she ("dih-she") leave a message? 4. Did it ("dih-dit") rain vesterday? 5. A: The kids are watching TV. B: Did they ("dih-they") finish their homework? 6. My keys aren't here. Did I ("dih-di") leave them in the car? Part II. You will hear questions with did + a pronoun. Write the full 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: <u>Did you</u> 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?

8. \_\_\_\_\_ want more help?

9. \_\_\_\_\_ explain it okay?

10. \_\_\_\_\_ do a good job?

7. \_\_\_\_ understand the information?

#### ☐ Exercise 43. Reading and grammar. (Chart 8-8)

Read the story. Then write the questions the doctor asked Kevin and give Kevin's answers.

#### Kevin's Unhealthy Habits

Kevin didn't feel well. He went to see Dr. Benson. Dr. Benson checked him and asked him about his lifestyle. Kevin had several unhealthy habits: he slept very little, he didn't exercise, he ate unhealthy foods, and he smoked. He needed to change these habits. Kevin listened to the doctor, but he didn't change any habits. He went back to the doctor a month later. The doctor asked him several questions.



1.	Dr. Benson: you \ continue  Did you continue  to smoke last month? Kevin: Yes,   did.
2.	Dr. Benson: you \ change
	your eating habits? Kevin:
3.	Dr. Benson: you \ exercise
	? Kevin:
4.	Dr. Benson: you \ sleep
	more? Kevin:
5.	Dr. Benson: you \ think
	my advice was a joke? Kevin:

#### Exercise 44. Warm-up. (Chart 8-9)

Which sentences are true for you?

- I sometimes drink water with dinner.
- 2. \_\_\_ I drank water with dinner last night.
- I think about my family every day.
- 4. \_\_\_ I thought about my family at midnight last night.

### **8-9** Simple Past Tense: Irregular Verbs (Group 2)

drive - drove bring - brought run - ran buy - bought read - read\* teach - taught catch - caught ride - rode think - thought drink - drank

#### Exercise 45. Vocabulary and speaking. (Chart 8-9)

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

vesterday?

STUDENTS: (repeat) teach-taught. You taught class yesterday.

- 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 apps for my phone. Yesterday, I bought an app for my phone. What did I do yesterday?
- 3. catch-caught On weekends, I go fishing. Sometimes, I catch fish. I caught a fish last week. Sometimes I catch a cold. Last week, I caught a bad cold. What did I do last week?
- 4. think-thought I often think about my family. I thought about my family vesterday. What did I do vesterday?
- 5. REVIEW: What did I bring to class yesterday? What did you bring yesterday? What did I buy yesterday? What did I catch last week? 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 vesterday?
- 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?

<sup>\*</sup>The simple past form of read is pronounced the same as the color red.

- 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 has 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 46.	Looking at	grammar.	(Chart 8-9)
Complete each	sentence with	the correct fo	orm of the wo

COI	mple	ete each sentence with the	correct form of the word in p	arentheses.			
1.	A:	A: Why are you out of breath?					
	B:	I (run)	_ to class because I was late.				
2.		I (ride)school?	_ the bus to school yesterday	. How did you get to			
	B:	I (drive)	my car.				
3.	A:	Did you decide to change	schools?				
	B:	I (think)	about it, but then I d	lecided to stay here.			
4.	A:	(you, go)	shopping yester	rday?			
	B:	Yes. I (buy)	a new pair of sho	oes.			
5.	A:	: (you, study) last night?					
		No, I didn't. I was tired.	I (read)to bed early.	the news online and then			
6.		Do you like milk?					
		No. I (drink) but I don't like milk now.	milk when I (be)	a child,			
7.	A:	Did you leave your diction	nary at home?				
		No. I (bring)with me.	it to class				
8.	Yes	sterday Sasha (teach)					
	us l	us how to say "thank you" in Japanese. Kim (teach)					
	in I	Korean. us l	now to say "I love you"				
9.	A:	Did you enjoy your fishin	g trip?				
	В:	I had a wonderful time! I					

#### Exercise 47. Let's talk: pairwork. (Chart 8-9)

Work with a partner. Take turns asking and answering simple past tense questions.

Example: think

PARTNER A: Did you think about me last night?

PARTNER B: Yes, I did. I thought about you last night. OR No, I didn't. I didn't think about you last night.

PARTNER A	PARTNER B
1. drive	1. think
2. ride	2. drink
3. catch	3. read
4. teach	4. buy
5. bring	5. run

#### Exercise 48. Listening. (Chart 8-9)



Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: He drank . . .

> You will choose: (a.) some tea. b. bread. c.) water.

b. a fish. 1. a. last week. c. happy.

2. a. very fast b. a house. c. to the store.

3. a. books. b. the kids. c. the newspaper.

b. a bike. 4. a. a story. c. a horse.

5. a. good. b. some food. c. a doctor.

6. a. people. b. into town. c. home.

#### Exercise 49. Writing. (Charts 8-1 $\rightarrow$ 8-9)

Use the expressions from the list 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. Use your own paper.

Example: go downtown with (someone)

Possible sentence: I went downtown with Marco two days ago.

1. arrive in (this city) 8. study arithmetic

2. eat at a restaurant 9. read a newspaper

3. buy (something) 10. play (soccer, a pinball machine, etc.)

4. have a cold 11. see (someone or something)

5. be in elementary school 12. think about (someone or something)

6. drink a cup of coffee 13. be born

7. talk to (someone) on the phone

#### ☐ Exercise 50. Warm-up. (Chart 8-10)

Which sentences are true for you?

1. \_\_\_\_ I sing in the shower every morning.

2. \_\_\_ I sang in the shower yesterday morning.

3. \_\_\_\_ I sometimes speak English in my dreams.

4. \_\_\_ I spoke English in my last dream.

## 8-10 Simple Past Tense: Irregular Verbs (Group 3)

break – broke meet – met
fly – flew pay – paid
hear – heard ring – rang
leave – left send – sent

sing – sang speak – spoke take – took

wake up - woke up

#### ☐ Exercise 51. Vocabulary and speaking. (Chart 8-10)

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? Did you fly to this city? When?
- 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 mom a gift every year on her birthday. I sent my mom 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 sometimes meet friends for lunch. Last month I met some friends for lunch. What did I do last month? Do you sometimes meet friends for lunch?
- 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?

<sup>\*</sup>ever = at any time

- 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 I didn't turn my cell phone off when I went to bed last night. This morning, it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a phone 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 in the shower? 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 52. Looking at grammar. (Chart 8-10)

Complete the conversations. Use the correct form of the verbs from the box.

break	leave	ring	speak
fly	meet	send	take
hear	pay	sing	wake

1.	A:	What happened	to	your	finger?	
	-	-		4.7		

- 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 an email?
  - B: No, but I \_\_\_\_\_ him a text.
- 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 \_\_\_\_\_\_ my son and daughter 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 phone \_\_\_\_\_

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 never went back to sleep.

11. A: Did you give the painter a check?

B: No. I \_\_\_\_\_ him in cash.

12. 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.



#### ☐ Exercise 53. Let's talk: pairwork. (Chart 8-10)

Work with a partner. Take turns asking and answering simple past tense questions.

Example: fly

PARTNER A: Did you fly to Paris last week?

PARTNER B: Yes, I did. I flew to Paris last week. OR
No, I didn't. I didn't fly to Paris last week.

PARTNER A	PARTNER B
1. hear	1. fly
<ol><li>break</li></ol>	2. leave
3. take	3. speak
4. sing	4. wake up
5. ring	5. send
6. pay	6. meet

#### Exercise 54. Listening. (Chart 8-10)

Listen to the story. Then read each sentence and choose the correct answer.

## CD 1 A doctor's appointment

1. The man was at the doctor's office.

yes no

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

#### ☐ Exercise 55. Warm-up. (Chart 8-11)

Which sentences are true for you?

I sometimes lose my keys.

2. \_\_\_ I lost my keys last week.

I often wear jeans.

4. \_\_\_\_ I wore jeans yesterday.

#### 8-11 Simple Past Tense: Irregular Verbs (Group 4)

begin - began find - found lose - lost

say - said sell - sold

steal - stole

tell - told tear - tore wear - wore

hang - hung

#### Exercise 56. Vocabulary and speaking. (Chart 8-11)

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 at (9:00 this morning).

- 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 I make a mistake when I write a check, I 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 vesterday?
- 4. sell-sold People sell things that they don't need anymore. My friend has a new bike, so she sold her old bike. What did she 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 also wore a jacket. What did I wear last night?
- 8. **steal-stole** Thieves steal money and other things. Last month a thief stole my aunt's wallet. What did a thief do last month?
- 9. say-said People usually say "hello" when they answer a phone. When my friend answered his phone this morning, he said "hello." What did he do this morning?

#### ☐ Exercise 57. Looking at grammar. (Chart 8-11)

Complete the sentences with the correct form of the verbs from the box.

	begin find	hang lose	say sell	steal tear	tell wear			
1.	A: Did yo	ou go to the	park yester	·day?				
	B: No. V	We stayed he	ome becaus	e it		to rain.		
	A: Oh, th	nat's too bad	t.					
2.	A: Susie	is in trouble						
	B: Why?							
	A: She _		a lie	. Her mom	and dad are	upset.		
	B: I'm su	re she's som	ry.					
3.	A: Did you find your sunglasses?							
	B: No. I		th	em at the so	occer game.	I need to g	get some new	ones
4.		e's my coat?						
	B: I		it up in	the closet f	or you.			
5.		e did you ge						
	B: I		it on th	e beach.				
6.	A: Do yo	u still have	your bike?				shells	
	B. No I		it	because I no	eeded some e	extra mone	v	

7. A: It's hot in here.

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 58. Let's talk: pairwork. (Chart 8-11)

Work with a partner. Take turns asking and answering simple past tense questions.

Example: wear

PARTNER A: Did you wear slippers last night?

PARTNER B: Yes, I did. I wore slippers last night. OR

No, I didn't. I didn't wear slippers last night.

PARTNER A	PARTNER B
1. hang	1. find
2. steal	2. sell
3. wear	3. lose
4. say	4. tell
5. begin	5. tear

		Listening. (Chart 8-11) ry. Then read each sentence and choose	the correct an	swer.				
CD 1 Track 3	A wedding ring	g						
	1. The woman	lost her mother's ring.	yes	no				
	2. Someone st	ole the ring.	yes	no				
	3. Her dog fou	and 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				
	You went to a b	Looking at grammar. (Chapter 8) irthday party last night. A friend is askin ntences with did, was, or were.	g you question	s about it.				
	1	you go with a friend?						
	2	your friends at the party?						
	3	3 the party fun?						
	4 many people there?							
	5 you have a good time?							
	6	there a birthday cake?						
	7	you eat a piece of birthday cake?						
	8	everyone sing "Happy Birthday"?						
	9	you hungry?						
	10	you bring a present?	a present					
	Complete the se	Looking at grammar. (Chapter 8) ntences with did, was, or were.						
		not go to work yesterday. I w						
		not in his office yesterday. He _		ot go to work.				
	3. A:	Mr. Chan in his office yesterday?						
	B: Yes.							
	A:	you see him about your problem?						

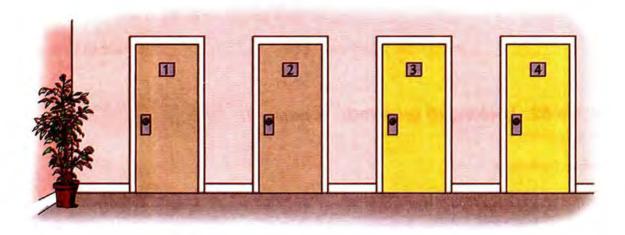
B: Yes. He answered all my questions. He \_\_\_\_\_\_ very helpful.

4. A.	you at the meeting yesterday:
B:	Yes.
A:	I miss anything?
B:	No. It really short. The fire alarm went off right after it started.
	We outside for the rest of the hour.
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
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:	No, I don't. (I don't want a roommate.)
4. A:	
B:	Yes, I did. (I had a roommate last year.)
5. A:	
	No, it wasn't. (It wasn't a good experience.)
6. A:	
	Yes, he was. (He was messy.)
	For example, he never picked up his dirty clothes. He never washed his dirty

1. 1		
]	No, he didn't. (He didn't help me clean.)	
8. 4		
1	Ves I was (I was glad when he left )	

#### ☐ Exercise 63. Let's talk. (Chapter 8)

Work in pairs or small groups. Read the facts about four people: Lara, Josh, Max, and Kira. They live in an apartment building on the same floor. Which apartment does each person live in? Use the clues to find out.



#### Clues:

- 1. Lara painted her door yellow.
- 2. Josh and Lara lived in the same neighborhood as children. Now they are next-door neighbors.
- 3. Max loves music. He works at a music store. His parents were musicians in a band.
- 4. Kira isn't very social. She didn't want neighbors on both sides, so she rented an end unit.
- 5. Lara moved into her apartment last year.
- 6. The first time Max played loud music, both Kira and Josh knocked on the walls. They told him to turn it down.

APARTMENT NUMBER	1	2	3	4
NAME				
				1

#### Exercise 64. Check your knowledge. (Chapter 8)

Correct the mistakes.

stole

- Someone stealed my bike two day ago.
- 2. Did you went to the party yesterday weekend?
- 3. I hear an interesting story yesterday.
- 4. The teacher not ready for class yesterday.
- 5. Did came Dennis to work last week?
- 6. Yesterday night I staied home and work on my science project.
- 7. A few students wasn't on time for the final exam yesterday.
- 8. Your fax came before ten minutes. Did you got it?
- 9. Did you the movie watch?
- 10. The store no have yellow bananas. I get some green ones.
- 11. Did you nervous about your test last week?
- 12. I didn't saw you at the party. Did was you there?

#### Exercise 65. Reading and writing. (Chapter 8)

Part I. Read the story.

#### An Embarrassing Week

Andy did some embarrassing things last week. For example, on Monday, he wore his slippers to work. He got on the bus and looked down at his feet. He felt very stupid and wanted to hide his feet.

That night, he typed an email to his girlfriend. He told her he loved her. But he hit the wrong button and he sent the message to his boss. His girlfriend and his boss have the same first name. He didn't know until the next morning when she greeted him at work. She didn't look very happy.

On Friday, he went to a nice restaurant with co-workers for lunch and ate a salad. After lunch he had a meeting. He talked a lot at the meeting. People gave him strange looks, but Andy didn't know why. Later he found out the reason. He had lettuce on his front teeth.

Andy is hoping for a better week this week. He hid his slippers under the bed and put a mirror in his desk drawer. But he didn't tell his girlfriend about the email because he is still very embarrassed.

Part II. Write about something embarrassing that you did or something embarrassing that happened to you. Your title can be "An Embarrassing Week," "An Embarrassing Day," "An Embarrassing Night," "An Embarrassing Experience," etc. If you can't think of things, write about a family member or a friend.

- 1. First, write single sentences about one or more embarrassing things you or someone else did. Use simple past tense verbs.
- 2. Add details to make the story interesting. Answer these questions:

Where and/or when did it happen?

What did you think?

How did you feel?

What did you do next?

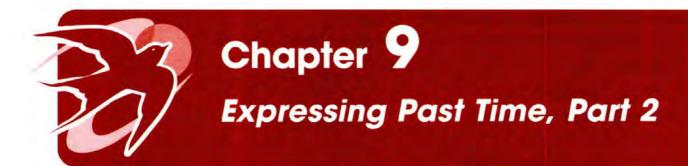
Did you need to find a solution?

3. Put this information into one or more paragraphs.

Part III. Editing check: Work individually or change papers with a partner. Check (1) for the following:

1.	_	indented paragraph
2.		capital letter at the b

- eginning of each sentence
- 3. \_\_\_\_ period at the end of each sentence
  - 4. \_\_\_ correct use of the simple past for a completed activity
  - 5. \_\_\_\_ correct use of didn't and wasn't for simple past negatives
  - 6. \_\_\_\_ correct spelling (use a dictionary or computer spell-check)



#### ☐ Exercise 1. Warm-up. (Chart 9-1)

Choose the correct answer for each question.

- 1. When did you get to school?
  - a. Yes, I did.
- b. Downtown.
- c. At 11:00.

- 2. Where were you born?
  - a. At midnight.
- b. In this city.
- c. Yes, I was.

			QU	ESTION			SHORT ANSWER
(a) (b)	Where	Did did	you you	go go?	downtown?	$\overset{\rightarrow}{\rightarrow}$	Yes, I did. / No, I didn't.
(c) (d)	Where	Were were	you you?		downtown?	$\overset{\rightarrow}{\rightarrow}$	Yes, I was. / No, I wasn't. Downtown.
(e)		Did	you	run	because you were late?	$\rightarrow$	Yes, I did. / No, I didn't.
(f)	Why Why	did didn't	you you	run? walk?		$\rightarrow$	Because I was late. Because I was late.
(g) (h)	When \	Did	Ann	come	at six?	$\rightarrow$	Yes, she did. / No, she didn't.
	What time	did	Ann	come'	)	$\rightarrow$	At six.
	IPARE						What time usually asks for a specific
(i)	What time di	d Ann c	ome?	→ Se	six. even o'clock. ound 9:30.		time on a clock.
(j)	When did An	n come	?				The answer to <b>when</b> can be various expressions of time.

→ Three days ago.

	There go?	Rosa's travel plans
2. W	/hy go there?	To Hawaii
3. W	hen/What time leave?	For a vacation Leave at 2:00 P.M.
1. A	: Where did Rosa go?	
2. A	:	
B	:	
3. A	i	
B		
	: To the beach. (I went to the be	
	cise 3. Looking at grammal questions. Use where, when, w	
1. A	: Where did you go yesterda	y?
B	: To the beach. (I went to the be	ach vesterday.)
2. A		
В	: Last month. (Mr. Chu arrived	in Canada last month.)
В		in Canada last month.)
3. A B	: Last month. (Mr. Chu arrived : : At 7:05. (Their plane arrived at	in Canada last month.)
3. A B	: Last month. (Mr. Chu arrived	in Canada last month.)
3. A B:	: Last month. (Mr. Chu arrived : : At 7:05. (Their plane arrived at	in Canada last month.)
3. A B 4. A B	: Last month. (Mr. Chu arrived : : At 7:05. (Their plane arrived at	in Canada last month.) t 7:05.) come last night because I was tired.)
3. A B: 4. A B: 5. A	: Last month. (Mr. Chu arrived :	in Canada last month.) t 7:05.) ome last night because I was tired.) efore. (I was tired because I stayed up the night
3. A B: 4. A B: 5. A	: Last month. (Mr. Chu arrived :	in Canada last month.) t 7:05.) come last night because I was tired.)
B: 3. A B: 4. A B: 5. A B: 6. A	: Last month. (Mr. Chu arrived :	in Canada last month.) t 7:05.) ome last night because I was tired.) efore. (I was tired because I stayed up the night
B: 3. A B: 4. A B: 5. A B: 6. A	: Last month. (Mr. Chu arrived :	in Canada last month.) t 7:05.) ome last night because I was tired.) efore. (I was tired because I stayed up the night
B: 3. A B: 4. A B: 5. A B: 6. A B: 7. A	: Last month. (Mr. Chu arrived : : At 7:05. (Their plane arrived at : Because I was tired. (I stayed h : Because I stayed up the night be before.) : To Greece. (Sofia went to Greece	in Canada last month.)  1 7:05.)  1 ome last night because I was tired.)  2 efore. (I was tired because I stayed up the night because for her vacation.)
B: 3. A B: 4. A B: 5. A B: 7. A B: 8: 9: 9: 9: 9: 9: 9: 9: 9: 9: 9: 9: 9: 9:	: Last month. (Mr. Chu arrived :	in Canada last month.)  1 7:05.)  Tome last night because I was tired.)  Therefore. (I was tired because I stayed up the night because for her vacation.)

☐ Exercise 2. Looking at grammar. (Chart 9-1)

#### Exercise 4. Let's talk: interview. (Chart 9-1)

Walk around the room. Ask and answer questions using the simple past tense. Share some of your classmates' answers with the class.

Example: What time \ go to bed \ you \ last night?

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

STUDENT B: I went to bed at 10:00 last night.

- 1. What time \ get up \ you \ this morning?
- 2. When \ finish \ you \ your homework \ last night?
- 3. Where \ be \ you \ at 10:00 last night?
- 4. Why \ choose \ you \ this school?
- 5. Why \ decide \ you \ to study English?
- 6. What time \ cook \ you \ dinner?
- 7. Where \ cook \ you \ dinner?
- 8. What time \ walk \ you \ into this room?
- 9. Where \ buy \ you \ this book?
- 10. When \ buy \ you \ this book?

#### Exercise 5. Listening. (Chart 9-1)

CD 2

Choose the correct answer for each question you hear. Use the information on the datebook pages.

Example: You will hear: Where did Isabel go?

You will choose: a. At 1:00 P.M.

(b.) To the gym. c. For an exercise class.

#### Marco's Day

il 4	Mon.
	7:00 а.м.
	School
her	meeting with
2	meeting with

Sabrina's Day

Mon.	April 4
12:00 Noc	on
City Café	
business m	eeting

Rill's Day

Mon.	April 4
10:00 A.M.	
Dentist	
check-up	

Isabel's Day

Mon.	April 4
1:00 P.M.	
Gym	
exercise cla	55

1. a. At noon.

- b. To the City Café.
- c. Because she had a meeting.

2. a. At noon.

- b. To the City Café.
- c. Because she had a meeting.

- 3. a. To the gym.
- b. For an exercise class. c. At 1:00 P.M.
- 4. a. To the gym.
- b. For an exercise class. c. At 1:00 P.M.
- 5. a. To the gym.
- 6. a. Because he had a meeting. b. At 7:00 A.M.
- b. For an exercise class. c. At 1:00 P.M.

- c. To school.
- 7. a. Because he had a meeting. b. At 7:00 A.M.
- c. To school.

- 8. a. To the dentist.
- b. For a check-up.
- c. At 10:00 A.M.

- 9. a. To the dentist.
- b. For a check-up.
- c. At 10:00 A.M.

#### Exercise 4. Let's talk: interview. (Chart 9-1)

Walk around the room. Ask and answer questions using the simple past tense. Share some of your classmates' answers with the class.

Example: What time \ go to bed \ you \ last night?

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

STUDENT B: I went to bed at 10:00 last night.

- 1. What time \ get up \ you \ this morning?
- 2. When \ finish \ you \ your homework \ last night?
- 3. Where \ be \ you \ at 10:00 last night?
- 4. Why \ choose \ you \ this school?
- 5. Why \ decide \ you \ to study English?
- 6. What time \ cook \ you \ dinner ?
- 7. Where \ cook \ you \ dinner?
- 8. What time \ walk \ you \ into this room?
- 9. Where \ buy \ you \ this book?
- 10. When \ buy \ you \ this book?

#### Exercise 5. Listening. (Chart 9-1)

CD 2

Choose the correct answer for each question you hear. Use the information on the datebook pages.

Example: You will hear: Where did Isabel go?

> You will choose: a. At 1:00 P.M. (b.) To the gym. c. For an exercise class.

#### Marco's Day

Mon.	April 4
7:00 A.M.	
School	
meeting wit	h teacher

Sabrina's Day

Mon.	April 4
12:00 Noon	
City Café	
business mee	ting

Bill's Day

Mon.	April 4
10:00 A.M.	
Dentist	
check-up	

Isabel's Day

Mon.	April 4
1:00 р.м.	
Gym	
exercise c	lass

1. a. At noon.

- To the City Café.
- c. Because she had a meeting.

2. a. At noon.

- b. To the City Café.
- c. Because she had a meeting.

- a. To the gym.
- b. For an exercise class. c. At 1:00 P.M.
- 4. a. To the gym.
- b. For an exercise class. c. At 1:00 P.M.
- 5. a. To the gym.
- b. For an exercise class. c. At 1:00 P.M.
- 6. a. Because he had a meeting. b. At 7:00 A.M.
- c. To school.

- 7. a. Because he had a meeting. b. At 7:00 A.M.
  - b. For a check-up.
- c. To school. c. At 10:00 A.M.

- 8. a. To the dentist. 9. a. To the dentist.
- b. For a check-up.
- c. At 10:00 A.M.

## 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 for questions with Who.)

	(QUESTION -	VERB	F SUBJECT 1	VERB		SHORT ANSWER	(LONG ANSWER)
(a) (b)	What	Did did	Carol Carol	buy buy?	a car?	Yes, she did.  A car.	(She bought a car.) (She bought a car.)
(c) (d)	What	ls is	Fred Fred	holding holding?	a book?	Yes, he is.  A book.	(He's holding a book.) (He's holding a book.)
(e) (f)	s v o (e) Carol bought a car. o v s v			): a car is t			

## ☐ Exercise 9. Looking at grammar. (Chart 9-2)

Make questions.

1.	A:	Did you buy a new TV?
		Yes, I did. (I bought a new TV.)
2.	A:	What did you buy?
	B:	A new TV. (I bought a new TV.)
3.	A:	
	B:	Yes, she is. (Maya is carrying a suitcase.)
4.	A:	
	B:	A suitcase. (Maya is carrying a suitcase.)
5.	A:	
	B:	Yes, I do. (I see a plane.)
6.	A:	
	B:	A plane. (I see a plane.)
7.	A:	
	B:	No, I'm not. (I'm not afraid of mice.) Are you?
8.	A:	
	B:	The map on the wall. (The teacher is talking about the map on the wall.)

9.	A:	Y	
	B:	Some soup.	(Franco had some soup for lunch.)
10.	A:		
	B:	Yes, he did.	(Franco had some soup for lunch.)
11.	A:		
	B:	A sandwich.	(Franco usually eats a sandwich for lunch.)



12. /					
1 1	Λ.				
1/. /					

B: No, he doesn't. (Franco doesn't like salads.)

#### ☐ Exercise 10. Let's talk: class activity. (Chart 9-2)

Answer the questions your teacher asks you. Pronounce the verb endings clearly. Close your book for this activity.

Example: walk to the front of the room

TEACHER: (Student A), walk to the front of the room.

STUDENT A: (walks to the front of the room)

TEACHER: (to Student B) What did (Student A) do? STUDENT B: She/He walked to the front of the room.

TEACHER: (to Student A) What did you do? STUDENT A: I walked to the front of the room.

1.	smile	11. wash your hands (act out)
2.	laugh	12. touch the floor
3.	cough	13. point at the door
4.	sneeze	14. fold a piece of paper
5.	shave (act out)	15. count your fingers
6.	erase the board	16. push (something in the room)
7.	sign your name	17. pull (something in the room)
8.	open the door	18. yawn
9.	close the door	19. pick up your pen

20. add two and two on the board

10. ask a question

<ul> <li>Exercise 11. Vocabulary and grammar. (C)</li> </ul>	Chart 9-2)
--	------------

Ask your teacher for the meaning of the given words. Begin your question with What.

Example: century

STUDENT: What does *century* mean? TEACHER: Century means "100 years."

humid
 grocery store
 awful
 pretty difficult
 enjoy

3. quiet 6. ill 9. old-fashioned

#### ☐ Exercise 12. Let's talk: class activity. (Charts 9-1 and 9-2)

Ask your teacher questions to complete the chart with information about each person's day.\* SITUATION: All these women were absent from school yesterday. What did each person do? In your opinion, who had the best day?

Example:

STUDENT A: What time did Jenny wake up?

TEACHER: 7:00 A.M.

STUDENT B: What did Jin eat for breakfast?

TEACHER: Rice.

	wake up	eat for breakfast	spend the day	go to bed	absent
JENNY	7:00 A.M.				
JIN		rice			
JADA			at the beach		
JANICE				10:00 P.M.	
JULIANNA					Because she needed to earn extra money for school tuition.

### ☐ Exercise 13. Listening. (Charts 9-1 and 9-2)

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? 5. \_\_\_\_\_ say?

2. \_\_\_\_\_\_ leave? 6. \_\_\_\_\_\_ move?

3. \_\_\_\_\_\_ want? 7. \_\_\_\_\_\_ move to?

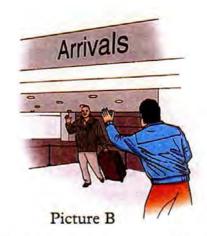
4. \_\_\_\_\_ study?

<sup>\*</sup>Teacher: See Let's Talk: Answers, p. 503.

## ☐ Exercise 14. Warm-up. (Chart 9-3)

Match each picture with the correct conversation.





- 1. A: Who did you pick up at the airport?
  - B: My father.

- 2. A: Who picked you up at the airport?
  - B: My father.

Q	UESTION		ANSWER	
	What did they see? Who did they see?	$\rightarrow$ $\rightarrow$	A boat. (They saw a boat.)  Jay. (They saw Jay.)	What is used to ask questions about things. Who is used to ask questions about people.
	Vho did they see? Vhom did they see?	$\rightarrow$ $\rightarrow$	Jay. (They saw Jay.) Jay. (They saw Jay.)	Examples (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.
(e) W (f) W (g) W (h) W	O Who(m) did they see? s Who saw Jay? s Who lives there? s Who came?	$\rightarrow$ $\rightarrow$	Jay. (They saw Jay.)  S Ella. (Ella saw Jay.)  S Ed. (Ed lives there.)  S Eva. (Eva came.)	In (e): Who(m) is the object of the verb. Usual question word order is used:     question word + helping verb + subject     + main verb  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.

Example:	The teacher saw Alan. The teacher talke	ed to Alan. The teacher helpe
	→ a. Who saw Alan	? The teache
	→ b Who talked to Alan	? The teache
	→ c Who helped Alan	? The teache
	→ d Who did the teacher see	? Alan.
	$\rightarrow$ e. Who did the teacher talk to	
	→ f. Who did the teacher help	? Alan.
1 41	and all Walter Allement and Walter Allement	andiad mish Vales
	called Yuko. Alan visited Yuko. Alan st	
2 Ron	talked to the kids. Ron watched the kids	Ron played with the kids
	talked to the kids. Ron watched the kids.	
		? Ron.
a b		? Ron? The kids.
a b c		? Ron? Ron? Ron.
a b c d		<ul><li>? Ron.</li><li>? The kids.</li><li>? Ron.</li><li>? The kids.</li></ul>
a b c d e		? Ron. ? The kids. ? Ron. ? The kids. ? Ron. ? Ron.
a b c d e		? Ron. ? The kids. ? Ron. ? The kids. ? Ron. ? Ron.
a b c d e f		? Ron. ? The kids. ? Ron. ? The kids. ? Ron. ? Ron. ? The kids.
a b c d e f		? Ron? The kids? Ron? Ron? Ron? The kids.
a b c d e f  Exercis Make qu	e 16. Looking at grammar. (Chart	? Ron? The kids? Ron? Ron? Ron? The kids.

	. who did	? The woman.
b	. Who saved	? The firefighter.
		5 125
	9	
P	rofessor Ramic taught the studer	nts
	The factor of the second secon	??
•		
Ь	. Who did	
b	. Who did	
erc	cise 17. Looking at gramm questions.	
<b>(er</b> (	cise 17. Looking at gramm	ar. (Chart 9-3)
(ercake	cise 17. Looking at gramm questions.	ar. (Chart 9-3)
cercake . A	cise 17. Looking at gramm questions.	ar. (Chart 9-3)
ake . A B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party	<b>ar.</b> (Chart 9-3)
ake . A B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party	(Chart 9-3)
B B B A B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party a:	(Chart 9-3)
B B B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party S: Nina. (Nina came to the party S: Kenji. (I talked to Kenji.)	(Chart 9-3)
BB. AB. AB. AB. AB.	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party S: Nina. (Nina came to the party S: Kenji. (I talked to Kenji.)	(Chart 9-3)
B B B B B B B B B B B B B B B B B B B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party see Nina. (Nina came to the party see Nina. (Nina came to Kenji.)  S: Kenji. (I talked to Kenji.)	(Chart 9-3)
B B B A B B A B B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party see Nina. (Nina came to the party see Nina. (Nina came to Kenji.)  S: Kenji. (I talked to Kenji.)	(Chart 9-3)
B B B B B B B B B B B B B B B B B B B	cise 17. Looking at gramm questions.  S: Nina. (I saw Nina at the party street in the	(Chart 9-3)

## Exercise 18. Let's talk: pairwork. (Charts 9-1 → 9-3)

Work with a partner. Finish this conversation between a parent and a teenager. Use your imagination. You can make it funny or serious. Perform your conversation for the class.



PARENT:	Where did you go last night?	
TEENAGER:	1	
PARENT:	What did you do?	
TEENAGER:		
PARENT:	Who did you see?	- A
TEENAGER:		
PARENT:	Who saw you?	
TEENAGER:	4	
PARENT:	When did you get home?	
TEENAGER:		
PARENT:	Is there anything else you want to tell me?	
TEENAGER:	6	
PARENT:	You're grounded!*	

<sup>\*</sup>to be grounded: a type of punishment from a parent: the child stays at home and can't do activities with friends.

	Exercise 19. Listening. (Charts 9-1 → 9-3) Listen to each question and choose the best answer.							
CD 2 Track 4		ill hear: Why will choose: a. Yes	000 <b>7</b> 44 12 140 100 00 12 14 15 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	©. Because he slept too long.				
	1. a. At midnig	ght.	b. Because it was late.	c. With my parents.				
	2. a. Last mon	th.	b. In a small town.	<ul> <li>c. Because he was a co-worker.</li> </ul>				
	3. a. In a minu	ite.	b. Some money.	c. John and Sarah.				
	4. a. At work.		b. At 10:00.	c. There was a party.				
	5. a. An aparti	nent downtown.	b. Next week.	c. Because we like the city.				
	6. a. The bus.		<ul> <li>Because her car didn't start.</li> </ul>	c. Maya did.				
	7. a. Because I have time		b. My friends.	c. It was fun.				
	Why. The team Example: Your f	with the most gra- riend just got hom	mmatically correct questi e from the shopping mall y? Where did you shop?	l.				
	Your friend just go	ot home from						
	1. the shopping			7. the hospital.				
	2. the library.			8. a one-week vacation.				
	3. the airport.	0. u	ne movies.	9. a soccer tournament.				
		<b>Varm-up.</b> (Chartences with your o						
	1. a. Right now a pack of gum costs							
	b. When I v	vas a child, a pack	of gum cost					
	2. a. In restau	rants, some chefs r	nake	for dinner.				
	b. The last	time I cooked dinn	ner, I made					

# 9-4 Simple Past Tense: Irregular Verbs (Group 5)

 cost - cost
 hit - hit

 cut - cut
 hurt - hurt

 forget - forgot
 lend - lent

 give - gave
 make - made

spend – spent understand – understood

shut - shut

## ☐ Exercise 22. Vocabulary and speaking. (Chart 9-4)

Practice using irregular verbs. Close your book for this activity.

Example: cost-cost

TEACHER: cost-cost. Gasoline costs a lot of money. Yesterday, I bought gas for my car.

It cost a lot of money. How much did it cost?

STUDENTS: (repeat) cost-cost. It cost a lot of money.

- 1. cost-cost I bought a jacket yesterday. I paid a lot for it. It cost (...). What did I buy yesterday? How much did it cost?
- 2. cut-cut (...) cuts vegetables when he/she makes a salad. Two nights ago, he/she made a salad and 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 on birthdays. Last week, (...) had a birthday. I gave him/her (something). What did I do?
- 5. hit-hit When you play tennis, you hit the ball with a tennis racket. When you play table tennis, you hit the ball with a paddle. What do you do when you play tennis? What do you do when you play table tennis?
- 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 know how to make ice cream! Last week I made chocolate ice cream for a birthday party. 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 friends. But last Saturday, I spent the day with my parents. What did I do last Saturday?
- 11. *understand-understood* I don't always understand singers when they sing. But yesterday I listened to a new song, and I understood every word. What did I understand?

0		ercise 23. Looking at grammar. (Chart 9-4)  nplete each sentence. Use the correct form of the word in parentheses.
	1.	A: How much does 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: No, it (cost) too much.
	3.	A: Where's your history book?
		B: I (give) it to Robert.
	4.	A: What happened?
		B: I had a car accident. 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.
	6.	A: Did you eat breakfast?
		B: Yeah. I (make) some scrambled eggs and toast for myself.
	7.	Eric (shut) the window when he wakes up every morning.
	8.	Eric (shut) the window when he woke up yesterday morning.
	9.	A: Did you enjoy going into the city to see a show?
		B: Yes, but I (spend) a lot of money.
	10.	A: Do you have a calculator?
		B: Yes, but I (lend) it to George.
	11.	A: Is that knife sharp?
		B: It's very sharp. It (cut) everything easily.
	12.	A: Why are you wearing a cap on your head? It's so hot today.
	420	B: I went to a barber this morning. He (cut) my hair too short
		A: Let me see. Oh, it looks fine.

## Exercise 24. Listening. (Chart 9-4)



Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: Kurt made . . .

You will choose: (a.) his lunch. (b.) furniture. c. in the morning.

1. a. the answer. b. the conversation. c. the teacher.

2. a. money. b. to her house. c. some furniture.

3. a. your hair? b. some paper? c. between?

4. a. tomorrow. b. a tree. c. an animal.

5. a. remember. b. his appointment. c. the question.

#### ☐ Exercise 25. Warm-up. (Chart 9-5)

Which answers are true for you?

1. a. Right now I feel fine / okay / tired / hungry

b. On the first day of class, I felt fine / okay / nervous / scared

2. a. My favorite sports team wins / doesn't win a lot of games.

b. My favorite sports team won / didn't win its last game.

# 9-5 Simple Past Tense: Irregular Verbs (Group 6)

blow – blew draw – drew grow – grew keep – kept swim – swam throw – threw

know - knew

win - won

fall – fell feel – felt

## ■ Exercise 26. Vocabulary and speaking. (Chart 9-5).

Practice using irregular verbs. Close your book for this activity.

Example: fall-fell

TEACHER: fall-fell. Rain falls. Leaves fall. Sometimes people fall. Yesterday I fell down.

I hurt my knee. How did I hurt my knee

yesterday?

STUDENTS: (repeat) fall-fell. You fell (down).

 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. draw-drew I draw once a week in art class. Last week I drew a picture of a mountain. What did I do in art class last week?
- 3. fall-fell Sometimes I fall down. Yesterday I fell down some steps outside my house. What happened to me yesterday?
- 4. feel-felt Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?
- 5. grow-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. **keep-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. **know-knew** This class knows a lot about English grammar. Last week, many students knew the answers to my questions. What did many students know last week?
- 8. **swim-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. throw-threw In baseball, the pitcher throws the ball. I like to play baseball. I like to throw the ball. Yesterday, when I played baseball, I was the pitcher. What did I do with the ball?
- 10. win-won You can win a game or lose a game. Last weekend (name of a local sports team) won a game/match against (name of another team). What did (name of the local sports team) do last weekend? Did they win or lose?



☐ Exercise 27. Looking at grammar. (Chart 9-5)

Complete the sentences. Use the simple past form of the verbs from the box.

	blo	w	fall	grow	know	throw
	dra	ıw	feel	keep	swim	win
1.	A:	Did you	enjoy yo	our tennis gar	ne with Jacki	e?
	B:	Yes, but	I lost. J	ackie		
2.	A:	How did	you bre	ak your leg?		
	B:	I		down o	n the ice on t	he sidewalk.
3.	A:	Did you	give the	box of candy	to your girlf	riend?
	B:	No, I did	ln't. I _		it and	ate it myself.
4.	A:	That's a	nice pic	ture.		
	B:	I agree.	Tanya _		it. Sh	e's a good artist

	5. 4	A: Your daughter is so	tall!		
	]	B: I know. She	a lot	last year.	
	6. 4	A: I burned my finger.			
	1	B: Did you put ice on	it?		
	1	A: No. I	on it.		More and a second
	7	A: Did you finish the t	est?		
		B: No. I		nswers, but	Lran out
		of time.	un or the u	nowers, our	
	8. 4	A: Did you have fun at	the beach?		
	1	B: Lots of fun. We		in the ocean	1.
	9. 4	A: What's the matter?	You sound like yo	ou have a fr	og in your throat.
	1	B: I think I'm catching very good today.	g a cold. I		okay yesterday, but I don't feel
	10.	A: How did you break	the window, Tom	my?	
	1	B: Well, I	a ball to J	ulie, but it	missed Julie and hit the window
		instead.			
	Exe	cise 28. Listening.	(Chart 9-5)		
				oose the co	rrect completion(s). There may be
CD 2 Track 6		than one correct answ			
	Exan	nple: You will hear: You will choose:		b. a ball.	c.) the answer.
		Tou will choose.	a. my fauler.	o. a ban.	c.) the answer.
	Ι. :	a. tomorrow.	b. on a car.	c.	in the park.
	2.	a. the game.	b. a prize.	c.	lost.
	3. :	a. on the paper.	b. a picture.	c.	with a pencil.
	4.	a. happy.	b. in the morning	g. c.	excited.
	5. ;	a. a ball.	b. not.	c.	a pillow.
0		rcise 29. Warm-up	The state of the s		
	1.	Some people feed anim	nals at the zoo.		
		When I was a child, I	fed / didn't feed	animals at	the zoo.
	2.	During storms, some k	ids hide in closets	or under th	ne bed.

When I was a child, I hid / didn't hide during a storm.

# 9-6 Simple Past Tense: Irregular Verbs (Group 7)

become – became bend – bent bite – bit

build – built feed – fed fight – fought hide – hid hold – held shake – shook

## Exercise 30. Vocabulary and speaking. (Chart 9-6)

Practice using irregular verbs. Close your book for this activity.

Example: hold-held

TEACHER: hold-held. I often hold my book open when I teach. Yesterday I held my

book open when we practiced grammar. What did I do with my book?

STUDENTS: (repeat) hold-held. You held your book open.

- 1. become-became Lilly got the flu last month. She became very sick. Now she is better. What happened when Lilly got the flu?
- 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 when I petted it. What did the dog do?
- 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. My country fought a war in (year). What did my country do in (year)?
- 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 above my head. Yesterday it rained. I held my umbrella above my head. 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 31. Looking at grammar. (Chart 9-6).

Complete the sentences. Use the past simple form of the verbs from the box.

become build hide bend feed hold bite fight shake

1. Many countries in the world \_\_\_\_\_ fought \_\_\_\_ in World War II.

2. I need a new pair of	glasses. I sat on my old glasses.	asses and	
	them.	COUNTY.	
3. I	_ my husband's birthday p	resent in the	
closet yesterday. I d	idn't want him to find it.		
4. Emma and Steve say	red money. They didn't bu	uy a bookcase for their new apartn	nent.
They bought wood a	nd on	ie.	
5. The baby is sleeping	peacefully. She's not hun	gry. Her mother	
her before she put he	er in bed.		
		n Puerto Rico, but when she marr	ied
	a Canadian citi		
		he his baby i	in his
arms for the first tim		ino dady i	1110
	с.		
8. A: Ouch!	2.2		
B: What's the matte			
A: I			
9. When my dog got or	it of the lake, it		57.5
itself. Dogs always o	lo that when they're wet.	Let di de	
Exercise 32. Listenir	ig. (Chart 9-6)		
	f each sentence. Choose t	he correct completion(s). There is	may l
Example: You will hear:	I bent		
그 경우보다 이 국민도에 계를 다 되는 사람이 되었다. 중인 보이지 않는 것이 가셨다.		uilding. c. the road.	
1. a. the dog.	b. happy.	c. her baby.	
2. a. next week.	b. usually.	c. a new house.	
3. a. a stick.	b. my hand.	c. sad.	
4. a. in the bedroom.	b. behind a tree.	c. their money.	
5. a. some pens.	b. the classroom.	c. some papers.	

## ☐ Exercise 33. Warm-up. (Chart 9-7)

Which completions are true for you?

- 1. Before I ate breakfast this morning, I...
  - a. took a shower.
  - b. washed my face.
  - c. made tea.
  - d. combed my hair.

- 2. After I got to school today, I...
  - a. ate something.
  - b. bought some coffee.
  - c. did my homework.
  - d. talked to friends.

s v (a) <i>l ate breakfast.</i> = a main clause	A clause is a group of words that has a subject and a verb.
s v (b) before I went to class = a time clause s v (c) I ate breakfast before I went to class. main clause time clause	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).
(d) Before I went to class, I ate breakfast.  time clause main clause	A time clause begins with a time word such as before or after:  before + S + V = a time clause  after + S + V = a time clause
(e) We took a walk after we finished our work.  main clause time clause  (f) After we finished our work, we took a walk.  time clause main clause	A time clause can come after a main clause, as in (c) and (e). A time clause can come before a main clause, as in (d) and (f).* There is no difference in meaning between (c) and (d) or between (e) and (f).
(g) We took a walk <u>after the movie.</u> prep. phrase  (h) I had a cup of coffee <u>before class.</u> prep. phrase	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 1-8, p. 21, and 6-2, p. 161, for information about prepositional phrases.

<sup>\*</sup> 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. Looking at grammar. (Chart 9-7)

Put brackets around the main clause and the time clause in each sentence. Write "M" over the main clause and "T" over the time clause.

1

- 1. [Before I ate the banana,] [I peeled it.]
- 2. We arrived at the airport before the plane landed.
- 3. I went to a movie after I finished my homework.

- 4. After the kids got home from school, they watched TV.
- 5. Before I moved to this city, I lived at home with my parents.

## ☐ Exercise 35. Looking at grammar. (Chart 9-7)

In the first pair of sentences, write "1" before the activity that happens first and "2" before the activity that happens second. Then choose the sentence(s) with the correct meaning.

1.	2	Salman went to sleep.
	_1_	Salman watched a movie.
		(a.) Before Salman went to sleep, he watched a movie.
		b. Before Salman watched a movie, he went to sleep.
2.		We went home.
		We left my uncle's house.
		a. After we went home, we left my uncle's house.
		b. After we left my uncle's house, we went home.
3.		I washed the dishes.
		I put them away.
		a. After I put the dishes away, I washed them.
		b. Before I put the dishes away, I washed them.
4.		The lions chased the zebra.
		The lions ate the zebra.
		a. Before the lions ate the zebra, they chased it.
		b. Before the lions chased the zebra, they ate it.
		c. After the lions chased the zebra, they are it.

# ☐ Exercise 36. Game. (Chart 9-7)

Work in teams. Find all the incomplete sentences. Make them complete and add the correct punctuation. Your teacher will give you a time limit. The team with the most grammatically correct answers wins.

Example: Before my cell phone died last night

Possible answer: Before my cell phone died last night, I texted several friends.

d. After the lions ate the zebra, they chased it.

- 1. After Jonas and Nora got married in Hawaii last June
- 2. We went to the zoo before we ate our lunch
- 3. The kids played soccer in the park
- 4. After you finished your homework last night
- 5. Vikram didn't eat before he took his medicine
- 6. Before I took my daughter to the dentist last week
- 7. After school started at the beginning of the year
- 8. Before Gino told me about his problems, I thought he was happy

## ☐ Exercise 37. Let's talk: small groups. (Chart 9-7)

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.





STUDENT A: Before I went outside, I put on my coat. STUDENT B: I put on my coat before I went outside. STUDENT C: After I put on my coat, I went outside. STUDENT D: I went outside after I put on my coat.

1. She ate breakfast. / She went to work.





2. He did his homework. / He went to bed.





3. We bought tickets. / We walked into the movie theater.





#### ☐ Exercise 38. Warm-up. (Chart 9-8)

Do the sentences have the same or a different meaning?

- 1. When I got home from school, I ate a snack.
- 2. I ate a snack when I got home from school.

(a) When the rain stopped, we took a walk. OR We took a walk when the rain stopped.	<b>When</b> can introduce a time clause. <b>when</b> $+ S + V = a$ time clause
(b) When Tom was a child, he lived with his aunt. OR Tom lived with his aunt when he was a child.	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	When is also used to introduce questions.* A question is a complete sentence, as in (c).
(d) when the rain stopped = a time clause	A time clause is not a complete sentence, as in (d).

<sup>\*</sup>See Charts 3-11, p. 89, and 9-1 for information about using when in questions.

# □ Exercise 39. Looking at grammar. (Chart 9-8)

Add a capital letter and a question mark to complete the sentences. Write "NC" to mean "not complete" if the group of words is a time clause and not a question.

И

- 1. a. when did Jim arrive → when did Jim arrive?
  - b. when Jim arrived  $\rightarrow NC$
- 2. a. when you were in Iran
  - b. when were you in Iran

- 3. a. when did the movie end
  - b. when the movie ended
- 4. a. when Khalid and Bakir were at the restaurant on First Street
  - b. when were Khalid and Bakir at the restaurant on First Street
- 5. a. when the museum opens
  - b. when does the museum open

### Exercise 40. Looking at grammar. (Chart 9-8)

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 show ended,

- → When the show ended, people clapped.
- → People clapped when the show ended.

#### Column A

- 1. When the show ended,
- 2. When I was in Japan,
- 3. Elena bought some new shoes
- 4. I took a lot of photographs
- 5. Adam was a soccer player
- 6. When the rain stopped,
- 7. The mirror broke

#### Column B

- a. when I dropped it.
- b. I closed my umbrella.
- c. when he was in high school.
- √ d. people clapped.
  - e. when she went shopping yesterday.
  - f. I stayed in a hotel in Tokyo.
  - g. when I was in Hawaii.

## □ Exercise 41. Looking at grammar. (Chart 9-8)

Use the given words to make (a) a simple past tense question and (b) a simple past tense clause. Use your own words to complete the sentence in (b).

- 1. When \ snow \ it
  - a. When did it snow?
  - b. When it snowed, I built a snowman



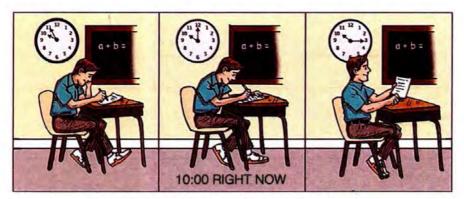
2.	When \ leave \ you
	a
	b
3.	When \ feel homesick \ Thomas
	a
	b
4.	When \ go out \ electricity
	a
	b

# ☐ Exercise 42. Warm-up. (Chart 9-9)

Complete the sentences with the correct time for you.

- 1. Now I am studying grammar, but yesterday I wasn't studying grammar at
- 2. Now I am not sleeping, but last night, I was sleeping at \_\_\_\_\_\_.

(a) It's 10:00 now. Boris is sitting in class.	The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 96. In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00. (See next page.	
PAST PROGRESSIVE (in progress yesterday) (b) It was 10:00. Boris was sitting in class.	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. (See next page.)	
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.	The forms of the present progressive and the past progressive consist of <b>be</b> + - <b>ing</b> . The present progressive uses the present forms of <b>be</b> : <b>am</b> , <b>is</b> , and <b>are</b> + - <b>ing</b> .	
PAST PROGRESSIVE FORM: WAS, WERE + -ING  (d) It was 10:00. Boris was sitting in class.  We were sitting in class.	The past progressive uses the past forms of <b>be</b> : <b>was</b> and <b>were</b> + - <b>ing</b> .	



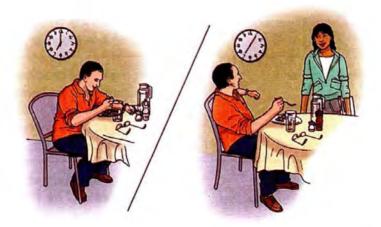
Boris is sitting in class right now at ten o'clock.



Boris was sitting in class yesterday at ten o'clock.

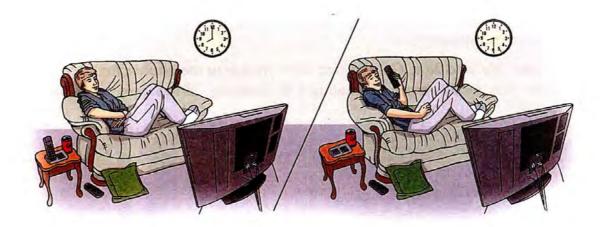
## ☐ Exercise 43. Grammar and speaking: class activity. (Chart 9-9)

Complete each sentence with the correct form of the verb in parentheses. Discuss the meaning of the phrase "in progress."



1. Paul started to eat dinner at 7:00. At 7:05, Kara came. Paul (eat)

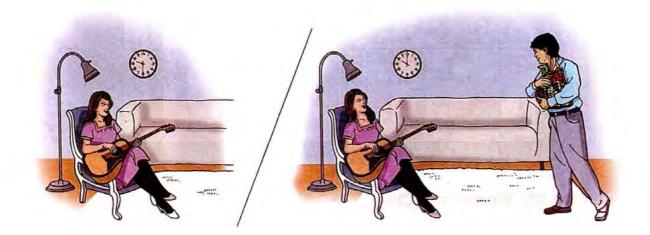
when Kara (come) \_\_\_\_\_\_ at 7:05.



2. Bobby was at home yesterday evening. His favorite program was on TV 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, B	obby	(watch)	 

\_\_\_\_\_ TV.



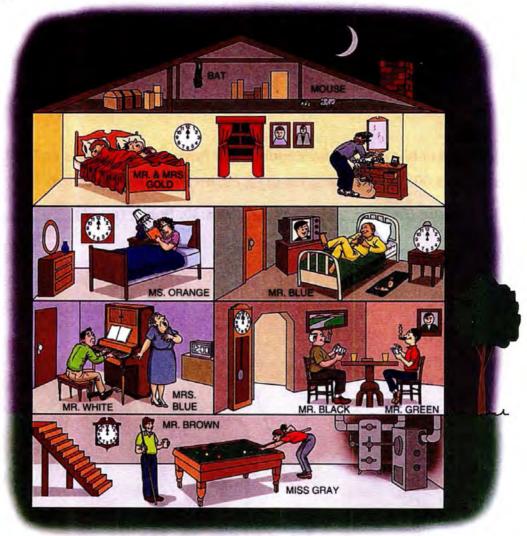
3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00.

At 10:00, Rosa (play) \_\_\_\_\_\_ her guitar.

### ☐ Exercise 44. Let's talk: class activity. (Chart 9-9)

Look at the picture. Use the past progressive to describe the activities that were in progress the night of the robbery.

SITUATION: 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?



## ☐ Exercise 45. Warm-up. (Chart 9-10)

Check (1) all the sentences that match the picture.

While the teacher was talking,

- 1. \_\_\_\_ the fire alarm began to ring.
- 2. \_\_\_ a student fell asleep.
- 3. \_\_\_\_ a spider crawled into the room.
- 4. \_\_\_ a desk fell over.
- 5. \_\_\_\_ another teacher came into the room.
- 6. \_\_\_\_ the room caught fire.



# 9-10 Using While with Past Progressive

(a) The phone rang while I was sleeping. OR

while + subject + verb = a time clause While I was sleeping is a time clause. while = during that time

(b) While I was sleeping, the phone rang.\*

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).

## Exercise 46. Let's talk: class activity. (Chart 9-10)

Combine the sentences. Use while.

- 1. I was studying last night. Rita called.
  - → While I was studying last night, Rita called.
  - → Rita called while I was studying last night.
- 2. Someone knocked on my apartment door. I was eating breakfast yesterday.
- 3. I was cooking dinner last night. I burned my hand.
- 4. Yoko raised her hand. The teacher was talking.
- 5. A tree fell on my car. I was driving in a windstorm.
- 6. I was studying last night. A mouse suddenly appeared on my desk.





# Exercise 47. Warm-up. (Chart 9-11)

What word begins each time clause? What verb form is in each time clause?

- 1. a. While I was studying, the mouse appeared.
  - b. The mouse appeared while I was studying.
- 2. a. When the mouse appeared, I was studying.
  - b. I was studying when the mouse appeared.

<sup>\*</sup>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.

<ul><li>(a) Jane called me yesterday.</li><li>(b) I talked to Jane for an hour last night.</li></ul>	The SIMPLE PAST describes activities or situations that began and ended at a particular
(c) What time did you get up this morning?	time in the past (e.g., yesterday, last night).
<ul> <li>(d) I was studying when Jane called me last night.</li> <li>(e) While I was studying last night, Jane called.</li> </ul>	The PAST PROGRESSIVE describes an activity that was in progress (was happening) at the time another action happened.
	In (d) and (e): The studying was in progress when Jane called.
	When is commonly used with the simple past activity, as in (d).
2 1 (f) I opened my umbrella when it began to rain. main clause time clause	If both the time clause and the main clause in a sentence are simple past, it means that the action in the time clause happened first, and the action in the main clause happened second. In (f): First, it began to rain; second, I opened my umbrella.
COMPARE (g) When the phone <i>rang</i> , I <i>answered</i> it.	In (g): First, the phone rang; second, I answered it.
(h) When the phone rang, I was studying.	In (h): First, the studying was in progress; second, the phone rang.

## ☐ Exercise 48. Let's talk: class activity. (Chart 9-11)

Your teacher will ask you to perform and describe actions using while-clauses or when-clauses. Close your book for this activity.

Example: Erase the board. / Open the door.

TEACHER: (Student A), please erase the board. What are you doing?

STUDENT A: (erases the board) I'm erasing the board right now.

TEACHER: (Student B), would you please open the door?

STUDENT B: (opens 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. Write on the board. / Drop a book on the floor.
- 2. Walk around the room. / Say hello to (Student A).
- 3. Look out the window. / Take (Student A)'s grammar book.
- 4. Draw a picture on the board. / Ask (Student A) a question.

. While I (wash) <u>was washin</u>	g the dishes last night, I (get) got
a phone call from my best frier	nd.
. When my best friend (call)	last night, I (wash)
the d	lishes.
. My friend Jessica (come)	over while I (eat)
dinner	last night.
. I (eat)	dinner when my friend Jessica (come)
over last r	night.
. My friend Ricardo (come)	when I (stream)
	a movie on my computer last night. I (invite)
him to wa	atch it with me.
. I (stream)	a movie on my computer last night when my friend
Ricardo (come)	over.
. Jason (wear)	a suit and tie when I (see)
him yesterday.	
	TV in bed last night and (relax)



## ■ Exercise 50. Speaking and writing: pairwork. (Chart 9-11)

Part I. Work with a partner. Use the information about Bill Gates to make sentences with the simple past and past progressive. Use while, when, before, and after.

Example: 1967: entered Lakeside School

1968: wrote his first computer program

→ In 1967, Bill Gates entered Lakeside School.

→ While he was studying at Lakeside, he wrote his first computer program.

#### Bill Gates: a brief history

1955: was born in Seattle, Washington

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 with Paul Allen

1975-2008: led Microsoft

1977: left Harvard University

1994: got married to Melinda French

1996: his first child was born

2008: retired from Microsoft

2008: became more active in the Bill and Melinda Gates Foundation

Part II. Make a timeline of seven to ten events in your partner's life. Write sentences with the simple past and past progressive. Use while, when, before, and after.

## Exercise 51. Reading and listening. (Charts 9-7 → 9-11)

**Part I.** Read the story about Steve Jobs. Look at new vocabulary with your teacher first.

#### Steve Jobs

Steve Jobs is another very famous computer person. He was also born in 1955. He grew up in Palo Alto, California. When he was in high school, he worked for electronics businesses in the summer. He also met Steve Wozniak. They became friends and business partners and built their first computer together.

Do you know these words?
electronics
design
fired
cancer
medical treatments
cure
turned + (age)



After he graduated from high school, he went to Reed College. He didn't study there very long, but he stayed in the area. He liked to visit the college's calligraphy—artistic handwriting—classes. He learned a lot about design and used it years later with his products.

Jobs, Wozniak, and Ron Wayne started Apple Computer in 1976. In 1985, Apple fired him, so he started NeXT Computer, Inc. While he was working at NeXT, he met Laurene Powell, and they got married.

In 1996, Apple bought NeXT and Jobs once again worked at Apple. Under Jobs, Apple became very successful. In 2001, it introduced the iPod. In 2007, it sold the first iPhone. Three years later, the iPad came out.

Unfortunately, while Jobs was working at Apple, he got cancer. Medical treatments didn't cure him. In 2011, ten months after he turned 56, Steve Jobs died.

	Tin. Complete the s	entences with before, after, when, or while	e.
1.	-	Steve Jobs was attending high school, he wo	orked for electronics
	businesses in the su	mmer.	
2.		he finished high school, he attended Reed C	College for a
	short time.		
3.		he was living near Reed College, he visited	calligraphy classes.
1.		he began NeXT Computer Inc., Apple fired	d him.
5.		Steve Jobs was working at Apple,	
	the company introd	uced the iPod, iPhone, and iPad.	
6.		Steve Jobs turned 57, he died.	
	Steve Jobs	born in 1955.	(A. 3)
2			6.3
۵.		up in Palo Alto,	
	California, he	interested in computers.	
3.	California, he Jobs and Wozniak	interested in computers.  their first computer toget	
3.	California, he Jobs and Wozniak After Jobs	interested in computers.	
3. 4.	California, he Jobs and Wozniak After Jobs College.	interested in computers their first computer toget from high school, he	to Reed
3. 4.	California, he Jobs and Wozniak After Jobs College.	interested in computers.  their first computer toget	to Reed
3. 4.	California, he Jobs and Wozniak _ After Jobs College. He	interested in computers their first computer toget from high school, he	to Reed in the area.
3. 4.	California, he Jobs and Wozniak _ After Jobs College. He	interested in computers.  their first computer together.  from high school, he  there very long, but he  a lot about calligraphy, and it	to Reed in the area.
3. 4. 5.	California, he Jobs and Wozniak _ After Jobs College. He He the design of his pro-	interested in computers.  their first computer together.  from high school, he  there very long, but he  a lot about calligraphy, and it	to Reed in the area.

	Powell, and they got married.	
9.	Under Jobs, Apple	very successful.
10.	Unfortunately, while Jobs	at Apple, he
	cancer.	
11.	Medical treatments	cure him, and Jobs in 20
Con	ercise 52. Looking at grammar properties the sentences. Use the simulations of the sentences of the sentence	mar. (Chart 9-11) uple past or the past progressive form of the verbs in
1.	While my cousin and I (have)	dinner at a
	restaurant last night, we (see)	a friend of mine. I (introduce)
	he	er to my cousin.
2.	When I (hear)	_ a knock at the door last night, I (walk)
		and (open) it. When I (open)
		(see) my brother. I (greet)
		k) him to come in.
•		
3.		a video game last night,
		me. He (be) on the
	highway, and his car (be)	out of gas. I (buy)
	gas and (take)	_ it to him.
4.	While I (walk)	to class yesterday morning, I (see)
	Abdullah. V	We (say) hello.

	na caned last night. We	talked for an hour.	
a. watch	c. am watching		
b. watched	d. was watching		
4. Mike is in his bedro	om right now. He	, so we need to be qu	niet.
a. is sleeping	c. slept		
	d. was sleeping		
5. Kate tell us the	e truth yesterday. She l	ied to us.	
a. don't	b. doesn't	c. didn't	d. wasn't
6. I saw a fish while I	in the ocean yester	day.	
a. swim	c. were swimming		
b. was swimming	d. swimming		
7. When I heard the pl	none ring, I it.		
a. answer	c. answered		
b. am answering	d. was answering		
8. A: you go to o	concerts often?		
B: Yes. I go at least	t once a month.		
a. Do	b. Did	c. Was	d. Were
9. While I dinner		finger.	
a. cooking	b. cook	c. was cooking	d. was cook
	MALE CONTRACTOR CONTRACTOR		
10. Where after we	ork yesterday?		
	ork yesterday? b. you did go	c. did you went	d. did you go
a. you went	b. you did go		d. did you go
	b. you did go	apters 8 and 9)	
a. you went  Exercise 54. Looking	b. you did go	apters 8 and 9)	
Exercise 54. Looking Complete the sentences  Part I.	b. you did go	apters 8 and 9) e verbs in parentheses	
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)	b. you did go  g at grammar. (Che with the past form of the	apters 8 and 9) the verbs in parentheses the day. Everything (go	o)
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)  wrong. First, I (oversleep	b. you did go  g at grammar. (Che with the past form of the  was  1  a terrib	apters 8 and 9) e verbs in parentheses le day. Everything (go	(ring, not)
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)  wrong. First, I (oversleep	b. you did go  g at grammar. (Che with the past form of the	apters 8 and 9) e verbs in parentheses le day. Everything (go	(ring, not)
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)  wrong. First, I (oversleep	b. you did go  g at grammar. (Che with the past form of the  was a terrib  1  1  1  1  1  1  1  1  1  1  1  1  1	priers 8 and 9)  le verbs in parentheses  le day. Everything (go  My alarm clock  up when	(ring, not)
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)  wrong. First, I (oversleep	b. you did go  g at grammar. (Che with the past form of the  was a terrib  1  1  1  1  1  1  1  2  1  2  2  3  1  1  1  2  2  3  2  3  3  4  2  3  4  5  6  6  7  8  8  9  9  1  1  1  1  1  1  1  1  1  1  1	le day. Everything (go.  My alarm clock  up where  the was 9:15. I (get)	(ring, not)  I (hear)
a. you went  Exercise 54. Looking Complete the sentences  Part I.  Yesterday (be)  wrong. First, I (oversleep	b. you did go  g at grammar. (Che with the past form of the  was a terrib  1  1  1  1  1  1  1  2  1  2  2  3  1  1  1  2  2  3  2  3  3  4  2  3  4  5  6  6  7  8  8  9  9  1  1  1  1  1  1  1  1  1  1  1	le day. Everything (go.  My alarm clock  up where  the was 9:15. I (get)	(ring, not)  I (hear)

٠.	_						
- 1	,	-			- 1	-	•
- 1	_	n	~	•			

During a break, I (go)	ou	tside. While I (	sit)	
	der a tree near the			
12	der a tree near the	classioom oun	unig, i (see)	
a friend. I (c	all)14	to him.	He (join)	
me on the gra	ass. We (talk)	16	_ about our	
classes. While we (talk)	17	, I (stand) _	18	up,
(step) in a hol	le, and (break)	20	_ my ankle.	
Part III.				
My friend (drive)	me to th	ne hospital. We	(go)	22
to the emergency room. After the	doctor (take)	23	_ X-rays of my	y ankle,
he ( <i>put</i> ) a cas	st on it.	5		
I (pay)1		(leave)		
the hospital. My friend (take)	27	me home and (	help)	
me up the sta	airs to my apartme	ent.		
Part IV.				
When we (get)	to my apar	rtment, I (look)	30	_
for my key in my purse and in my	pockets. There v	was no key.		

T (Life A)	de de de la Mariana de la S	
1 (ring)31	the doorbell. My roommate (be, not)	32
there, so I (sit)	down on the floor with my friend a	and (wait)
for m	ny roommate to get home.	
Finally, my roomma	te (come) home. I (eat) _	36
dinner quickly and (go) _	to bed. While I (sleep)	38
I (dream)	that I broke my arm. I hope my dream	doesn't come true!
Exercise 55. Check	your knowledge. (Chapter 9)	
Correct the mistakes.		
go  1. Did you went downto	own vesterday?	

- 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 cousins in New York last month
- 6. Where you did go yesterday afternoon?
- 7. Ms. Wah was fly from Singapore to Tokyo last week.
- 8. When I see my friend yesterday, he isn't speak to me.
- 9. Why Mustafa didn't came to class last week?
- 10. Where you bought those shoes? I like them.
- 11. Mr. Adams teached our class last week.
- 12. Who you talk to?
- 13. Who did open the door? Jack openned it.

## Exercise 56. Reading and writing. (Chapter 9)

Part I. Read the paragraph. <u>Underline</u> the past verbs.

#### An Unforgettable Day

- (1) I remember February 28, 2001 very clearly. It was 12:00 in the afternoon, and
- (2) I was at home with my daughter. She was a year old, and we were having lunch.
- (3) There was a lot of noise outside our apartment building because builders were putting
- (4) on a new roof. Suddenly, I heard a very loud noise. The room began to move and
- (5) didn't stop. It was an earthquake! I grabbed my daughter and got under the kitchen
- (6) table. I told her everything was okay, but actually I felt afraid. The shaking lasted
- (7) about 45 seconds, but it felt longer. My husband was traveling that day, and I wanted
- (8) to talk to him. I tried to call him on his phone several times, but there was no cell
- (9) service. I was nervous, and I wasn't thinking very clearly. Finally, after ten minutes,
- (10) I remembered the Internet. I checked and saw a news story about a very strong
- (11) earthquake. Before I finished the article, my husband called. He was driving when
- (12) he felt the earthquake, so he stopped at a gas station and waited. He was fine. Some
- (13) buildings fell down in our city, but fortunately no one died.

Part II. Write about a day you remember well. Begin with this sentence: I remember (date) very clearly.

Include this information in your paragraph:

- 1. What happened on that day?
- 2. When did it happen?
- 3. Where were you?
- 4. What were you doing?

- 5. Were other people there? What were they doing?
- 6. How did you feel?
- 7. How did the day/event end?

**Part III.** Editing check: Work individually or change papers with a partner. Check (✓) for the following:

- indented paragraph
- 2. \_\_\_ capital letter at the beginning of each sentence
- 3. \_\_\_\_ period at the end of each sentence
- 4. \_\_\_\_ correct use of past progressive for an activity in progress
- 5. \_\_\_\_ correct use of simple past for a completed activity
- 6. \_\_\_ correct spelling (use a dictionary or computer spell-check)

## ☐ Exercise 1. Warm-up. (Chart 10-1)

10-1 Future Time: Using Be Going To

Make the sentences true for you.

- 1. Yesterday I woke up at \_\_\_\_\_. Tomorrow I am going to wake up at \_\_\_\_\_.
- 2. Last night I ate dinner at \_\_\_\_\_. Tomorrow I am going to eat dinner at \_\_\_\_\_.

0.00	I Sue We	am going to go is going to be are going to come	downtown tomorrow. here tomorrow afternoon. to class tomorrow morning.	Be going to FORM: am is are	+ going to + base form
(e)	Joe i	not going to go downt isn't going to be at the	e meeting tomorrow.	NEGATIVE:	be + not + going to

- (g) A: Are you going to go downtown tomorrow?

  B: No, I'm not.

  QUESTION: be + subject + going to
- B: No, I'm not.

  (h) A: Is Jim going to be at the meeting tomorrow?

  B: Yes, he is.

  A form of be is used in the short answer to a yes/no question with be going to, as in (g) and (h).
- (i) A: What time are we going to eat dinner tonight?

  B: At eight.

  (See Chart 2-2, p. 30, for information about short answers with be.)
- (j) I'm gonna leave. In spoken English, going t
- (j) I'm gonna leave.
   (k) She's gonna stay.
   In spoken English, going to is often pronounced "gonna." In formal written English, going to rather than "gonna" is used.

## ☐ Exercise 2. Looking at grammar. (Chart 10-1)

Complete each sentence with the correct form of be going to.

Don't worry!

- 1. I am not late. I <u>am going to be</u> on time.

  2. We are not late. We on time.
- 3. She is not late. She \_\_\_\_\_\_ on time.

4. You are not late.	You	on time.
5. They are not late.	They	on time.
6. Tim and I are not late.	Tim and I	on time.
7. Dr. Mason is not late.	Dr. Mason	on time.
8. Kyle and Sam are not late.	Kyle and Sam	on time.

### Exercise 3. Let's talk: pairwork. (Chart 10-1)

Part I. Work with a partner. Which of the given activities are you going to do tomorrow? Which ones are you not going to do tomorrow?

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. take a shower
- 3. make your bed
- 4. do the dishes
- 5. take a test
- 6. make a phone call
- 7. get a haircut
- 8. make dinner
- 9. make a mess in the kitchen
- 10. watch TV in the evening
- 11. go to bed early

#### Change roles.

- 12. get up early
- 13. get some exercise
- 14. walk to school
- 15. take a nap
- 16. do your laundry
- 17. do some ironing
- 18. go shopping
- 19. eat dinner alone
- 20. have dessert
- 21. chat with friends online
- 22. take a bath





Part II. Write three activities your partner is going to do tomorrow. Write three activities you are not going to do.

## ☐ Exercise 4. Looking at grammar. (Chart 10-1)

Complete the sentences. Use be going to and the words from the box (or your own words).

call the manager call the police get something to eat ✓ go to the bookstore

go to an Italian restaurant go to the park lie down take dance lessons

take a sick day take it to the post office take them to the laundromat try to see the dentist today

1.	I need to buy a textbook. I <u>am going to go to the bookstore.</u>
2.	Grace is hungry. She
3.	My clothes are dirty. I
4.	I have a toothache. I
5.	George has to mail a package. He
6.	It's a nice day today. Molly and I
7.	Amanda and I want learn how to dance. We
8.	It's late at night. I hear a burglar! I
9.	I feel terrible. I think I'm getting the flu. I
10.	Ivan and Natasha want pizza. They
11.	Dana lives in an apartment. There's a problem with the plumbing. She



### ☐ Exercise 5. Let's talk: interview. (Chart 10-1)

Walk around the room. Ask and answer questions using **be going to**. Write down your classmates' names and their answers. Share some of their answers with the class.

Example: when \ go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: Tomorrow afternoon. / In a couple of days. / Around noon. / Etc.

QUESTION	FIRST NAME	ANSWER
1. where \ go after class today		
2. what time \ get home tonight		
3. when \ eat dinner		
4. where \ eat dinner		
5. what time \ go to bed tonight		
6. what time \ get up tomorrow morning		
7. where \ be tomorrow morning		
8. when \ finish your English studies		
9. where \ live next year		
10. when \ take a trip and where \ go		

## ☐ Exercise 6. Game. (Chart 10-1)

Work in teams. Your teacher will ask you a question. Discuss the answer. Raise your hand when you are ready. The first team to give a correct answer gets a point. Close your book for this activity.

Example: You want to buy some tea. What are you going to do?

TEAM A STUDENT: I'm going to go to the grocery store.

- 1. You have a toothache. What are you going to do?
- 2. You need to mail a package. Where are you going to go?
- 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.
- 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.
- You're reading a book. You don't know the meaning of a word.

	Exercise	7.	Warm-up.	(Chart 10-2)
_		_		

Check all ( ) the sentences that have a future meaning.

- 1. \_\_\_\_ I am flying to Montreal tomorrow.
- My aunt and uncle are meeting me at the airport.
- They are going to have their 50th anniversary next week.

# 10-2 Using the Present Progressive to Express Future Time

meet

return

		Sometimes the present progressive is used to
is leaving	at 8:00 tomorrow.	express future time.  Examples (a) and (b) mean the same thing.
are going to drive	to Toronto next week.	Examples (c) and (d) mean the same thing.
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.
•	are going to drive	are going to drive to Toronto next week.

spend

start

## Exercise 8. Looking at grammar. (Chart 10-2)

drive

fly

Rewrite the sentences using the present progressive.

leave



stay

take

## A trip to Greece

come

do

1.	My mother	and .	I are	going	to	leave	for	our	trip	at	10:00	tomorrov	V.
	A. de mesmese	40000		88									

My mother and I are 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 father 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. (Chart 10-2)

CD 2

Listen to each sentence. Decide if the meaning is present or future time.

Example: You will hear: We are meeting later this afternoon.

You will choose: present future

future 1. present future present future 2. present future 6. present future present future 7. present future 4. present future 8. present

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

Walk around the room. Ask and answer questions using the present progressive. Write down your classmates' names and answers. Share some of their answers with the class.

Example: what \ do \ tonight

STUDENT A: What are you doing tonight?

STUDENT B: I'm staying home and watching a DVD.

QUESTION	FIRST NAME	ANSWER
1. where \ go \ after school		
2. what time \ have dinner		
3. when \ go \ to bed tonight		
4. what time \ get up \ tomorrow		
5. what \ do \ tomorrow		
6. what \ do \ this weekend		

## ☐ Exercise 11. Listening. (Charts 10-1 and 10-2)

Listen to each sentence. Choose the verb you hear.

CD 2 Example: You will hear: It's going to rain tomorrow.

You will choose: (a.) is going to rain b. is raining c. rains

1. a. am going to leave b. am leaving c. leave 2. a. is going to start b. is starting c. starts 3. a. is going to come b. is coming c. comes 4. a. is going to call b. is calling c. calls 5. a. Are you going to study b. Are you studying c. Do you study 6. a. are going to have b. are having c. have 7. a. aren't going to go b. aren't going c. don't go 8. a. is going to eat b. is eating c. eats b. is helping 9. a. is going to help c. helps

## ☐ Exercise 12. Let's talk: small groups. (Charts 10-1 and 10-2)

Your group won a contest and received a lot of money. (As a class, decide on the amount.) You can use it for one of the four situations. What are you going to do with the money? Choose one situation and talk about your plans.

- 1. The money is to help other people. What are you going to do?
- 2. The money is to improve your school. What are you going to do?
- 3. The money is to make the world a better place. What are you going to do?
- 4. The money is for a wonderful vacation for your class. Where are you going to go and what are you going to do?

## ☐ Exercise 13. Warm-up. (Chart 10-3)

Choose the correct completion.

- 1. I studied English last week / next week.
- 2. I am going to take a break a few minutes ago / in a few minutes.
- 3. I did homework last night / tomorrow night.

PAST	FUTURE	PAST:	It rained <b>yesterday</b> . It's going to rain <b>tomorrow</b> .			
yesterday	tomorrow	FUTURE:				
yesterday morning	tomorrow morning	PAST:	I was in class yesterday morning.			
yesterday afternoon	tomorrow afternoon	FUTURE:	I'm going to be in class tomorrow			
yesterday evening	tomorrow evening	1	morning.			
last night	tomorrow night					
last week	next week	PAST:	Mary went downtown last week.			
last month	next month	FUTURE:	Mary is going to go downtown next			
last year	next year		week.			
last weekend	next weekend	DAST.	Bob graduated from high school last			
last spring	next spring	TASI.	spring.			
last summer	next summer	FUTURE:	Ann is going to graduate from high school next spring.			
last fall	next fall					
last winter	next winter		X			
last Monday, etc.	next Monday, etc.					
minutes ago	in minutes (from now)	PAST:	I finished my homework five minutes			
hours ago	in hours (from now)		ago.			
days ago	in days (from now)	FUTURE:	Pablo is going to finish his homework			
weeks ago	in weeks (from now)		in five minutes.			
months ago	in months (from now)					
years ago	in years (from now)					

Exercise 14. Looking at grammar. (Chart 1)
--

Complete the sentences. Use yesterday, last, tomorrow, or next.

1	I went swimming	yesterday	_ morning.
	I WELLE SWILLIAM		

- 2. Alberto is going to go to the beach \_\_\_\_\_\_tomorrow \_\_\_\_ morning.
- 3. I'm going to take a trip \_\_\_\_\_\_ week.
- 4. Diana went to Miami \_\_\_\_\_ week for a short vacation.
- 5. We had a test in class \_\_\_\_\_\_ afternoon.
- 6. \_\_\_\_\_ afternoon we're going to look for a used car.
- 7. My friend bought a used car \_\_\_\_\_ Friday.
- 8. My sister is going to arrive \_\_\_\_\_\_ Tuesday.
- 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. Zack 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 a basketball game \_\_\_\_\_\_ evening.



1. What did you	do	?
	going to do	
3. Where are you	going to be in	
4. Where were yo	u	
5. Where did you	go last	
6. Where are you	going to go next	?
7. What are you a	going to do tomorrow	?
8. What did you	do yesterday	
xercise 16. Lo	oking at grammar. (Clences. Use the given time e	xpressions with ago or in.
xercise 16. Lo complete the sentent. ten minutes	oking at grammar. (Clences. Use the given time e	nart 10-3) expressions with <b>ago</b> or <b>in</b> . In ten minutes.
xercise 16. Lo complete the sentent.  1. ten minutes  2. ten minutes	oking at grammar. (Clences. Use the given time e  Class is going to end  Hanan's class ended	nart 10-3) expressions with ago or in. in ten minutes. ten minutes ago.
nswers with the cl	oking at grammar. (Clences. Use the given time e  Class is going to end  Hanan's class ended  The post office isn't ope	nart 10-3) expressions with ago or in. in ten minutes. ten minutes ago.  n. It closed
xercise 16. Lo Complete the sente 1. ten minutes 2. ten minutes	oking at grammar. (Clences. Use the given time e  Class is going to end  Hanan's class ended  The post office isn't ope	nart 10-3) expressions with ago or in. in ten minutes. ten minutes ago.
xercise 16. Lo complete the sentential. ten minutes 2. ten minutes 3. an hour 4. an hour	oking at grammar. (Clences. Use the given time e Class is going to end  Hanan's class ended  The post office isn't ope Yoshi is going to call us	nart 10-3) expressions with ago or in. in ten minutes. ten minutes ago.  n. It closed
xercise 16. Lo complete the senter.  1. ten minutes. 2. ten minutes. 3. an hour. 4. an hour. 5. two months.	oking at grammar. (Clences. Use the given time e Class is going to end  Hanan's class ended  The post office isn't ope Yoshi is going to call us I'm studying abroad nov	nart 10-3) expressions with ago or in. in ten minutes. ten minutes ago.  n. It closed
xercise 16. Lo complete the sente the minutes ten minutes ten minutes an hour ten months two months	oking at grammar. (Clences. Use the given time e Class is going to end Hanan's class ended The post office isn't ope Yoshi is going to call us I'm studying abroad now My wife and I took a tri	nart 10-3)  Expressions with ago or in.  In ten minutes.  ten minutes ago.  It closed  w, but I'm going to be back home
xercise 16. Lo complete the sentential. ten minutes 2. ten minutes 3. an hour	oking at grammar. (Clences. Use the given time ences. Use the given ti	nart 10-3)  Expressions with ago or in.  In ten minutes.  ten minutes ago.  It closed  w, but I'm going to be back home

## Exercise 17. Let's talk: pairwork. (Chart 10-3)

Work with a partner. Change the sentences using **ago** or **in**. Use the calendar to calculate length of time. "Today" is September 9th.

Sun.

15

22

29

Mon.

2

9

16

23

30

Tues.

10

17

24

SEPTEMBER

Wed.

11

18

25

Thurs.

12

19

26

Fri.

20

27

Sat.

21

28

1. Brad is going to leave his old job as a hotel chef on September 12th.

Brad is going leave his old job in three days.

- 2. He is going to start a new job as a chef at a famous restaurant on September 14th.
- 3. Brad graduated from cooking school in Paris on June 9th.
- 4. He is going to be in a cooking competition on September 23rd.

5.	Brad	began	taking	cooking	classes	in	2009.
----	------	-------	--------	---------	---------	----	-------

- 6. He moved to Paris a year later.
- 7. Brad is going to cook for a TV show on September 30th.
- 8. Brad is going to marry his high school sweetheart on December 9th.

## ☐ Exercise 18. Listening. (Chart 10-3)

Listen to the beginning of each sentence. Choose the correct completion.

Example: You will hear: Rudi is going to finish his work . . .

You will choose: a. five minutes ago. (b.) in five minutes.

I. a. one hour ago. b. in one hour.

a. two weeks ago.b. in two weeks.

a. one year ago.
 b. in one year.

4. a. ten minutes ago. b. in ten minutes.

5. a. a few minutes ago. b. in a few minutes.

6. a. last spring. b. next spring.

a. last summer.
 b. next summer.

a. last weekend.b. next weekend.

9. a. yesterday evening.b. tomorrow evening.

## ☐ Exercise 19. Let's talk: interview. (Chart 10-3)

Walk around the room. Ask a different student each pair of questions. Write down the names of the students and their answers. Share some of their answers with the class.

Example: what \ do \ yesterday?

STUDENT A: What did you do yesterday?

STUDENT B: I stayed home and studied for a test.

Example: what \ do \ tomorrow?

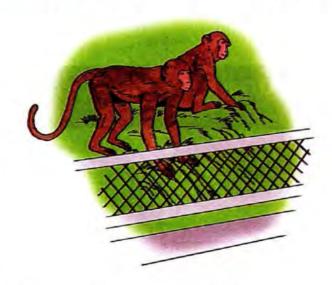
STUDENT A: What are you going to do tomorrow?

STUDENT B: I'm going to go to a party with my friends.

QUESTION	FIRST NAME	ANSWERS
<ol> <li>where \ go \ yesterday?</li> <li>where \ go\ tomorrow?</li> </ol>		
2. who \ call \ last week? who \ call \ next week?		
3. who \ call \ yesterday? who \ call \ tomorrow?		
4. what \ watch on TV \ last week? what \ watch on TV \ next week?		
5. where \ live \ five years ago? where \ live \ in five years?		

### ☐ Exercise 20. Looking at grammar. (Chart 10-3)

Complete the sentences. Use yesterday, last, tomorrow, next, in, or ago.



1.	I went to the zoo	last	week.

- 2. Yolanda Matos went to the zoo a week \_\_\_\_\_\_.
- 3. Charles Nelson is going to go to the park \_\_\_\_\_\_ Saturday.
- 4. We're going to go to the park \_\_\_\_\_\_ two days.
- 5. My kids went to the pool \_\_\_\_\_ morning.
- 6. My cousin is going to go to the circus \_\_\_\_\_\_ 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	afternoon the students took a test.		
14	. My stepsister arrived here month.		
15	. She is going to leave two weeks.		
16	year Kyoko is going to be a freshman	in college.	6
) E)	cercise 21. Warm-up. (Chart 10-4)		
Re	ead the sentences and choose the correct number.		
1	. Dave left a couple of weeks ago. two	five	
2	. JoAnn is going to get married in a few months. one	four	

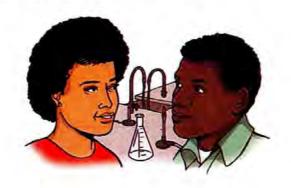
	the state of the s
<ul> <li>(a) Sam arrived here one (on a) year ago.</li> <li>(b) Jack is going to be here in two minutes.</li> <li>(c) I talked to Ann three days ago.</li> </ul>	Numbers are often used in time expressions with <b>ago</b> and <b>in</b> .
(d) I saw Carlos a couple of months ago.  (e) 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 = two, 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 <b>more</b> is used in future time expressions that begin with <b>in</b>

### ☐ Exercise 22. Reading and speaking. (Chart 10-4)

Read the paragraph. Then, as a class, decide if the statements are true or false.

### Love at First Sight?

Ben and Jen met September 15, 2009. It was the first day of college for them. They were in chemistry class. Ben fell in love with Jen a few days later. Ben asked Jen to marry him on January 1. Jen gave him her answer a couple of days later. She wasn't sure, so she said "no." A couple of months later, she changed her mind. They got married a few months after that. A couple of years later they had their first child. They are very happy together.



1. Ben fell in love with Jen on September 16. T F 2. Jen told Ben "no" in January. T F 3. Jen changed her mind in March. T F 4. Ben and Jen got married in April. T F They had their first child in 2013. T F

### Exercise 23. Let's talk: small groups. (Chart 10-4)

Work in small groups. Take turns completing the sentences. Use information from your own life. Use the given words with ago or in. Use numbers (one, two, three, ten, sixteen, etc.) or the expressions a couple of or a few.

ays	We studied Chapter 9 a couple	of days ago / three days ago / etc.
ays	Straight and the second second second	in a few more days / in three or
ours	I ate breakfast	
ours	I'm going to eat lunch/dinner	
inutes	We finished Exercise 22	
inutes	This class is going to end	
ears	I was born	
ears	My parents got married	
eeks onths		, and I'm going
	ours ours inutes inutes ears ears	We're going to finish this chapter

1					a few da	ays ago.
3					in a few	more minute
4.					three ho	ours ago.
					•	
7					in a cou	iple of months
8					many ye	ears ago.
9					in a cou	ple of minute
	o the sentences. Cho different if the mean	ing is diffe	erent.			
	e: You will hear: L You will read: L	ning is diffe iam gradu iam gradu	erent. lated fro	m high scho		ago.
Exampl	e: You will hear: L. You will read: L. You will choose: Sa	ning is diffo iam gradu iam gradu ame	erent. nated from nated from	m high scho	ool a few years ool two years a	ago. ago.
Example 1. Jea	e: You will hear: L. You will read: L. You will choose: San is going to leave in t	ning is diffo iam gradu iam gradu ame wo days.	erent.  nated from nated from differen	m high scho	ool a few years ool two years a same	ago. ago. different
1. Jea 2. Lei	e: You will hear: L. You will read: L. You will choose: Sa	ning is differiam graduam graduame wo days. three weel	erent.  nated from nated from differen	m high scho	ool a few years ool two years a	ago. ago.
1. Jea 2. Lei 3. We	e: You will hear: L. You will read: L. You will choose: So n is going to leave in the is going to leave in the is going to leave in the is going to leave in	ning is differiam graduame woo days. three weel ears ago.	erent.  nated from nated from differen	m high scho	ool a few years ool two years a same same	ago. ago. different different
1. Jea 2. Lei 3. We 4. Th	e: You will hear: L. You will read: L. You will choose: So in is going to leave in the is going to leave in the sold our house five you	ning is differiam graduame woo days. three week ears ago.	erent.  nated from nated from different	m high scho m high scho nt	same same same	different different different
1. Jea 2. Lei 3. We 4. Th 5. Ma	e: You will hear: L. You will read: L. You will choose: So in is going to leave in the is going to leave in the sold our house five you phone rang five minimarc is going to be here see 26. Warm-up.  ne the time phrase in	aing is differiant graduates ago.  in fifteen in (Chart 10)	erent.  nated from different different ks.	m high scho	same same same same same same	different different different different different
1. Jea 2. Lea 3. We 4. Th 5. Ma Exerci Underlimeanin	e: You will hear: L. You will read: L. You will choose: So in is going to leave in the is going to leave in the sold our house five you phone rang five minimarc is going to be here see 26. Warm-up.  ne the time phrase in	wo days. three weel ears ago. utes ago. in fifteen i	erent.  nated from different different ks.	m high scho	same same same same same same	different different different different different
1. Jea 2. Lea 3. We 4. Th 5. Ma Exerci Underlimeanin	e: You will hear: L. You will read: L. You will read: L. You will choose: So in is going to leave in the is going to leave in the sold our house five you e phone rang five minimarc is going to be here see 26. Warm-up.  ne the time phrase in g.	wo days. three weel ears ago. utes ago. in fifteen i	erent.  nated from different different ks.	m high scho	same same same same same same	different different different different different different

### 10-5 Using Today, Tonight, and This + Morning, Afternoon, Evening, Week, Month, Year

PRESENT	Right now it's 10:00 A.M. We are in our English class.  (a) We are studying English this morning.	today tonight this morning this afternoon this evening this week this weekend		
PAST	Right now it's 10:00 A.M. Nancy left home at 9:00 to go downtown. She isn't at home right now.  (b) Nancy went downtown this morning.		These words can express present, past, or future time.	
FUTURE	Right now it's 10:00 A.M. Class ends at 11:00. After class today, I'm going to go to the bank.  (c) I'm going to go to the bank this morning.	this month this year		

### Exercise 27. Looking at grammar. (Chart 10-5)

Answer the questions orally or in writing (on a separate piece of paper).

- 1. What did you do earlier this year?  $\rightarrow$  I came to this city earlier this year.
- 2. What are you doing this year?
- 3. What are you going to do this year?
- 4. What did you do earlier today?
- 5. What are you doing today, right now?
- 6. What are you going to do later today?
- 7. What did you do earlier this morning / afternoon / evening?
- 8. What are you going to do later this morning / afternoon / evening?

### Exercise 28. Looking at grammar. (Chart 10-5)

Choose all the correct time expressions.

- 1. What are you doing \_\_\_\_?
  - a. this morning
  - b. this week
  - c. tonight
  - d. this afternoon
  - e. today
- 2. What did you do \_\_\_\_?
  - a. this week
  - b. this month
  - c. today
  - d. this year
  - e. this evening

- 3. What are you going to do \_\_\_\_?
  - a. this morning
  - b. this weekend
  - c. tonight
  - d. this year
  - e. today

### ☐ Exercise 29. Let's talk: small groups. (Chart 10-5)

Work in small groups. Take turns being Student A and asking your classmates questions about future activities. Student A will ask two questions with *When*.

Example: go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: This weekend. / Tomorrow morning. / In a couple of days. / Etc.

STUDENT A: When is (Student B) going to go downtown? STUDENT 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 30. Let's talk: pairwork. (Chart 10-5)

Work with a partner. Ask questions using the verbs from the box 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.

buy	do	eat	send	visit
call	drink	get up	shop	wake up
come	drive	go	sleep	wash

### Change roles.

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

18. this evening

can	uiiik	get up	shop	W
come	drive	go	sleep	W

1. last night

3. tonight

2. tomorrow night

4. tomorrow afternoon

yesterday afternoon

6. this afternoon

7. last Friday

8. next Friday

9. next week

### ☐ Exercise 31. Listening. (Chart 10-5)

Listen to each sentence. Decide if the meaning is past, present, or future time.

CD 2 Example: You will hear: The students are busy working on a project in the classroom.

	You will cho	ose: past	present	future		
1. pas	present	future	6.	past	present	future
2. pas	present	future	7.	past	present	future
3. pas	present	future	8.	past	present	future
4. pas	present	future	9.	past	present	future
5. pas	present	future	10	past	present	future

### ☐ Exercise 32. Warm-up. (Chart 10-6)

Check (✓) the sentences with a future meaning.

1	The test is going to be long.	3 The test was lo	ng.
2	The test is long.	4 The test will be	e long.

AFFIRMATIVE STATEMENT	(a) Mike will arrive at 10:00 tomorrow. (b) Mike is going to arrive at 10:00 tomorrow.	Examples (a) and (b) have basically the same meaning.
	(c) CORRECT: Mike will go there.  INCORRECT: Mike will goes there.  INCORRECT: Mike wills go there.	The base form of a verb follows will In (c): goes and wills go are NOT correct.
	(d) CORRECT: Mike will arrive at 10:00.  INCORRECT: Mike will arrives at 10:00.	There is never a final -s on will for future time.
	(e) CORRECT: Mike will go there.  INCORRECT: Mike will to go there.	Will is not followed by an infinitive with to. In (e): will to go is not correct.
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 'II with subject pronouns.* These contractions are common in both speaking and writing.
NEGATIVE STATEMENT	(g) Bob will not be here tomorrow. (h) Bob won't be here tomorrow.	NEGATIVE CONTRACTION will + not = won't

<sup>\*</sup>Will is also often contracted with nouns in speaking (but not in writing).

WRITTEN: Tom will be here at ten. SPOKEN: "Tom'll be here at ten."

### ☐ Exercise 33. Let's talk: class activity. (Chart 10-6)

Change the sentences by using will to express future time.

- 1. Mrs. Ortega is going to need some help tomorrow.
  - → Mrs. Ortega will need some help tomorrow.
- 2. Lev and Olga are going to help her.
- 3. The train is going to be late.
- 4. Hurry up, or we're going to miss the beginning of the concert.
- 5. I'm not going to be at home this evening.
- 6. Kelly is going to wait for us at the bus stop.
- 7. Be careful with those scissors! You're going to hurt yourself!
- 8. You are going to have two science classes next term, not one.



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:

CD 2

STUDENT A: Greta is going to become a famous research scientist.

STUDENT B: Ali will have a happy marriage and lots of children.

STUDENT C: Armando will live in a quiet place and write books.\*

Etc.

### ☐ Exercise 35. Listening. (Chart 10-6)

Part I. Listen to each pair of sentences and note the contractions with will.

- 1. a. The doctor will see you in a few minutes. OR
  - b. The doctor'll see you in a few minutes.
- 2. a. Mom will be home late. OR
  - b. Mom'll be home late.
- 3. a. Bob will pick us up. OR
  - b. Bob'll pick us up.

Part II. Complete the sentences with the words you hear: will or 'll.

- 1. The nurse \_\_\_\_\_ give you some medicine.
- 2. Your headache \_\_\_\_\_\_ go away quickly.
- 3. The weather \_\_\_\_\_\_ be nice tomorrow.
- 4. Sorry, dinner \_\_\_\_\_\_ be late tonight.

<sup>\*</sup>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 am going to turn out the lights.

I'll lock the doors and will turn out the lights.



5.	The bus	be	e	here	in	a	few	minutes.
- •	A AAU U MU		•					

- 6. Dad \_\_\_\_\_ help you with your homework later.
- 7. The students \_\_\_\_\_\_ need more time for review.

### ☐ Exercise 36. Warm-up. (Chart 10-7)

Answer the questions.

<ol> <li>Will you be here next year?</li> </ol>	Yes, I will.	No, I won't.
2. Will you be a student next year?	Yes, I will.	No, I won't.
3 Will you graduate next year?	Yes, I will.	No. I won't.

		QUESTION						ANSWER
	(QUESTION WORD) +	WILL +	SUBJECT	+	MAIN VERB			
(a)		Will	Tom		come	tomorrow?	$\rightarrow$	Yes, he will.* No, he won't.
(b)		Will	you		be	at home tonight?	$\rightarrow$	Yes, I will.* No, I won't.
(c)	When	will	Ann		arrive?		$\rightarrow$	Next Saturday.
(d)	What time	will	the plane		arrive?		$\rightarrow$	Three-thirty.
(e)	Where	will	you		be	tonight?	$\rightarrow$	At home.

<sup>\*</sup>NOTE: Will is not contracted with a pronoun in a short answer. See Chart 2-2, p. 30, for information about the use of contractions in short answers.

### Exercise 37. Looking at grammar. (Chart 10-7)

Make questions.

1.	A:		Will you be at hon	ne tomorrow night?	
	B:	Yes,	l will.	(I'll be at home tomorrow night.)	
2.	A:		Will Mona be in cla	ass tomorrow?	
	B:	No,	she won't.	(Mona won't be in class tomorrow).	
3.	A:		When will you see	Mr. Lu?	
	B:	Tom	norrow afternoon.	(I'll see Mr. Lu tomorrow afternoon.)	
4.	A:				
	B:	Yes,		(The plane will be on time.)	

P		
D	: Yes,	(Dinner will be ready in a few minutes.)
6. A	:	
В	: In a few minute	s. (Dinner will be ready in a few minutes.)
7. A	:	
В	: Next year. (I'll	graduate next year.)
8. A	:	
В	: At the commun next year.)	ity college. (Elyse will go to school at the community college
9. A	:	
В	: No,	(Jenna and Scott won't be at the party.)
10. A	:	
B	: Yes,	(Martin will arrive in Chicago next week.)
11. A	:	
В	: In Chicago. (M	fartin will be in Chicago next week.)
12. A	:	
B	: No,	(I won't be home early tonight.)
13. A	:	
В	: In a few minute	s. (Dr. Fernandez will be back in a few minutes.)
14. A	:	
B	: Yes,	(We'll be ready to leave at 8:15.)

estaurant  Fau de cologne
asking and answering questions about your
PARTNER B
1. ride the elevator to the top
2. buy a painting from a street artist
3. see the Mona Lisa at the Louvre museum
4. buy some clothes at a designer shop
5. visit Notre Dame cathedral
6. buy some French perfume
Where would you like to visit? It can be a small way from cities or towns. Write it down. Then nswer. Share a few of your answers.

### Exercise 40. Reading, listening, and speaking. (Chart 10-7)

Part I. Read the story. Then listen to the questions and choose the correct answers.

SITUATION: Samantha 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 making some New Year's resolutions.

### Samantha's New Year's Resolutions

Samantha 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 exercises only two times a week. She doesn't smoke, but she wants to lose a little weight. She will start a new diet next year. Samantha loves her grandmother, but she doesn't see her very much. Samantha misses her. Next year, she will visit her grandmother once a week. Samantha is planning a lot of changes, and she thinks she will be happier.



, she won't.

8. Yes, she will. No, she won't.

**Part II.** Imagine it is New Year's and you are making some resolutions. 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 41. Listening. (Chart 10-7)

CD 2 Track 17

Won't and want sound similar. Listen carefully to the sentences and choose the verbs you hear.

1. won't	want	5. won't want
2. won't	want	6. won't want
3. won't	want	7. won't want
4. won't	want	8. won't want

	STATEMENT: AFFIRMATIVE	STATEMENT: NEGATIVE	QUESTION
SIMPLE PRESENT	I eat lunch every day. She eats lunch every day.	I <b>don't eat</b> lunch. She <b>doesn't eat</b> lunch.	Do you eat lunch? Does she eat lunch?
PRESENT PROGRESSIVE	I <b>am eating</b> lunch right now.	I'm not eating lunch.	Am I eating lunch?
	She <b>is eating</b> lunch. They <b>are eating</b> lunch.	She isn't eating lunch. They aren't eating lunch.	Is she eating lunch?  Are they eating lunch?
SIMPLE PAST	He ate lunch yesterday.	He didn't eat lunch.	Did he eat lunch?
BE GOING TO	I am going to eat lunch tomorrow.	I'm not going to eat lunch tomorrow.	Am   going to eat lunch tomorrow?
	She is going to eat lunch tomorrow.	She isn't going to eat lunch tomorrow.	Is she going to eat lunch tomorrow?
	They <b>are going to eat</b> lunch tomorrow.	They aren't going to eat lunch tomorrow.	Are they going to eat lunch tomorrow?
WILL	He <b>will eat</b> lunch tomorrow.	He won't eat lunch tomorrow.	Will he eat lunch tomorrow?

### Exercise 42. Looking at grammar. (Chart 10-8)

Complete the sentences with the verbs in parentheses.

- 1. Right now Marta (sit) \_\_\_\_\_ is sitting at her desk.
- 2. She (do, not) \_\_\_\_\_ homework. She (chat) online with her parents.
- 3. She (*chat*) \_\_\_\_\_\_ with them every week.
- 4. She (chat, not) \_\_\_\_\_ with them every day.
- 5. Her parents (expect, not) \_\_\_\_\_\_\_ to talk to her every day.



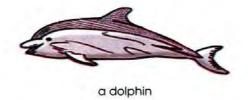
٥.	(start)	to text her sister.	
7.		her sister, her phone (ring)	It was h
	best friend.		
8.	Marta (finish, not)	the text. After sh	ne (talk)
		to her friend, she (go)	to be
9,	Tomorrow she (call)	her sister	
10.	Marta (chat, not)	with her parents to	omorrow.
11.	(you, chat)	online with someon	ne every day?
12.	(you, chat)	online with someon	ne yesterday?
13	(vou. chat)	online with someon	ne tomorrow?
List A r	ercise 43. Listening. ten to the sentences. Write estaurant meal	te the verbs you hear.	
List A r	en to the sentences. Writestaurant meal  Bert	te the verbs you hear.  meat, eggs, or fish.	
List A r	en to the sentences. Writestaurant meal  Bert	te the verbs you hear.	
List A r	en to the sentences. Writestaurant meal  Bert	te the verbs you hear meat, eggs, or fish meat. He	
A re	en to the sentences. Write estaurant meal  Bert	te the verbs you hear meat, eggs, or fish meat. He	
List A r 1. 2.	estaurant meal  Bert it as  His wife, Beth,	meat, eggs, or fish.  meat. He s a child either.	
1. 2. 3. 4.	estaurant meal  Bert it as  He's a vegetarian. He it as  His wife, Beth,	meat, eggs, or fish.  meat. He  a child either.  meat, but she isn't a	ı vegetarian.
1. 2. 3. 4. 5.	ten to the sentences. Write estaurant meal  Bert it as His wife, Beth, They They They They it wife it as wife it as it as and they They They They They They to the estaurant meal it as and the estaurant meal it as the estaurant meal it as the estaurant meal it as it as the estaurant meal it as	meat, eggs, or fish.  meat. He  a child either.  meat, but she isn't a  the taste of meat.	vegetarian. morrow.
1. 2. 3. 4. 5.	ten to the sentences. Write estaurant meal  Bert it as His wife, Beth, They They They They it wife it as wife it as it as and they They They They They They to the estaurant meal it as and the estaurant meal it as the estaurant meal it as the estaurant meal it as it as the estaurant meal it as	meat, eggs, or fish.  meat. He  s a child either.  meat, but she isn't a  the taste of meat.  a new restaurant to	vegetarian. morrow.
1. 2. 3. 4. 5. 6. 7.	ten to the sentences. Write estaurant meal  Bert	meat, eggs, or fish.  meat. He s a child either.  meat, but she isn't a  the taste of meat.  a new restaurant to  last month, and online reviews  bably a dish with lots of ve	n vegetarian.  morrow.  it is  getables.
1. 2. 3. 4. 5. 6. 7.	ten to the sentences. Write estaurant meal  Bert	meat, eggs, or fish.  meat. He s a child either.  meat, but she isn't a  the taste of meat.  a new restaurant too  last month, and online reviews	n vegetarian.  morrow.  it is  getables.
1. 2. 3. 4. 5. 6. 7.	ten to the sentences. Write estaurant meal  Bert	meat, eggs, or fish.  meat. He s a child either.  meat, but she isn't a the taste of meat.  a new restaurant to last month, and online reviews bably a dish with lots of ve vegetables for a main dish. She	n vegetarian.  morrow.  it is  getables.
1. 2. 3. 4. 5. 6. 7. 8.	ten to the sentences. Write estaurant meal  Bert it as  He's a vegetarian. He it as  His wife, Beth, it as  They It excellent.  Bert probably probably	meat, eggs, or fish.  meat. He s a child either.  meat, but she isn't a the taste of meat.  a new restaurant to last month, and online reviews bably a dish with lots of ve vegetables for a main dish. She	n vegetarian.  morrow.  it is  getables.

	STATEMENT: AFFIRMATIVE	STATEMENT: NEGATIVE	QUESTION
SIMPLE PRESENT	I am from South Korea. He is from Egypt. They are from Venezuela.	I <b>am not</b> from Jordan. She <b>isn't</b> from Egypt. They <b>aren't</b> from Italy.	Am I from Chile? Is she from Greece? Are they from Kenya?
SIMPLE PAST	Ann was late yesterday. They were late yesterday.	She wasn't on time. They weren't on time.	Was she late? Were they late?
BE GOING TO	I am going to be on time. She is going to be on time. They are going to be on	I'm not going to be late. She isn't going to be late. They aren't going to be	Am I going to be on time?  Is she going to be on time?  Are they going to be on

Exercise 44. Looking at grammar. (Chart 1)
--

Complete the sentences with the verbs in parentheses.

1.	I (be)	in class ri	ight now. I (be, not)	here yesterday.
	I (be)	absent ye	esterday. (you, be)	in class
	yesterday? (Carmen,	be)	here ye	sterday?
2.	Carmen and I (be) _		absent from class yesterday.	We (be, not)
		here.		
3.	My friends (be)		at Fatima's apartment ton	norrow evening. I (be)
		there too.	(you, be)	there? (Akira, be)
			there?	
4.	A whale (be, not)		a fish. It (be)	a mammal.
	Dolphins (be, not) _		fish either. They (be)	mammals





g her questi <i>Do</i> Are	ecca's daughter is starting fourth grade this morning. Her mother is ions.  you want to get there early?  you excited?  you have your notebook?  you remember your teacher's name?
Are	you excited? you have your notebook?
	you have your notebook?
	you remember your teacher's name?
	<del></del>
	you a little scared?
	you have your lunch money?
	you ready to go?
	you okay?
	you want me to be quiet?
plete the ser	Looking at grammar. (Charts 10-8 and 10-9) ntences with Were or Did.  has a hard job and works long hours. He got home at 3:00 A.M. Now it aing, and his roommates are asking him questions.
	you at your office?
	you stay late?
	you have a lot of work?
	you tired when you got home?
	you feel tired?
	you drink a lot of coffee?
	you hungry at 3:00 A.M.?
	you go to bed late?
	cise 46. I plete the ser ATION: Jeff in the morn

	: (you, be)	in class tomorro	ow?
В	Yes, Iafter tomorrow.	But I (be, not)	in class the day
. A	Where (you, study, usua	ally)	?
B	In my room.		
A	(you, go)	to the library to stud	ly sometimes?
В	No. I (like, not)	to study at th	ne library.
. A	(Abby, call)	you last	t night?
В	Yes, she	We (talk)	for a few minutes.
A	(she, tell)	you about her b	orother, Brian?
В	No, sheabout him. Why?	She (say, not)	anything
A	Brian (be)	in an accident.	
	That's too bad. What		STIMO CANADA CAN
16.	A dog (mm)	in front of his bike. H	e (see, not)

Exercise 48. Check your knowledge. (Chapter 10)

A: No, he \_\_\_\_\_\_ at home.

Correct the mistakes.

will you

- 1. When you will come?
- 2. Is Kiril will go to work tomorrow?
- 3. Will Gary to meet us for dinner tomorrow?

- 4. We went to a movie last evening.
- 5. What time you are going to come tomorrow?
- 6. My sister is going to meet me at the airport. My brother won't to be there.
- 7. Mr. Pang will sells his business and retires next year.
- 8. Do you will be in Venezuela next year?
- 9. I saw Jim three day ago.
- 10. Formal written English: I'm gonna graduate with a degree in chemistry.

### Exercise 49. Listening, reading, writing, and speaking. (Chapter 10)

**Part 1.** Listen to the play. Then take turns reading the roles. Look at new vocabulary with your teacher first.

### Jack and the Beanstalk

NARRATOR: Once upon a time\* there was a boy named Jack.

He lived with his mother in a small village.

MOTHER: We are very poor. We have no money. Our cow

has no milk.

JACK: What are we going to do?

MOTHER: You'll go to the market and sell the cow.

NARRATOR: Jack left his home and met an old man on the road.

OLD MAN: I will buy your cow. I will pay you with beans.

Here, these are magic beans.

NARRATOR: Jack took the beans home to his mother.

MOTHER: You stupid boy. We have nothing now. We are

going to die.

NARRATOR: She threw the beans out the window. The next

morning, Jack woke up and saw a huge beanstalk outside his window. It went into the clouds. He decided to climb it. At the top, he saw a castle.

Inside the castle, there lived a giant and his

wife. He went into the castle.

Wife: What are you doing? My husband likes to eat boys for breakfast. You need to hide

or he will eat you.

JACK: I'm so scared. Please help me.

village magic beans giant oven bones axe



Do you know these words?

<sup>\*</sup>once upon a time = a long time ago

WIFE: Here, climb inside the oven. After breakfast, my husband will fall asleep.

GIANT: Fee-Fi-Fo-Fum,\*

I smell the blood of an Englishman.

If he's alive or if he's dead,

I'll use his bones to make my bread.

Hmm. I smell a boy. Wife, are you going to feed me a boy for breakfast?

WIFE: No, I think the smell is the boy from last week. Here's your breakfast.

NARRATOR: The giant ate, counted his gold come, and soon fell asleep. Jack got out of the oven, took a few gold coins, climbed down the beanstalk, and ran to his mother.

MOTHER: Oh, Jack. You saved us. Now we have money for food. But you are not going to go back to the castle. The giant will eat you.

NARRATOR: But Jack wanted more money. Soon he climbed the beanstalk. Again the giant's wife hid Jack in the oven. The giant had a hen. It laid golden eggs. After the giant fell asleep, Jack stole the hen.



MOTHER: What will we do with a hen? Why didn't you bring more gold coins? Jack, you have no sense.

JACK: Wait, mother. The hen is going to lay a golden egg. Watch.

NARRATOR: The hen laid a golden egg.

MOTHER: Oh, you wonderful boy! We will be rich.

NARRATOR: But Jack wanted more from the giant, so he went up the beanstalk one more time. This time, a golden harp was playing. It made beautiful music. Soon the giant went to sleep, and Jack took the harp. The giant heard a noise and woke up.

GIANT: I will catch you and eat you alive.

<sup>\*</sup>Fee-Fi-Fo-Fum = words with no meaning. They help the second line rhyme.

NARRATOR: The giant ran after Jack. Jack climbed down the beanstalk. The giant followed. Jack took an axe and chopped down the stalk. The giant fell.

GIANT: Ahhhhhhhhhh!

JACK: The giant is dead.

MOTHER: Now we are safe. The harp will give us beautiful music. My sadness will go

away. Our lives will be happy. You saved us!

NARRATOR: And they lived happily ever after.

**Part II.** Work in small groups. Complete the play below. Jack is now Jill. The giant is now a dragon. Make the lines silly, funny, or just different.

### Jill and the Dragon

Once upon a time there was a girl small village.	named Jill. She lived with her mother in a
We are very poor. We have no mo	oney for food.
Jill left her home and met a/an	on the road.
Jill took the	home to her mother.
She threw the	out the window. The next morning,
(2) 보고 하는데 이렇게 맛이 하고싶어요. 그렇게 하다면서 맛주네. 중요요	outside her window. It went
	imb it. At the top, she saw a castle. Inside
에 가장 본 하게 하다 그리고 가는 때 마다 보다 이 그렇게 하는 그 가장 보고 있다. 그렇게 되는 것이다고 그렇게 하는 것이다.	ing dragon and his wife. He owned all the
	She threw the Jill woke up and saw a huge into the clouds. She decided to cl



WIFE:			
JILL:			
WIFE:			
DRAGON:			
NARRATOR:	Jill ran down the with a few gold colothes were a little burned, but she was safe.	oins in her	hands. He
MOTHER:			
JILL:			
NARRATOR:	The next morning, Jill climbed up thea sack with her.	100	
Dragon:			
WIFE:			
DRAGON:			
NARRATOR:	Jill escaped from the castle with the sack full of gold coi	ins. She ra	n down
	the The dragon tried to catch her	. He jump	ed on the
	, but when he breathed, the		
	on fire. It burned to the ground. The dragon fell and o		
JILL:			
MOTHER:			
NARRATOR:	And they lived happily ever after.		
Part III. Ed	diting check: Work individually or change papers with a pg:	partner. C	heck (🗸) fo
1 ca	pital letter at the beginning of each sentence		
2 pe	eriod at the end of each sentence		
3 us	se of will or be going to for a future activity		
4 us	se of past verbs for past activities		
5 co	orrect use of time expressions with present, past, and futu	ire	
6 co	orrect spelling (use a dictionary or spell-check)		
Part IV. OF	PTION 1: Practice and perform your play for the class.		
OF	PTION 2: Practice and perform "Jack and the Beanstalk"	for the clas	SS.



# Chapter 11

## Expressing Future Time, Part 2

### ☐ Exercise 1. Warm-up. (Chart 11-1)

Which two sentences have the same meaning?

- 1. Jon might change jobs.
- 2. Jon will change jobs.
- 3. Jon may change jobs.



<ul><li>(a) It may rain tomorrow.</li><li>(b) Anita may be at home now.</li></ul>	May + verb (base form) expresses a possibility in the future, as in (a), or a present possibility, as in (b).
(c) It might rain tomorrow. (d) Anita might be at home now.	Might has the same meaning as may.  Examples (a) and (c) have the same meaning.  Examples (b) and (d) have the same meaning.
<ul> <li>(e) Tom will be at the meeting tomorrow.</li> <li>(f) Ms. Lee may/might be at the meeting tomorrow.</li> </ul>	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."
(g) Ms. Lee may/might not be at the meeting tomorrow.	Negative form: <i>may/might</i> + <i>not</i> NOTE: Examples (f) and (g) have essentially the same meaning: Ms. Lee may or may 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 and might are not used with will.

Exercise 2.	Looking o	t grammar.	(Chart 11-1)
EVOLOIO TI	Econing 6		Cilcii II-I)

Complete the sentences. Use will or won't if you are sure. Use may or might if you are not sure.

- 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 a text from a friend of mine tomorrow.
  - 5. I \_\_\_\_\_ watch TV for a little while after dinner tonight.
  - 6. We have a grammar test 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. We \_\_\_\_\_ live on other planets.

### ☐ Exercise 3. Let's talk: small groups. (Chart 11-1)

Work in small groups. Take turns completing the sentences about yourself and other people in the list.

	Ī	a friend	
	you (name of a classmate)	a world leader	
	your teacher	a movie star	
	a member of your family	a famous athlete	
1.	In five years, will		11
2.	Next year, may not	<u>.</u>	
3.	might tomorrow.		
4.	might or might not	next week.	
5.	won't in 2025.		
6.	might not tomorro	ow.	
7.	Next year, won't		
8.	In 20 years, may		The state of the s
9.	Next week, may or may r	not	an athlete
10.	will in a few years.		
	ercise 4. Writing and speal ite two paragraphs. Use the given		below. Use your own paper
	Paragraph 1: Write about your ac	생기에게 되지않는데 기계에 가지 않는데	Constitution of the Party
	Paragraph 2: Write about your ac activities you may o	tivities tomorrow. Include	activities you will do and
	en show your paragraphs to a par h the class.	tner. Your partner will sh	are some of your activities
PAI	RAGRAPH 1.		
	I got up at yesterday mor	rning. After that,	Around o'clock,
_	Later At o'clo	ock, Then	a little later. Then at
_	o'clock		
PAI	RAGRAPH 2.		
	I'm going to get up at to	morrow morning. Then	After that,
Arc	ound o'clock, Late	r o'cloc	k, Next,
	a little later. Then at	o'clock	

### ☐ Exercise 5. Warm-up. (Chart 11-2)

Which answers are true for you? What do you notice about *may* and *maybe* in sentence c.?

- 1. Tomorrow morning, . . .
  - a. I will go to school early.
  - b. I won't go to school early.
  - c. I may go to school early.

- 2. Tomorrow night, . . .
  - a. I will go to the library.
  - b. I won't go to the library.
  - c. maybe I will go to the library.

11-2 Maybe (One Word) vs. May	Be (Two Words)
<ul> <li>(a) A: Will Jamal be in class tomorrow?</li> <li>B: I don't know. Maybe. Maybe Jamal will be in class tomorrow, and maybe he won't.</li> </ul>	The adverb <i>maybe</i> (one word) means "possibly."
(b) Maybe Jamal will be here.  adverb subject verb	Maybe comes in front of a subject and verb.
(c) Jamal may be here tomorrow.	May be (two words) is used as the verb of a sentence.

### ☐ Exercise 6. Looking at grammar. (Chart 11-2)

Find the sentences where *maybe* is used as an adverb and where *may* is used as part of the verb. Choose the correct answer.

1. Maybe it will rain tomorrow.

adverb

verb

2. It may rain tomorrow.

adverb

(verb)

3. We may go to the art museum tomorrow.

adverb verb



4. Maybe Jessica will come with us.	adverb	verb
5. She may have a day off tomorrow.	adverb	verb
6. It's cold and cloudy today. It may be cold and cloudy tomorro	ow. adverb	verb
7. Maybe the weather will be warm and sunny this weekend.	adverb	verb

1.	A: Imay be	a little late to	onight.	
	B: That's okay. I won			
2	A: Will you be here b	v seven o'clock?		
۵.	B: It's hard to say.			
3.	A: It	cold tomorro	ow.	
	B: That's okay. Let's	go to the beach	anyway.	
4.	A: Will the plane be o	on time?		
	B: I think so, but it _		_ a few minutes late	
ο.	A: Do you want to go		orrow?	
	B: Sure. That sounds			
	A: Let's talk to Carlos	s too	he would	like to go with us.
5.	A: Where's Mr. Callis	s?		
	B: Look in Room 506	down the hall.	I think he	there.
	A: No, he's not there.	. I just looked in	n Room 506.	
	B:			
		= 0,100 0,000		
		(Chart 11-2)		
ΧE	ercise 8. Let's talk.	(Cildii II E)		
Wo		ss. The group le		will ask you questions. f. If you work in groups
Wo Ans cho	rk in groups or as a cla swer them by using <b>I</b> d	ss. The group le		
Wo Ans ho Exa	rk in groups or as a classwer them by using <i>I de</i> ose a new leader where ample:  ACHER/LEADER: What a	ss. The group le on't know + m e indicated.  are you going to	do tonight?	f. If you work in groups
Wo Ans ho Exa	rk in groups or as a classwer them by using <i>I de</i> ose a new leader where ample:  ACHER/LEADER: What a	ss. The group le on't know + m e indicated.  are you going to t know. Maybe l	do tonight?	
Wo. Ans ho Exa ΓΕΑ	rk in groups or as a claswer them by using <i>I de</i> ose a new leader where <i>imple:</i> ACHER/LEADER: What a STUDENT: I don't	ss. The group le on't know + m e indicated.  are you going to t know. Maybe l TV.	do tonight?	f. If you work in groups
Wo. Ans ho Exa ΓΕΑ	rk in groups or as a classwer them by using <i>I de</i> ose a new leader where <i>ample:</i> ACHER/LEADER: What a STUDENT: I don't watch	ss. The group le on't know + m e indicated.  are you going to t know. Maybe l TV. o do tonight?	do tonight?	f. If you work in groups
Wo. Ans cho Exa ΓΕΑ 1.	rk in groups or as a classwer them by using <i>I de</i> ose a new leader where ample:  ACHER/LEADER: What a STUDENT: I don't watch  What are you going to	ss. The group le on't know + m e indicated.  are you going to t know. Maybe I TV. o do tonight? o do tomorrow?	do tonight? I'll watch TV. / I ma	f. If you work in groups
No.	rk in groups or as a classwer them by using <i>I de</i> ose a new leader where <i>ample:</i> ACHER/LEADER: What a STUDENT: I don't watch What are you going to	ss. The group le on't know + m e indicated.  are you going to t know. Maybe l TV. o do tonight? o do tomorrow? o do after class to	do tonight? I'll watch TV. / I ma	f. If you work in groups

- 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 watch TV tonight? What are you going to watch?
- 9. Who is going to get married? When?

Choose a new leader.

- 10. Who is going to leave class early? Why?
- 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 9. Looking at grammar. (Chart 11-2)

Rewrite the sentences. Use the words in parentheses.

1	Maybe	I small	etudi
1.	Maybe	T MIII	study

		1 . 1 . 6 . 6 . 1	
a.	(might)	l might study.	

2. The teacher might give a test.

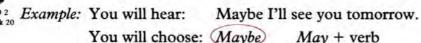
3. Maybe Natalie will be home early.

4. She might be late.

5. It may rain tomorrow.

### Exercise 10. Listening. (Chart 11-2)

Listen to the sentences. Choose the use of may that you hear.



### ☐ Exercise 11. Looking at grammar. (Chart 11-2)

Answer the questions. Use maybe or may/might.

- 1. A: Is Anthony 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 \_\_\_\_\_\_ go swimming.
- 3. A: Are Lilly and James going to get married?
  - B: \_\_\_\_\_. Who knows?
- 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: I'd like to have a pet.
  - B: What kind of pet would you like to get?
  - A: I'm not sure. \_\_\_\_\_\_ I'll get a snake.
    - I \_\_\_\_\_ get a fish. Or I \_\_\_\_\_ get a turtle.
  - B: What's wrong with a cat or dog?



a canary

### ☐ Exercise 12. Let's talk: pairwork. (Charts 11-1 and 11-2)

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. OR I might go shopping.

PARTNER B: I might go to a movie. OR 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 an ice cream cone / eat vegetables
- 7. cook dinner / eat out
- 8. shop online / shop at a store



an ice cream cone

- 9. clean my house (apartment, bedroom, car, kitchen) / read a book
- 10. visit a friend / visit a social networking site

### ☐ Exercise 13. Listening. (Charts 11-1 and 11-2)

CD 2 Track 21 Listen to each sentence. Choose the sentence that has the same meaning as the sentence you hear.

Example: You will hear: I might be absent tomorrow.

You will choose: (a.) Maybe I will be absent. b. I'm going to be absent.

- 1. a. Our plans will change.
  - b. Our plans might change.
- 2. a. It is going to rain.
  - b. Maybe it will rain.
- 3. a. We may finish this grammar book soon.
  - b. We will finish this grammar book soon.
- 4. a. Maybe Henry will get good news tomorrow.
  - b. Henry is going to get good news tomorrow.
- 5. a. The class may start on time.
  - b. The class is going to start on time.

### Exercise 14. Let's talk: pairwork. (Charts 11-1 and 11-2)

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 using *may*, *might*, or *maybe*. Share some of them with the class.

Example: eat lunch / go shopping, etc.

Possible sentences: (to your partner) You may eat lunch. You won't go shopping. Etc. (to the class) She/He may eat lunch. She/He won't go shopping. Etc.

ACTIVITY	YES	NO	MAYBE
1. eat lunch			
2. go shopping			
3. send some emails			
4. watch TV			
5. talk on the phone			
6. play soccer			
7. read an English language newspaper			
8. look up information on the Internet			
9. have dinner with friends			
10. chat online			

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

<u>Underline</u> the time word in each sentence. What tense is used in the red clause? Does the clause have present or future meaning?

- 1. Before I go on vacation next week, I'm going to clean my apartment.
- 2. When I get home next month, my apartment will be clean.

(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 = a future time clause;*  she will eat breakfast = main clause.  A future time clause uses the SIMPLE PRESENT TENSE. Will on be going to is used in the main clause.
<ul> <li>(b) I'm going to finish my homework after I eat dinner tonight.</li> <li>(c) When I go to New York next week, I'm going to stay at the Hilton Hotel.</li> </ul>	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 a time clause when it

<sup>\*</sup>See Chart 9-7, p. 284, for more information about time clauses.

### ☐ Exercise 16. Looking at grammar. (Chart 11-3)

Underline the time clauses.

- 1. After I get home tonight, I'm going to email my parents.
- 2. Mr. Masri will finish his report before he leaves the office today.
- 3. I'll get some fresh fruit when I go to the grocery store tomorrow.
- 4. Before I go to bed tonight, I'm going to read a story to my little brother.
- 5. I'm going to look for a job with a computer company after I graduate next year.

			grammar. (Chart 11-3) the words in parentheses. Use be going to for the	he future.
	1.	Before I (go)go my favorite show on TV.	to bed tonight, I (watch) am going to w	atch
	2.	I (buy)tomorrow.	a new coat when I (go)	shopping
	2	After I (finish)	my homework this evening I (text)	

. When I (see)	Eduardo tomorrow, I (ask)
hin	n to join us for dinner this weekend.
. Before I (buy)	my plane ticket to Australia, I (check)
	_ websites for cheap airfares.
rite "1" before the first ac	tion and "2" before the second. Then write two sentences: th after. Use a form of be going to in the main clause.
1 I brush my teeth2 I go to bed. a. I'm aoina to bru	ish my teeth before I go to bed. OR
	red, I'm going to brush my teeth.
	ny teeth, I'm going to go to bed. OR
	to bed after I brush my teeth.
I go to sleep.	
I turn off my cell	phone.
a	
b	
3 I spell-check the	words.
I turn in my essay	y.

4 The passengers get on the airpl	lane.		
The passengers go through sec	urity.		
a			
b			
Exercise 19. Let's talk: class activity. (Chart 11-3)			
Your teacher will ask you questions. Give your book for this activity.	e complete answers using time clauses. Close		
Example:			
TEACHER: Who's going to go shopping	g later today?		
STUDENT A: (raises his/her hand)			
TEACHER: What are you going to do af	1 (4) Tu (4) Tu (5) Tu (4) Tu		
STUDENT A: After I go shopping, I'm goi			
I'm going to go home after	lent A) going to do after he/she goes shopping?		
STUDENT B: After (Student A) goes shop	일일 없다. 이 국민 경기국 전문 경기가 마다되기 때에 하는 민준이는 이 이번 주시가 국내다.		
1.80 - 1.80	ome 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? W	What are you going to do before you study tonigh		
3. Who's going to watch TV tonight? What are you going to do before you watch TV?			
4. Who else is going to watch TV tonight? What are you going to do after you watch TV			
그 그 그리는 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그	orrow? What are you going to do before you to do after you tomorrow?		
6. Who's going out of town soon? When you go to (name of place)?	re are you going? What are you going to do when		
	What are you going to do before you eat dinner? at dinner? What are you going to have for dinner		
8. (), 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?			
Exercise 20. Let's talk. (Chart 11-3) Imagine that one day you will speak English fluently. What will you do? What won't you do? Make statements with will and won't. Work with a partner, in groups, or as a class.			
When I speak English fluently, I	ozna mana a paranoz, in groupo, or as a class.		
1. need a dictionary.	5. have an accent.		
think in English.			
	6. translate from my language.		
3. feel relaxed with native speakers.	7. speak with my friends in English.		
4 dream in English	<ol><li>speak with my family in English.</li></ol>		

### Exercise 21. Speaking and writing: pairwork. (Chart 11-3)

Part 1. Read the writing sample and think about your own future. What are some special things that you would like to do in your life?

In 2020, Hans is going to climb Mt. Everest. He's going to train for a couple of years first. Then he's going to climb with a group of people. When he gets to the top, he's going to put a flag from his country in the snow.

In 2025, Hans is going to swim with dolphins. He is going to have an underwater video camera with him. After he takes the video, he will make a short movie for family and friends.



Write your plans in the chart. Also, write down the year. Then give it to your partner.

YEAR	ACTIVITY	

Part II. Write about your partner's plans. Try to include some time clauses beginning with when, after, and before. Ask your partner questions about the activities to get more information.

### ☐ Exercise 22. Warm-up. (Chart 11-4)

Choose the correct verbs.

- A: What are you going to do next weekend?
- B: If I have / will have time, I help / will help you move to your new dorm room.
- A: Wow! Great!



(a) If it rains tomorrow, we will stay home.  if-clause main clause	An if-clause begins with if and has a subject and a verb. An if-clause can come before or after a main clause.	
(b) We will stay home if it rains tomorrow.  main clause if-clause	Notice: A comma follows an if-clause when it comes at the beginning of a sentence.	
(c) If it rains tomorrow, we won't go on a picnic.	The SIMPLE PRESENT is used in the if-clause to express future time. <b>Will</b> o	
(d) 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.	be going to is used in the main clause	

### ☐ Exercise 23. Looking at grammar. (Chart 11-4)

Choose the correct verbs.

SITUATION: Andrew is applying for a new job in New York City.

- 1. If Andrew gets / will get the job, he is going to move there.
- 2. If he moves / is going to move there, he is going to rent an apartment.
- 3. If he rents / is going to rent an apartment, he is going to need extra money.
- 4. If he needs / will need extra money, his parents will loan him some.
- 5. If his parents loan / will loan him money, he will be very grateful.

### ☐ Exercise 24. Let's talk: pairwork. (Chart 11-4)

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: What are you going to do if the weather is nice tomorrow?

PARTNER B: If the weather is nice tomorrow, I'm going to sit outside in the sun. OR I'm going to sit outside in the sun if the weather is nice 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 you don't feel well tomorrow?
- 5. . . . if you go to (name of a place in this city) tomorrow?

	if it snows tonight? if you're hungry after	class today?
	if you don't study toni	
	if you lose your gramn	Time of the second seco
10	if someone steals your	(name of a thing: bike, wallet, etc.)?
	plete the sentences with t	grammar. (Chart 11-4) he words in parentheses. Use be going to or will for the
1. I	If Malik (be)is	in class tomorrow, I (ask) am going to / will ask
ŀ	nim to join us for coffee at	fter class.
2. I	If the weather (be)	nice tomorrow, I (go)
		to Central Park with my friends.
3. 1	(stay, not)	home tomorrow if the weather (be)
		nice.
4. 1	If I (feel, not)	well tomorrow, I (go, not)
		to work.
5. 1	Masako (stay)	in bed tomorrow if she (feel, not)
		well.
6. 1	We (stay)	with my aunt and uncle if we (go)
	to Mi	iami next week.
7. 1	If my friends (be)	busy tomorrow, I (go)
1	to a movie by myself.	
	rcise 26. Listening. (	
	en to the questions. Answ ay sound like <i>gonna</i> .	er each question in a complete sentence. Remember, goin

Change roles.

### □ Exercise 27. Reading and speaking. (Charts 11-1 → 11-4)

**Part I.** Read the story and answer the questions. Look at new vocabulary with your teacher first.

### Life in 100 Years

In December of 1900, Ladies Home Journal, an American magazine, published an article titled "What May Happen in the Next Hundred Years." There were 29 predictions about life in the year 2000. Below are some of them.

Do you know these words?
magazine
prediction
ambulance
tunnel

Cars will be cheaper and stronger than horses. They will do the work of two horses or more. Police, ambulance drivers,

and street cleaners will use cars instead of horses. People won't see horses on the streets.

Big cities won't have streetcars. In the future, if people need to go somewhere, they will travel below or high above the ground. Subways and tunnels will have moving stairways, and they will carry people up or down.

There will be no C, X, or Q in the English alphabet because these sounds are not necessary. In the future, people will spell by sound. First, newspapers will do this. After people see this change, they will do the same.

A final prediction: English will be the number one language in the world and Russian will be number two.

- 1. Which predictions came true?
- 2. Which ones did not?
- 3. Are there any predictions you think are silly or strange?

Part II. Work in small groups. Make some predictions for 100 years from now. Use will, may, maybe, or might.

### ☐ Exercise 28. Warm-up. (Chart 11-5)

Choose the correct time word for each sentence.

1. Before I go to the beach, I put on sunscreen.

every day tomorrow

Before I go to the beach, I am going to put on sunscreen.

every day tomorrow



	xpressing Future and Habitu me Clauses and <i>If</i> -Clauses	
FUTURE	(a) After Kate gets to work today, she is going to have / will have a cup of coffee.	Example (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.
HABITUAL PRESENT	(b) After Kate gets to work (every day), she always has a cup of coffee.	Example (b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.
FUTURE	(c) If it rains tomorrow, I am going to / will wear my raincoat to school.	Example (c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the <i>if</i> -clause. <i>Be going to</i> or <i>will</i> is used in the main clause.
HABITUAL PRESENT	(d) If it rains, I wear my raincoat.	Example (d) expresses habitual activities, so the SIMPLE PRESENT is used in both the if-clause and the main clause.

# Exercise 29. Looking at grammar. (Chart 11-5) Decide the meaning for each sentence: present habit or future activity.

1. Before I eat dinner, I set the table.

	2. Before I eat dinner, I	m going to set the table.	present habit	future activity
	3. When I play video ga	mes for too long,		
	I get a headache.		present habit	future activity
	4. If Jim takes the subw	ay, he gets home quickly.	present habit	future activity
	5. Before the movie star	ts, I'll turn off my cell phone.	present habit	future activity
	6. When I go to bed, I t	urn off my phone.	present habit	future activity
0		at grammar. (Chart 11-5) with the words in parentheses. U	Jse <b>be going to</b> fo	or the future.
	1. When we (go)	to Quebec, we (stay, us	ually)	
	-	with my in-laws.		
	2. When I (go)	to Quebec next week, we	(stay)	
		with my in-laws.		

(present habit)

future activity

3.	I (have)	some strong coffee befor	re I (go)
	to class today.		
4.	I (have, usually)	some s	strong coffee before I
	(go) to c		
5.	I'm often tired in the ev	ening after a long day at work. If I (be)	tired
		isually)	
	to bed e		
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)	
		on the couch with my laptop and (l	ook at)
	nev	vspapers online.	
8.	After I (get)	home tonight, I (sit)	on th
		nd (look at) newspa	
9.	Before the teacher (walk	into the room eve	ery day, there (be)
	a lot of i	noise in the classroom.	
10.	People (yawn, often)	and (stretch)	wher
	they (wake)		
11.	Simon (close)	all the windows in his apartm	ent before he (turn)
	on	the air-conditioning.	
12.	When I (go)	to Taiwan next month, I (stay)	
		_ with my friend Mr. Chu. After I (lean	
	Taiwan, I (go)	to Hong Kong.	
13.	Ms. Tan (go)	to Hong Kong often. When she (	be)
	there, she (like)	to take the ferry across the bay,	but she (take)
	the subv	way under the bay if she (be)	in a hurry.

Coli	umn A			Column B
at doe	es Steven do if he			
fails	a test? _c_		a.	takes a nap
is hu	ingry?		b.	skips breakfast
is tir	red?		Vc.	studies more
gets	a mosquito bite?		d.	eats a piece of fruit
over	sleeps?		e.	drinks tea with honey
gets	a sore throat?	_	f.	tries not to scratch it
_				
_				

# 6. a. I'm happy.5. I'll be happy.7. a. I know a lot of grammar.b. I'll know a lot of grammar.

2. a. I do my homework.

3. a. I go shopping.

5. a. I call my parents.

4. a. I exercise.

b. I'll do my homework.

b. I'll go shopping.

b. I'll call my parents.

b. I'll exercise.

## ☐ Exercise 33. Looking at grammar. (Chart 11-5)

Complete the sentences with your own words.

1.	Before I go home tonig	ht,	
2.	Before I go home, I usu	ially	
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.	If the weather	tomorrow,	
	you going to	?	
8.	I'll	if I	
9.	After I	tonight, I	
10.	Do you	after you	?

## ☐ Exercise 34. Warm-up. (Chart 11-6)

Read the questions and answers. Which conversation asks, "What is your job"?



CONVERSATION 1. A: What do you do every day?

CONVERSATION 2. A: What did you do yesterday?

CONVERSATION 3. A: What do you do?

B: I deliver the mail.

B: I delivered the mail.

B: I'm a mail carrier.

#### 11-6 Using What + a Form of Do PRESENT In (a) and (b): What + a form of (a) What do you do every day? I work every day. do is used to ask (b) What are you doing right now? I'm studying English. about activities. (c) What do you do? I'm a teacher. In (c): What do PAST you do? means (d) What did you do yesterday? → I went to school yesterday. "What kind of work do you do?" OR **FUTURE** "What is your job?" (e) What are you going to do tomorrow? → I'm going to go downtown tomorrow. (f) What will we do if it rains tomorrow? We'll stay home if it rains tomorrow.

#### ☐ Exercise 35. Let's talk: class activity. (Chart 11-6)

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? STUDENT A: When I get up in the morning, I eat breakfast. STUDENT 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 get 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 36. Looking at grammar. (Chart 11-6)

Make questions for the given answer using a form of do.

1	What does she do?	Nancy's an accountant
2		We're students.
3		I'm a doctor.
4		They're janitors.



an accountant

	He's a server at a restaurant.
a server	a plumber
6	She's a plumber.
7	You're a sales manager.
8.	William and I are taxi drivers.
your partner.	
Example: yesterday PARTNER A (book open): Wi	
그렇게 하고 있죠? 이 가다가 가려가 잘 입으라고 있다고 싶다.	
PARTNER A (book open): WI PARTNER B (book closed): I re	ead a newspaper yesterday.  Change roles.
PARTNER A (book open): WI PARTNER B (book closed): I re  1. last night	Change roles.  8. tomorrow evening
PARTNER A (book open): Will PARTNER B (book closed): I re 1. last night 2. every day	Change roles.  8. tomorrow evening  9. last Saturday
PARTNER A (book open): Will PARTNER B (book closed): I re 1. last night 2. every day 3. right now	Change roles.  8. tomorrow evening  9. last Saturday  10. next Saturday
PARTNER A (book open): Will PARTNER B (book closed): I re 1. last night 2. every day 3. right now 4. tomorrow	Change roles.  8. tomorrow evening  9. last Saturday
PARTNER A (book open): Will PARTNER B (book closed): I re 1. last night 2. every day 3. right now	Change roles.  8. tomorrow evening  9. last Saturday  10. next Saturday  11. this morning
PARTNER A (book open): Will PARTNER B (book closed): I re 1. last night 2. every day 3. right now 4. tomorrow 5. yesterday afternoon	Change roles.  8. tomorrow evening  9. last Saturday  10. next Saturday  11. this morning  12. this afternoon
PARTNER A (book open): Will PARTNER B (book closed): I re  1. last night 2. every day 3. right now 4. tomorrow 5. yesterday afternoon 6. tomorrow morning	Change roles.  8. tomorrow evening  9. last Saturday  10. next Saturday  11. this morning  12. this afternoon  13. tonight  14. next week
PARTNER A (book open): Will PARTNER B (book closed): I re  1. last night 2. every day 3. right now 4. tomorrow 5. yesterday afternoon 6. tomorrow morning 7. every morning  Exercise 38. Looking a	Change roles.  8. tomorrow evening  9. last Saturday  10. next Saturday  11. this morning  12. this afternoon  13. tonight  14. next week

\_\_\_ to class.

B: I (come) \_\_\_\_\_come

2.	A:	What (you, do)	last Friday?	
	B:	I (come)	to class.	
3.	A:	What (you, do)	next Frid	ay?
	B:	I (come)	to class.	
4.	A:	What (you, do)	yesterday evening?	
	B:	I (chat)	online with my friends.	
5.	A:	What (you, do)	every evening?	
	B:	I (chat)	online with my friends.	
6.	A:	What (you, do)	tomorrov	v evening?
	B:	I (chat)	online with my fr	riends.
7.	A:	What (you, do)	right now?	
	B:	I (do)	a grammar exercise.	
8.	A:	What (Marina, do)	every morn	ning?
	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 (Bakari, do)	last night?	
	B:	He (go)	to a movie.	
12.	A:	What (the teacher, do) beginning of class?		_ every day at the
	B:	She (put)	her books on her desk, (look)	at the class
		and (sau)	"Good morning"	

1.	A:			_ late for the me	ovie?
	B:	No. The movie		at 7:30. We have	plenty of time.
2.	A:			for dinn	er?
	B:	Leftovers. Is tha	t okay?		
	A:	Sure, but	probably		some rice to go with them.
3.	A:			_ at Jon's weddi	ing?
	B:	Yes, but I	tł	nere until after it	
		I work until noor			
	A:	Great.	you	there.	
4.	A:	What		? We ne	ed to deposit this check, and
4	200		is broken. Our acco		
	B:	No problem.		it with me to w	ork. There's an ATM* nex
		door.			
		the correct comp	g at grammar. (Coletion.	Chapter 11)	
Ch	oose A:	the correct comp Are you going to	pletion. go to the baseball ga		ernoon?
Ch	oose A:	Are you going to I don't know. I	pletion.  go to the baseball ga	ame tomorrow aft	
Ch	oose A:	the correct comp Are you going to	pletion. go to the baseball ga	ame tomorrow aft	
1.	A: B:	Are you going to I don't know. I a. will	pletion.  go to the baseball ga	nme tomorrow aft	
1.	A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b	pletion.  go to the baseball ga  b. am going to	c. maybe	
1.	A: B:	Are you going to I don't know. I a. will Are Ruth and Si	oletion.  go to the baseball ga  b. am going to  mon going to be at the	c. maybe	
2.	A: B: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't	bletion.  go to the baseball gate.  b. am going to mon going to be at thousy. They be to b. won't	c. maybe ne meeting? there. c. will	d might
2.	A: B: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't	bletion.  go to the baseball gate.  b. am going to mon going to be at thousy. They be to b. won't	c. maybe ne meeting? there. c. will	d might
2.	A: B: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't  Are you going to	bletion.  go to the baseball gate.  b. am going to mon going to be at thousy. They be to b. won't	c. maybe ne meeting? there. c. will	d might
2.	A: B: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't  Are you going to No. I went there a. yesterday	b. am going to  mon going to be at the b. won't  go to the store today  b. next	c. maybe ne meeting? there. c. will 7?	d. may
2.	A: B: A: B: A: A:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't  Are you going to No. I went there a. yesterday  When are you go	bletion.  go to the baseball gate.  b. am going to mon going to be at thousy. They be to b. won't go to the store today.  Friday.	c. maybe ne meeting? chere. c. will  c. last	d. may d. ago
2. 3.	A: B: A: B: A: A:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't  Are you going to No. I went there a. yesterday  When are you go	bletion.  go to the baseball gate.  b. am going to be at the blet.  b. won't  go to the store today be rest.  b. next.	c. maybe ne meeting? chere. c. will  c. last	d. may d. ago
2. 3. 4.	A: B: A: B: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too b a. don't  Are you going to No. I went there a. yesterday  When are you go I'll go there before	b. am going to  mon going to be at the busy. They be to b. won't  go to the store today b. next  bing to go to the bank re I to the post b. go	c. maybe ne meeting? there. c. will  c. last c?	d. may  d. ago
2. 3. 4.	A: B: A: B: A: A: B:	Are you going to I don't know. I a. will  Are Ruth and Si No, they're too ba. don't  Are you going to No. I went there a. yesterday  When are you go I'll go there before a. will go	b. am going to  mon going to be at the b. won't  go to the store today  Friday.  b. next  bing to go to the bank  re I to the post  b. go  der late today?	c. maybe ne meeting? there. c. will  c. last c?	d. may  d. ago

<sup>\*</sup>ATM = automatic teller machine (also called a cash machine); it allows customers to deposit or withdraw money from their bank.

6.		Do you like to p	go to New York C in New York, I al	The state of the s	new things	s to do a	nd places to see
		a. found	b. find	3.1 7000		d. fi	
7.		[[씨] [[[씨] [[씨] [[씨] [[씨] [[씨] [[씨] [[씨	g to talk to us this us this evening.	afternoor	about our j	plans for	tomorrow?
		a. calls	b. calling	c.	call	d. ca	illed
8.		are you go I'm going to go	oing to do after cla home.	ss today?			
		a. When	b. Where	c.	What	d. W	hat time
9.			onne live before sh ormitory at the un		into her new	apartmo	ent?
		a. did	b. does	c.	is	d. w	as
10.		What time Six.	Paulina and Yuri	i going to	arrive?		
		a. is	b. do	c.	will	d. ar	·e
Cor	npl	(Chapt ete the sentences	ers 3, 4, and 8 - s with the words in	11) parenthe	ses. Use an	y approp	
Cor	mpl A:	(Chaptete the sentences	ers 3, 4, and 8 $\rightarrow$	11) parenthe	ses. Use an	y approp	
Cor	mpl A: B:	(Chaptete the sentences  I (skip) Why?	ers 3, 4, and 8 -	11) parenthe	ses. Use an	y approp	
Cor	npl A: B: A:	(Chaptete the sentences  I (skip) Why? Why not?	ers 3, 4, and 8 → s with the words in	11) parenthe	ses. Use an	y approp	
Cor 1.	A: B: A: B:	(Chaptete the sentences  I (skip) Why? Why not? That's not a ver	ers 3, 4, and 8 - s with the words in by good reason.	11) parenthe	ses. Use an	y approp	
Cor 1.	A: B: A: A:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get	ers 3, 4, and 8 - s with the words in by good reason.	11) parenthe	eses. Use an	y approp	
Cor 1.	A: B: A: A:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get I (take)	ers 3, 4, and 8 - s with the words in by good reason.	11) parenthe	eses. Use an	y approp	
1. 2.	A: B: A: B: B:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get I (take) from Bangkok.	ers 3, 4, and 8 - s with the words in by good reason.	11) parenthe	eses. Use an	y approp	
1. 2.	A: B: A: B: A:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get I (take) from Bangkok.	ers 3, 4, and 8 - s with the words in s with the words in s y good reason.	a plane. I	class to	y approp	her
1. 2.	A: B: A: B: A:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get I (take) from Bangkok.	ers 3, 4, and 8 - s with the words in by good reason.	a plane. I	class to	y approp	her
1. 2.	A: B: A: B: A:	(Chapte the sentences I (skip) Why? Why not? That's not a very How did you get I (take) from Bangkok.	ers 3, 4, and 8 - s with the words in sy good reason.	a plane. I	class to	y approp	her
Cor 1. 2. 3.	B: A: B: A: B: A:	(Chapte ete the sentences I (skip) Why? Why not? That's not a very How did you get I (take) from Bangkok. How do you us I (walk, usually)	ers 3, 4, and 8 - s with the words in s with the words in s y good reason.  et here?  ually get to class?  the bus.  one? It (be, not)	a plane. I	class to	y approp	her mes I (take)

	5.	A:	Where's your homework?		
		B:	I (lose)	it.	
			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 fini	sh it
			last night.		
		A:	I see.		
	6.	A:	(you, stay)	here during vacation next wee	k?
		B:	No. I (take)	a trip to Montreal. I (visit)	
				my cousins.	
		Α.		away?	
			About five days.	away.	
		۵.	noode ive days.		
	7.		Is Carol here?		
		B:		She (leave) a	1 few
			minutes ago.		
				back soon?	
			G 3555555 F 75		
		A:	Where (she, go)		
		B:	She (go)	to the drugstore.	
	Ev		ies 42 Cheek very ke	audadaa (Oberte III)	
_			ise 42. Check your known the mistakes.	owieage. (Chapter II)	
			is		
	1.	If i	it will be cold tomorrow mo	orning, my car won't start.	
	2.	W	e maybe late for the concert	tonight.	
	3.	W	hat time you are going to co	ome tomorrow?	

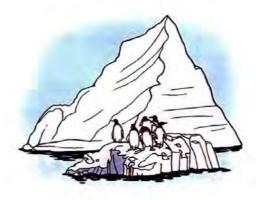
- 4. Amira will call us tonight when her plane will land.
- 5. Ellen may will be at the party.
- 6. When I'll see you tomorrow, I'll return your book to you.
- 7. I may don't be in class tomorrow.
- 8. Amin puts his books on his desk when he walked into his apartment.
- 9. I'll see my parents when I will return home for a visit next July.
- 10. What do you doing all day at work?

#### ■ Exercise 43. Reading and writing. (Chapter 11)

Part I. Read the writing sample. Look at new vocabulary with your teacher first.



snorkeling



penguins on an iceberg

#### Relaxation or Adventure?

I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?

If I want a relaxing vacation, I may travel to Tahiti. Or if I want an adventure, I might travel to Antarctica. Both places have natural beauty. I want to travel to a place without many people or buildings.

Do you know these words? adventure windsurfing sharks

If I go to Tahiti, I will sit on the beach in the sun. I will swim in the warm ocean. I might try windsurfing if I am not too scared. I love underwater swimming, so I will probably go snorkeling. But when I am snorkeling, I will stay away from sharks.

If I go to Antarctica, I will take all my warm clothes. There aren't any hotels, so I will probably take a tour boat to the South Pole. I definitely won't sit on a beach! When I am there, I want to see icebergs and penguins.

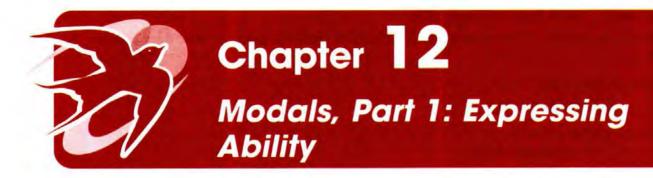
I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?

travel anywhere in the world. Choose two places you would like to visit: one place for relaxation and one place for adventure. Use this model.
PARAGRAPH 1: Introduction I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?
PARAGRAPH 2: Name the two places. Choose a relaxing place and a place for adventure. If I want a relaxing vacation, I may travel to Or if I want an adventure, I might travel to (Add one or two reasons.)
PARAGRAPH 3: Give details for the first place.  If I go to
PARAGRAPH 4: Give details for the second place.  If I go to
PARAGRAPH 5: Conclusion I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?
<b>Part III.</b> Editing check: Work individually or change papers with a partner. Check ( ) for the following:
1 indented paragraph
2 capital letter at the beginning of each sentence
3 period at the end of each sentence
4 use of will or be going to for a future activity
5 might or may + base form of verb

6. \_\_\_\_ if + simple present tense (for future meaning)

7. \_\_\_ correct spelling (use a dictionary or computer spell-check)

Part II. Now write your own story. Imagine someone gives you a plane ticket. You can



## ☐ Exercise 1. Warm-up. (Chart 12-1)

Which answers are true for you?

- 1. I can / can't sing well.
- 2. I can / can't stand on my head.
- 3. I can / can't sneeze with my eyes open.



<ul><li>(a) I have some money. I can buy a book.</li><li>(b) We have time and money. We can go to a movie.</li></ul>	Can expresses ability and possibility.
(c) Tom is strong. He can lift the heavy box.	
(d) сояяест: Yuko can speak English.	The base form of the main verb follows can In (d): speak is the main verb.
(e) INCORRECT: Yuko can to speak English.	A main verb following <b>can</b> is NOT preceded by <b>to</b> . In (e): to speak is incorrect.
(f) INCORRECT: Yuko can speaks English.	A main verb following <i>can</i> does not have a final -s. In (f): <i>speaks</i> is incorrect.
(g) Alice can not come.	NEGATIVE
Alice cannot come.	can + not = can not OR cannot
Alice can't come.	CONTRACTION  can + not = can't

#### ☐ Exercise 2. Let's talk. (Chart 12-1)

Work with a partner. Take turns making sentences from the given words. Use can or can't.

Example: A bird \ sing

→ A bird can sing.

Example: 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 deaf person \ hear
- 8. A blind person \ see
- 9. An elephant \ swim
- 10. An elephant \ climb trees
- 11. A cat \ climb trees
- 12. A boat \ float on water

#### ☐ Exercise 3. Let's talk: class activity. (Chart 12-1)

Make sentences about yourself. Begin with I can or I can't.

Example: 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 refrigerator
- 7. fly a plane
- 8. fix a flat tire

- 9. swim
- 10. float on water
- 11. ski
- 12. do advanced math in my head
- 13. make a paper airplane
- 14. sew a button on a shirt
- 15. wiggle my ears
- 16. eat with chopsticks



<sup>\*</sup> In expressions with play, the is usually used with musical instruments: play the piano, play the guitar, play the violin, etc.

## ☐ Exercise 4. Game: small groups. (Chart 12-1)

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.

<ol> <li>Some birds can't fly.</li> </ol>	yes	no
2. Elephants can jump.	yes	no
3. Tigers can't swim.	yes	no
4. An octopus can change colors.	yes	no
5. Some fish can climb trees.	yes	no
6. Horses can't sleep when they're standing up.	yes	no
7. Turtles can't live more than 100 years.	yes	no
8. All animals can see colors.	yes	no
9. Whales can hold their breath underwater.	yes	no





an octopus

## Exercise 5. Warm-up: listening. (Chart 12-2)



Listen to the sentences. Which statement (a. or b.) is true for you?



- 1. a. I can count to 100 in English.
  - b. I can't count to 100 in English.
- 2. a. I can't ride a bike with no hands.
  - b. I can ride a bike with no hands.



<sup>\*</sup>Teacher: See Let's Talk: Answers, p. 503.

#### 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 "kn" /ken/. It is unstressed.

Can't is usually pronounced "kant" /kænt/ with the same vowel sound as in the word ant. It is stressed. You will probably not hear the /t/.\*

#### ☐ Exercise 6. Listening. (Chart 12-2)

Listen to each sentence. Choose the word you hear.

CD 2 Example: You will hear:

We can understand you.

You will choose: (can) can't

Example: You will hear:

We can't understand you.

You will choose: can (can't)

1. can can't

6. can can't

2. can can't

7. can can't

3. can can't

8. can can't

4. can can't

9. can can't

5. can can't

10. can can't

## ■ Exercise 7. Listening. (Chart 12-2)



Read the help-wanted ad. Then listen to Matt talk about his job skills. Decide if Matt is a good person for the job. Explain your answer.

# JOB OPENING AT SMALL INTERNATIONAL HOTEL

Looking for person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Needs to help guests with their suitcases and be available weekends.

QUESTIONS: Is Matt a good person for this job?

yes no

Why or why not?

<sup>\*</sup> Sometimes native speakers also have trouble hearing the difference between can and can't.

## ☐ Exercise 8. Warm-up. (Chart 12-3)

Answer the questions.

- 1. Can you buy a hammer at a grocery store?
- 2. Where can you buy a hammer?



(QUESTION WORD) +	CAN +	SUBJECT +	MAIN VERB			ANSWER
(a)	Can	you	speak	Arabic?	$\rightarrow$ $\rightarrow$	Yes, I can. No, I can't.
(b)	Can	Rosa	come	to the party?	$\overset{\rightarrow}{\rightarrow}$	Yes, she can. No, she can't.
(c) Where	can	1	buy	a hammer?	$\rightarrow$	At a hardware store.
(d) When	can	you	help	me?	$\rightarrow$	Tomorrow afternoon.

	Exercise 9.	Question	practice.	(Chart 12-3)
_				

Make yes/no questions. Give short answers.

1.	A:	Can Daria speak English	?
	В: _	Yes, she can.	_ (Daria can speak English.)
2.	A:	Can you speak French?	
		No, I can't.	
3.	A: _		
	B:		(Gabrielle can't fix her printer.)
4.	A: _		
	В:		_ (I can whistle.)
5.	A:		
	В:		_ (Carmen can't ride a bike.)
6.	A: _		
	В:		_ (Elephants can swim.)
7.	A: _		
	В:		_ (The doctor can see you tomorrow.)
8.	A:		
	R·		(We can't have pets in the dorm.)

#### ☐ Exercise 10. Let's talk: pairwork. (Chart 12-3)

Work with a partner. Take turns asking and answering questions.

Partner A: Ask a question. Begin with 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.

PARTNER A	PARTNER B
ride a motorcycle	1. ride a horse
2. play the guitar	2. play the drums
3. float on water	3. whistle
4. touch your knee with your nose	4. touch your ear with your elbow
5. drive a stick-shift car	5. fix a flat tire
6. spell Mississippi	6. spell the teacher's last name



a stick shift

# Exercise 11. Listening. (Chart 12-3) Listen to the conversations. Complete the sentences with the words you hear. 1. A: Hello? B: \_\_\_\_\_\_\_ speak to Mr. Hudson, please? A: I'm sorry. \_\_\_\_\_\_ to the phone right now. \_\_\_\_\_\_ take a message? \_\_\_\_\_\_ return your call in about a half-hour. B: Ves. Please tell him Pon Muerson called

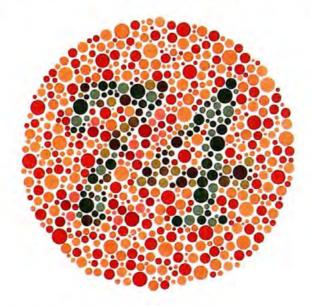
2.	A:		me lift this	box?
	B:	It looks very heavy third person.		to help you, but I think we need a
	A:	No, I'm pretty strong.	think	it together.
3.	A:		the TV	turn it up?
	B:	tur	n it up. I'm doing	my homework.
	A:		your homey	work in another room?
	B:	Oh, all right.		

#### Exercise 12. Reading. (Charts 12-1 → 12-3)

Read the paragraph. Complete the questions.

#### Color Blindness

Some people can't see all the colors. They are color-blind. It doesn't mean they can't see any colors. But they have trouble seeing the difference between certain colors. They might confuse red and green or blue and purple. For example, people with red-green color blindness can't see the difference between the red light and the green light on a traffic light. But they can still drive safely because they can see the brightness of the lights. If the light is red, for example, it will also be bright. Look at the picture below. People with red-green color blindness can't see the number. Can you see the number?



- 1. Color-blind people can / can't see all colors.
- 2. People who are color-blind can / can't drive.
- 3. If you can't see the number in the picture, you are / aren't color-blind.

#### ☐ Exercise 13. Warm-up. (Chart 12-4)

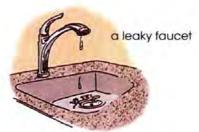
Make sentences with some of the phrases from the box. Take turns completing the sentences with a partner.

Example:

PARTNER A: I (can/can't) fix a leaky faucet.

Do you know how to fix a leaky faucet?

PARTNER B: Yes, I do. OR No, I don't.



change the oil in a car
✓ fix a leaky faucet
make ice cream

read musical notes solve algebra problems write computer code for an app\*

#### 12-4 Using Know How To

- (a) I can swim.
- (b) I know how to swim,
- (c) Can you cook?
- (d) Do you know how to cook?

Both can and know how to express ability.

Know how to expresses something a person learned to do.

#### ☐ Exercise 14. Let's talk: pairwork. (Chart 12-4)

Work with a partner. Take turns asking and answering questions.

Do you know how to . . .

- 1. cook?
- 2. dance?
- 3. play soccer?
- 4. replace a zipper?
- 5. get to the airport from here?
- 6. fix a computer hard drive?
- 7. write with both your left and right hands?
- 8. wiggle your nose?
- 9. knit?
- 10. make a YouTube video?

<sup>\*</sup> app = an application; a small, special program for a smartphone or tablet

## ☐ Exercise 15. Speaking and writing: pairwork. (Chart 12-4)

Part I. Work with a partner. Make questions about the people in the chart. Use know how to.

ABILITY	JERRY	ALEXA	BILL AND TINA	YOU
1. change the oil in a car	no	yes	yes	
2. start a fire without matches	yes	yes	no	
type without looking at the keyboard	no	no	yes	

Part II.	Write three	questions and	answers about	the	people i	n the	chart.
					FF		

Does	5 Alexa	knov	v ho	w to	o st	art	a fir	ew	itho	ut m	atch	es?	Yes	, 5	he d	oes.	

#### ☐ Exercise 16. Let's write: small groups. (Chart 12-4)

Work in small groups. Complete the sentences together. Use a separate sheet of paper. Share some of your completions with the class.

1.	Three-year-olds know how to
2.	Three-year-olds don't know how to
3.	Birds know how to
4.	Birds don't know how to
5.	We 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	>
-	~ 0 ,00	***	***		

6. We don't know how to \_\_\_\_.

## ☐ Exercise 17. Warm-up. (Chart 12-4)

Choose the verb that is true for you.

Two years ago, I...

- 1. could / couldn't speak English.
- 2. could / couldn't drive a car.
- 3. could / couldn't communicate with people from around the world.

2-5 Using Could: Past of Can	
<ul> <li>(a) Jake has a sore knee. He can walk, but he can't run.</li> <li>(b) Jake had a sore knee last week. He could walk, but he couldn't run.</li> </ul>	could = the past form of can*  NEGATIVE  could + not = couldn't
(c) Could you speak English before you came here?	QUESTION  could + subject + main verb

<sup>\*</sup>Do not use the affirmative form of could for one completed action in the past.

INCORRECT: A week ago, Marc could pass his test. One option is the simple past:

CORRECT: A week ago, Marc passed his test. Be able to is also possible (see Chart 12-6).

#### ☐ Exercise 18. Let's talk: pairwork. (Chart 12-5)

Work with a partner. Choose 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, . . . .

yes	no
yes	no
	yes yes yes yes



#### ■ Exercise 19. Looking at grammar. (Chart 12-5)

Complete the sentences by using *couldn't*. Use the expressions from the box or your own words.

call you
come to class

finish my homework
get into my car
go swimming

go to the movie hear us light the candles wash his clothes watch TV

1.	Icouldn't finish my homework	last night because I was too tired.
2.	1	yesterday because I lost your
	telephone number.	
3.	I	last night because my TV is broken.
4.	Theo	because he didn't have
	any matches.	
5.	The teacher	yesterday because he was sick.
6.	My grandmother	at the party last night
	because her hearing aid was broken.	
7.	Nat	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.
Exe	rcise 20. Let's talk: pairwork.	(Chart 12-5)
Wor	k with a partner. Take turns making	sentences with because.
	ATION: Mr. Kostis had a bad day yes couldn't. Tell what he couldn't do ye	terday. There are many things he wanted to do sterday and give a reason.
Exar	noles: eat breakfast \ get up late	

→ Mr. Kostis couldn't eat breakfast because he got up late.

go downtown during the day \ have to work

- → Mr. Kostis 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 dinner \ his wife \ be angry at him
- 6. watch his favorite TV show after dinner \ his TV \ not work
- 7. read quietly \ his children \ be very noisy
- 8. go to bed early \ his neighbors \ come to visit

#### ☐ Exercise 21. Let's talk: class activity. (Chart 12-5)

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.

#### Example:

TEACHER (book open): There was no heat in the classroom yesterday.

STUDENT (book closed): We couldn't stay warm.

- 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. You didn't know much English last year.
- 6. You don't speak fluent English yet.
- 7. Millions of people in the world live in poverty.

#### ☐ Exercise 22. Check your knowledge. (Charts 12-1 → 12-5)

Correct the mistakes.

- 1. Could you to drive a car when you were sixteen years old?
- 2. If your brother goes to the graduation party, he can meets my sister.
- 3. I couldn't opened the door because I didn't have a key.
- 4. Tyler know how to use sign language. He learned it when he was a child.
- 5. Please turn up the radio. I can't to hear it.
- 6. Where we can meet for our study group?
- 7. You cannot to change your class schedule. The deadline was last week.
- 8. Are you knowing how to fix a leaky faucet?
- 9. When Ernesto arrived at the airport last Tuesday, he can't found a parking space.
- 10. Excuse me. You can help me? I'm looking for a pair of work boots.
- 11. 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.

#### ■ Exercise 23. Warm-up. (Chart 12-6)

Match each sentence on the left with its meaning on the right.

#### Column A

- 1. I can help you now.
- 2. I'm sorry I couldn't help you last night.
- I can't help you tomorrow.
- 4. I can help you next week.
- 5. I can't help you now.

#### Column B

- a. I wasn't able to help you.
- b. I won't be able to help you.
- c. I am able to help you.
- d. I am not able to help you.
- e. I will be able to help you.

1 <b>2-6</b> U	sing Be Able To	
PRESENT	(a) I am able to touch my toes. (b) I can touch my toes.	Examples (a) and (b) have basically the same meaning.
FUTURE	(c) I will be able to go shopping tomorrow.  (d) I can go shopping tomorrow.	Examples (c) and (d) have basically the same meaning.
PAST	(e) I wasn't able to finish my homework last night.  (f) I couldn't finish my homework last night.	Examples (e) and (f) have basically the same meaning.

#### Exercise 24. Looking at grammar. (Chart 12-6).

On a separate sheet of paper, make sentences with the same meaning as the given sentences. 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. Kalil is bilingual. He can speak two languages.
- 4. Nola can get her own apartment next year.
- 5. Can you touch your toes without bending your knees?
- 6. Alec couldn't describe the thief.
- 7. I couldn't sleep last night because my apartment was too hot.
- 8. My roommate can speak four languages. He's multilingual.
- 9. I'm sorry that I couldn't call you last night.
- 10. I'm sorry, but I can't come to your party next week.
- 11. We're going to drive to San Francisco for our vacation. Can we do it in one day?

#### □ Exercise 25. Reading and grammar. (Chart 12-6)

Part I. Read the story.

#### Maya's English Experience

Five years ago, Maya moved to Canada with her young children. They couldn't speak English. Her children started school and learned English very quickly. Maya didn't study English and could just say basic, common sentences. She only understood people who spoke very slowly and used simple language.

Maya felt very frustrated. She heard about an evening English program at a local community center. She enrolled and began to study. At first, she couldn't understand or say very much. But slowly she got better. She was excited when she went shopping and could have short conversations with the cashier. Her kids were also excited. They could talk to her in English.

Today Maya's English is pretty good. She can talk to friends and neighbors. She watches TV and can understand a lot of it. Maya and her kids speak to each other in both English and their native language. She can switch back and forth very easily. Maya encourages friends to take classes. She says, "Don't worry. Try it for a few months. You can do it!"

Part II. Underline all the verbs with could, couldn't, and can. Rewrite the sentences using a form of be able to.

1,			
2			
3			
5			
6			
7			
8			
9			

# Exercise 26. Listening. (Charts 12-1 → 12-6)

Frack 29

Listen to the conversations. Complete the sentences with the words you hear.

1.	A:		to talk to Adam	last night?					
	B:		reach him. I	again later today.					
2.	A:			pizza?					
	B:	Yes, I	it. What about you	1?					
	A:	No, but	me?						
	B:	Sure.							
3.	A:		t	the teacher?					
	B:	I	her in the begi	inning, but now I					
		most of her lectures.							
	A:	I still	her very w	vell.					
4.	A:	Professor Castro, whe	n	correct our test	s?				
	B:	I began last night, but	Ι	finish.					
		I	again tonight. I hope						
		hand them back to yo	u tomorrow.						
5.	A:	Hello?							
	B:	Hi. This is Jan Quinn Dr. Novack today or t	. I'm wondering if	get in to see					
	A:	Well, she	you tomorrow n	morning at 11:00.					
	B:	Yes, way to your office.	Please tell me where you are.	Ĭ	the				

# ☐ Exercise 27. Warm-up. (Chart 12-7)

Choose the correct response.



- a. I want to spend the day outside.
- b. Let's turn on the air-conditioning.

# 12-7 Using Very and Too + Adjective

- (a) The coffee is very hot, but I can drink it.
- (b) The coffee is too hot. I can't drink it.
- (c) The box is very heavy, but Tom can lift it.
- (d) The box is too heavy. Bob can't lift it.

**Very** and **too** come in front of adjectives; *heavy* and *hot* are adjectives.

Very and too do NOT have the same meaning.

In (c): very heavy = It is difficult but possible for Tom to lift the box.

In (d): too heavy = It is impossible for Bob to lift the box.





(e) The coffee is too hot.

NEGATIVE RESULT: I can't drink it.

(f) The weather is too cold.

NEGATIVE RESULT: We can't go to the beach.

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

#### ☐ Exercise 28. Let's talk. (Chart 12-7)

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. Benny can't lift it.





#### 1. shoes \ tight \ wear





#### 2. coat \ small \ wear



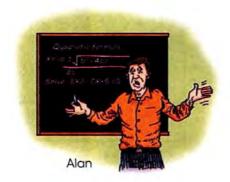


#### 3. soup \ hot \ eat





#### 4. problem \ hard \ solve





Exercise 27. Looking at graffilliat. (Chart 12-7	0	Exercise 29.	Looking at grammar.	(Chart 12-7)
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Complete the sentences with expressions from the box.

buy it lift it do his homework eat it take a break go camping

reach the cookie jar sleep

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. Samir 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 couch is too heavy.	I can't	

# Exercise 30. Looking at grammar. (Chart 12-7)

Complete the sentences. Use too + adjectives from the box.

expensive small tired windy heavy tall uncomfortable young

- 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 sleep on an airplane. It's \_\_\_\_\_

4.	I don't want to go fishing on the lake today. The weather is
5.	Rachel doesn't want to play tennis this afternoon. She's
6.	I can't buy a new car. A new car is
7.	Patrick has gained weight. He can't wear his old shirt. It's
8.	The basketball player can't stand up straight in the subway car. He's



# ☐ Exercise 31. Looking at grammar. (Chart 12-7)

Complete the sentences. Use too or very.

1.	The tea is hot, but I can drink it.
2.	The tea is hot. I can't drink it.
3.	I can't put my wallet in my pocket. My pocket is small.
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 Daniella can buy one if she wants to.
7.	We went to the Swiss Alps for our vacation. The mountains are
	beautiful.
8.	I can't eat this food because it's salty.
9.	Larisa doesn't like her dorm room. She thinks it's small.
10.	I lost your jacket. 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 understand the problems.
- 13. A: Did you enjoy your dinner last night?
  - B: Yes. The food was \_\_\_\_\_ good.
- 14. A: Are you going to buy that dress?
  - B: No. It doesn't fit. It's \_\_\_\_\_ big.
- 15. A: My daughter wants to get married.
  - B: What? But she can't! She's \_\_\_\_\_\_ young.

#### ■ Exercise 32. Reading and listening. (Chapter 12)

Part I. Read the story. Look at new vocabulary with your teacher first.



#### **Memory Champions**

Nelson Dellis is a memory champion. He can remember a lot of information. For example, he can look at a page of 500 numbers and say all of them. He can go through a deck of cards and say each number with its suit (diamonds, spades, hearts, and clubs) — in order.

Do you know these words?
champion
a deck of cards
suit (in a deck of cards)
amazing
train

Dellis won the 2011 U.S.A. Memory Championship.

He was able to memorize 248 numbers in five minutes. He was also able to memorize a complete deck of cards in 63 seconds.

Memory champions can do amazing things. After they look at photos of 100 strangers, the memory champions can memorize the first and last names with the correct spelling in 15 minutes!

Dellis can't remember all this information naturally. He needs to study. He trains every day. One way he remembers names is to create pictures in his mind. For example, if Dellis wants to remember a person's last name, like "Hardy," he can imagine something "hard," like wood. Then he connects this picture to the person's face. Maybe he sees wood on top of the person's head. When he sees the face again, it will help him remember the name "Hardy."

Memory champions say they aren't special. They believe that with years of practice a person can develop a great memory.

	Par	t II. Complete the sentences with ideas from the reading.				
	1.	Nelson Dellis is a memory champion because he				
	2.	In 2011, Dellis was able to memorize				
	3.	When memory champions see photos of 100 strangers, they can				
	4.	Dellis can do amazing things with his memory, but he can't				
	5.	With a lot of training and practice, people				
	Par	t III. Complete the sentences with the words you hear.				
CD 2 Track 30	1.	Dellis remember long rows of numbers.				
	2.	Dellis memorize a complete deck of cards.				
	3.	In 2011, Dellis win the U.S.A. Memory Championship.				
	4.	Dellis remember all this information naturally.				
	5.	Memory champions make pictures in their minds.				
	6.	They say that with a lot of work a person have a good memory.				
		ercise 33. Check your knowledge. (Chapter 12) rect the mistakes.				
	1.	We will can go to the museum tomorrow afternoon.				
	2.	Can you to memorize a deck of cards?				
	3. I saw a beautiful diamond necklace at a store yesterday, but I couldn't bought it.					
	4.	The shirt is too small. I can wear it.				
	5.	Sam Garder know how to count to 1,000 in English.				
	6.	When I was on vacation, I can swim every day.				

- 7. Honeybees not able to live in very cold climates.
- 8. Where we can go in the city for a good meal?
- 9. Hiroshi can reads in five languages.
- 10. I'm late. I'm too sorry. I didn't be able to find a parking spot.

#### ☐ Exercise 34. Writing. (Chapter 12)

**Part I.** First, read the writing sample. Then think about a character (person, animal, or creature) from fiction. This character can do amazing things. Write a paragraph about this character. (If you can't think of a character, create your own and give it a name.)

#### Superman

Superman can do amazing things. He can fly very fast. He is able to jump over tall buildings. He has X-ray vision, so he can see through objects like buildings. He is very strong. He can bend steel, and he is able to lift cars and trains.

But there is one thing he can't do. He can't be around kryptonite. Kryptonite is a metal, and it makes Superman very weak. He isn't able to use his special powers. When Superman is away from kryptonite, he becomes strong again.

I admire Superman. He uses his powers in good ways. He fights for truth and justice. He catches criminals and rescues people in trouble. He is a hero.



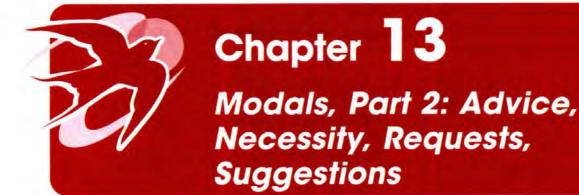
Superhero

Include this information in your paragraph:

- Begin with this sentence: \_\_\_\_ can do amazing things.
- Give examples of things the character can do. Use can and be able to.
- Is there anything the character can't do? Give examples.
- Explain why he or she likes to do these things.
- Finish with this sentence: I admire/don't admire \_\_\_\_. Give reasons.

**Part II.** Editing check: Work individually or change papers with a partner. Check (✓) for the following:

- indented paragraph
   capital letter at the beginning of each sentence
   period at the end of each sentence
   no to with can or can't
- 5. \_\_\_ use of *too* for a negative result
- 6. \_\_\_ correct use of is + able to and are + able to
- 7. \_\_\_\_ correct spelling (use a dictionary or computer spell-check)



#### ☐ Exercise 1. Warm-up. (Chart 13-1)

Read about Ella's problem. Choose all the sentences that you agree with.

Ella bought a pair of shoes. After a week, the heel on one of her shoes broke. She was at work and didn't have another pair of shoes to wear. She had to miss a meeting with clients because she couldn't walk in a broken shoe.

#### She should . . .

- 1. take the shoes back to the store and get her money back.
- 2. take the shoes back to the store and get another pair of the same shoes.
- 3. fix the heel with glue.
- 4. write a letter to the store owner and ask for money because she missed a meeting.
- 5. never buy shoes with high heels again.
- 6. use social media to warn people about these shoes.

(b) Tom	othes are dirty. I <b>should wash</b> them. is sleepy. He <b>should go</b> to bed. e sick. You <b>should see</b> a doctor.	<b>Should</b> means "This is a good idea. This is good advice."	
(d) I You She He It We They	should go.	Should is followed by the base form of a verb.  INCORRECT: He should goes.  INCORRECT: He should to go.	
need	should not leave your grammar book at home. You it in class. shouldn't leave your grammar book at home.	NEGATIVE: should not  CONTRACTION: should + not = shouldn't	

	Exercise 2.	Looking a	grammar.	(Chart 13-1)
_	EVELCISE T	LOOKING G	graiiiiiai.	(Cildii 13-1

Complete the conversations. Begin each sentence with **You should**. Use the expressions from the box or your own words.

call the credit card company call the manager drink tea with honey find an ATM

go to the post office

put on a bandaid see a dentist sew it study harder take a nap

1.	A:	I want to mail a package.
	B:	You should go to the post office.
2.	A:	I'm sleepy.
	B:	
3.	A:	I need to get some cash.
	B:	
4.	A:	I have a toothache. I think I have a cavity.
	B:	A
5.		I'm getting bad grades in all of my classes at school.
	B;	
6.		The toilet in my apartment doesn't work.
	B:	
7.	A:	I lost my credit card.
	B:	
8.	A:	My shirt has a hole under the arm.
	B:	
9.	Ιh	ave a blister on my big toe. You should
10.	M	y voice is hoarse. You should

#### Exercise 3. Let's talk: small groups. (Chart 13-1)

Work in small groups. Make sentences with should and shouldn't. Share some of your answers with the class.

SITUATION 1: Dina has a headache from working at her computer too long.

#### Dina . . .

- a. see a doctor.
- b. take some medicine for her headache.
- c. lie down.
- d. go to the hospital emergency room.
- e. take a 15-minute break from the computer.

SITUATION 2: Nick 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 15-minute ride by car.

#### Nick ...

- a. call a taxi.
- b. hitchhike.
- c. ask his teacher for a ride.
- d. call a friend for a ride.
- e. walk.

SITUATION 3: Lydia's baby doesn't want to take a nap. He is crying.

#### Lydia . . .

- a. hold him.
- b. rock him.
- c. let him cry until he falls asleep.
- d. feed him.
- e. let him play.

SITUATION 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.

SITUATION 5: Marisa 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 . . .

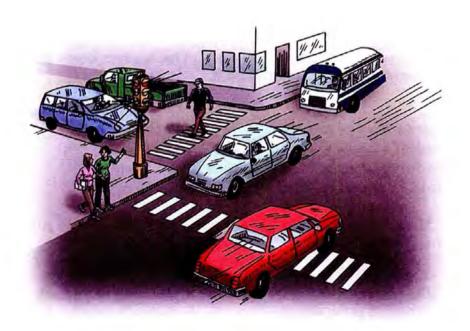
- a. let her go if her older brother goes too.
- d. let her go by herself.
- b. tell her to wait until she is older.
- e. let her go to dinner only.

c. go with her.

# ☐ Exercise 4. Looking at grammar. (Chart 13-1)

Complete the sentences with should or shouldn't.

1.	Students	should	come to class every	day.
2.	Students	shouldn't	skip class.	
3.	We		waste our money on thin	igs we don't need.
4.	It's raining.	You	take your u	imbrella when you leave.
5.	Timmy, you		pull the cat's ta	il!
6.	People		hurt animals.	
7.	0.00	eaves at 8:00 A	A.M. You	get to the airport
8.	Life is short.	We	waste it.	
9.	You		smoke because it's bad	for your health.
10.	When you go	to New York	City, you	see a play on Broadway
11.	You		walk alone on city street	ts after dark. It's dangerous.
12.	We		cross a street at an inters	ection. We
		j:	aywalk.	



#### Exercise 5. Let's talk: small groups. (Chart 13-1)

Work in small groups. Each person presents a situation. The group gives advice by making a list of sentences using should and shouldn't.

SITUATION 1: English is not my native language. What advice can you give me about good ways to learn English?

SITUATION 2: I am a teenager. What advice can you give me about how to live a healthy lifestyle?

SITUATION 3: I am a newcomer. What advice can you give me about this school and this city?

SITUATION 4: I have a job interview tomorrow. What advice can you give me about going to a job interview?

SITUATION 5: I have a lot of trouble sleeping. I often wake up in the middle of the night and can't go back to sleep. What advice can you give me to help me sleep better?

#### Exercise 6. Listening. (Chart 13-1)



Listen to each sentence and choose the verb you hear. After you check your answers, listen again. If you agree, circle yes. If you don't agree, circle no.

DO YOU AGREE?

		20.00	
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 7. Warm-up. (Chart 13-2)

Which two sentences have the same meaning?

- 1. I want to spell-check my writing.
- 2. I need to spell-check my writing.
- 3. I have to spell-check my writing.
- 4. I should spell-check my writing.

<ul><li>(a) People need to eat food.</li><li>(b) People have to eat food.</li></ul>	Examples (a) and (b) have basically the same meaning.
(c) Jack needs to study for his test. (d) Jack has to study for his test.	Examples (c) and (d) have basically the same meaning.
(-)	Have + infinitive has a special meaning: i expresses the same idea as need.
(e) I had to study last night.	PAST FORM: <b>had</b> + infinitive
(f) Do you have to leave now?	QUESTION FORM: do, does, or did is used in
(g) What time does Jim have to leave?	questions with have to.
(h) Why did they have to leave yesterday?	
(i) I don't have to study tonight.	NEGATIVE FORM: don't, doesn't, or didn't is
(j) The concert was free. We didn't have to buy tickets.	used with have to.

### ☐ Exercise 8. Looking at grammar. (Chart 13-3)

Rewrite the sentences using the correct form of have to.

1.	I need to cash a check.
2.	Ellen needs to get a haircut.
3.	The kids need to eat lunch.
4.	The kids needed to eat lunch.
5.	Jason needs to leave now.
6.	Does Petra need to leave right now?
7.	Why did you need to sell your car?
8.	Malia doesn't need to work late.
9.	The employees didn't need to work late.
0	The restaurant needed to close early

## ☐ Exercise 9. Let's talk: class activity. (Chart 13-2)

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 vou 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 10. Let's talk: class activity. (Chart 13-2)

Make sentences using have to/has to and because.

Example: go to the mall / buy some new shoes

STUDENT A: I have to go to the mall because I have to buy some new shoes.

TEACHER: (to Student B) Why does (Student A) have to go to the mall?

STUDENT B: (Student A) has to go to the mall 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 flour and sugar
- 3. go shopping / get a new coat
- 4. go to the post office / pick up 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)

## ■ Exercise 11. Looking at grammar. (Chart 13-2)

Complete the sentences with the words in parentheses. Use a form of have/has + infinitive.

1.	A: Franco can't	join us for dinner tonight.	(he, work)	He has to w	vork.
	B: (he, work) _	Does he have to work	tomorr	ow night too?	If he doesn't,
	maybe we sh	ould postpone dinner until	then.		

2.	A:	Why (you, go)	to the library tonight?			
	B:	(I, find)	some information for my research paper.			
3.	A:	Patricia's flight is at eight ton	ight. What time (she, leave)			
	B:	Around five. (she, be)	there a little early to mee			
		her group.				
4.	A:	Why did you go to the books	tore after class yesterday?			
	B:	(I, buy)	some colored pencils.			
	A:	Oh? Why (you, buy)	colored pencils?			
			gs I plan to do for my art class.			
5.	A:	(I, go)	to the store.			
	D.	17/13				
	A:	Because (I, get)	some rice and fresh fruit.			
6.	A:	: Katie 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?			
		Three. I have a three o'clock				
8.	A:	(Ted, find)	a new apartment?			
	B:	Yes, he does. His old apartn	nent is too small.			
9.	A:	(Miki, take, not)	another English course.			
		Her English is very good.				
	B:	(you, take)	another English course?			
	A:	Yes, I do. I need to study m	ore English for my job.			
10.	A:	Was Vince at home yesterday	y evening?			
	B:	No. (he, stay)	late at the office.			
		Why?				
	B:	(he, finish)	a report for his boss.			

#### Exercise 12. Listening. (Chart 13-2)



In spoken English, have to is often pronounced "hafta." Has to is often pronounced "hasta." Listen to each sentence and choose the correct verb.

Track 32 Example: You will hear: We have to go now. You will choose: (have to) has to

1. have to	has to	6. have to	has to
2. have to	has to	7. have to	has to
3. have to	has to	8. have to	has to
4. have to	has to	9. have to	has to
5. have to	has to	10. have to	has to

#### ☐ Exercise 13. Warm-up. (Chart 13-3)

Match each sentence to the correct meaning.



#### At the gym

- 1. Children under 12 must have an adult with them.
- 2. Children under 12 should have an adult with them. \_\_\_\_
- 3. Children under 12 have to have an adult with them. \_\_\_\_

- a. It's a good idea.
- b. There is no choice.

#### 13-3 Using Must, Have To / Has To, and Should MUST vs. HAVE TO (a) People need food. People have to eat food. Examples (a) and (b) have basically the same meaning: must eat = have to eat (b) People need food. People must eat food. Have to is more common in spoken English. Must is more common in written instructions and rules. Adults also use must with children. It is very strong. (c) I Must is followed by the base form of a verb. You INCORRECT: He must works. She INCORRECT: He must to work. He must work. It We They NEGATIVE: MUST vs. HAVE TO (d) You must not text while you are driving. must not = Don't do this! You don't have a choice. (e) You don't have to go to the movie with us if you don't want to. don't have to = It's not necessary; you have a choice. MUST vs. SHOULD SHOULD MUST Something is very important. Something is a good idea, but you have a choice. Something is necessary. You do not have a choice. (f) You must take an English course. (h) You should take an English course. You cannot graduate without it. It will help you. (g) Johnny, look at me. You must eat your (i) Johnny, you should eat your vegetables. vegetables. You can't leave the table until you They're good for you. You'll grow up to be strong eat your vegetables. and healthy. ☐ Exercise 14. Let's talk: small groups. (Chart 13-3) Work in small groups. Make two additional rules for each item. 1. Rules about driving/traffic: a. You must stop at a red light. b. You must not text and drive.

Rules on an airplane:		
	at belt during takeoff and landing.	
c		
d		
Rules a parent gives a young	g child:	
b. You must sit in a car sea	t in the car.	
c		
d.		
rcise 15 Looking at ar	ammar (Chart 13-3)	
ipiete die semences. Ose m	and capressions from the coa.	
apply in person	nay income tax	
	pay the first and last month's rent	
	put on a jacket	
have a passport	take one tablet every six hours	
According to the law,* a dri	ver <u>must have a driver's license.</u>	
Mansour wants to get a job.	According to the application, he	
	at 500 Broadway Avenue.	
I want to travel abroad. Acc	cording to the law, I	
If you want to be a doctor, y	70u	
Arthur's doctor gave him a	prescription. According to the directions on	
	10 m 20 m	
the bottle, Arthur		Million Plante() 853-9277 But 94122-17
I want to rent an apartment	. According to the rental agreement, I	Tiles one signer every six hours Dr. Harrson
Pia has a job in Chicago. Sl	he earns a good salary. According to the law,	
	b. You must not smoke.  c	a. You must fasten your seat belt during takeoff and landing. b. You must not smoke.  c

<sup>\*</sup>according to the law = the law says

Ch	oose the correct compl	etion.	
1.	If you want to keep ye	our job, you be la	te for work.
	a. must not	b. don't have t	c. doesn't have to
2.	My office is near my only in bad weather.	apartment, so I can wa	k to work. I take a bus. I take a bus
	a. must not	b. don't have to	c. doesn't have to
3.	그게 빨아다 하다 시장이 아이지 않는데 그렇게 되었다.		uniforms to school, but my children's wear uniforms to school.
	a. must not	b. don't have to	c. doesn't have to
4.	Billy, it is very import	ant to be careful with r	natches. You play with matches.
	a. must not	b. don't have to	c. doesn't have to
5.	하다바다 하다 없는 그 일다. 어린다는 그렇게 되고 있는 그래.	but he still lives with h pay rent or buy his ow	is parents. That saves him a lot of money.
	a. must not	b. don't have to	c. doesn't have to
6.	Carly, the water in th	at river is polluted. Yo	u play in it.
	a. must not	b. don't have to	c. doesn't have to
7.	If you have a credit ca	ard, you pay for th	nings in cash. You can charge them.
	a. must not	b. don't have to	c. doesn't have to
8.	Kyra is going to buy s full price.	school supplies. She ha	s a coupon for 20% off, so she pay
	a. must not	b. don't have to	c. doesn't have to
9.	**************************************	aking off, you have to b alk around when an air	be in your seat with your seat belt on. You plane is taking off.
	a. must not	b. don't have to	c. doesn't have to
10.		rives to the supermarke	t, she park far away because she has r.
	a. must not	b. don't have to	c. doesn't have to

Exercise 16. Looking at grammar. (Charts 13-2 and 13-3)

<ul><li>Exercise 17. Let's talk: small grou</li></ul>	ups. (Charts 13-1 → 13-3)
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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 a pencil and some 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 18. Listening. (Charts 13-1 and 13-3)



Listen to each pair of sentences. One sentence uses **should**, and the other uses **must**. Decide which sentence you agree with. Discuss your answers as a class.

Example: You will hear:

- a. People must learn how to use computers.
- b. People should learn how to use computers.

You will choose: a OR b

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

4.

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

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

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

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

3.

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

9.

## Exercise 19. Warm-up. (Chart 13-4)

Which two questions are more polite?

#### Child to parent

- 1. May I have a snack?
- 2. Can I have a snack?
- 3. Could I have a snack?

<ul><li>(a) May I borrow your pen?</li><li>(b) Could I borrow your pen?</li><li>(c) Can I borrow your pen?</li></ul>	Examples (a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen.  Could is more polite and formal than can.  May is very polite and formal.
(d) May I please borrow your pen? (e) Could I please borrow your pen? (f) Can I please borrow your pen?	Please makes the request more polite.
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: <b>Yes, of course.</b> Here it is.  A: Thank you. / Thanks.

<sup>\*</sup>Informal English is typically used between friends and family members.

## ☐ Exercise 20. Let's talk: pairwork. (Chart 13-4)

Work with a partner. Look at the pictures. Write conversations. Use *May I*, *Can I*, or *Could I* and typical responses.





2





#### Exercise 21. Let's talk: pairwork. (Chart 13-4)

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: Sure. Here it is.

PARTNER A: Thank you. Your turn now.

PARTNER A	PARTNER B
Your partner has a calculator. You want to borrow it.	Your partner has some notebook paper. You forgot your notebook, and you need one piece of paper.
2. Your partner has an eraser. You want to use it for a minute.	Your partner has a pencil sharpener. You want to borrow it.
3. You are at your partner's home. You want to use the bathroom.	3. You are at your partner's home. You want a glass of water.
4. You are at a restaurant. Your partner is a server. You want to have a cup of coffee.	4. You are at a restaurant. Your partner is a server. You want to leave, and you need the check.*

# ☐ Exercise 22. Warm-up. (Chart 13-5)

Do the sentences have the same or a different meaning?

- 1. Could you hold the elevator for me?
- 2. Would you hold the elevator for me?



(a) Could you (please) open the door?	Examples (a) and (b) have the same meaning: I want you to
(b) Would you (please) open the door?	open the door. I am asking you politely to open the door.
TYPICAL RESPONSES	A TYPICAL CONVERSATION
(c) Yes, of course.	A: Could you please open the door?
(d) Certainly.	B: I'd be glad to.
(e) I'd be glad to.	A: Thank you. / Thanks.
(f) I'd be happy to.	
(g) Sure. (informal)	
(h) No problem. (informal)	

<sup>\*</sup>the check = the bill in a restaurant

### ☐ Exercise 23. Let's talk: pairwork. (Chart 13-5)

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 you.
	A:	
	B:	

# ☐ Exercise 24. Let's talk: pairwork. (Chart 13-5)

Work with a partner. Make requests and give answers. 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: Sure.

PARTNER A: Thank you.

You want your partner to . . .

- 1. close the door.
- 2. turn on the light.
- 3. turn off the light.
- 4. pass you the salt and pepper.

- 5. hand you that book.
- 6. translate a word for you.
- 7. tell you the time.
- 8. hold your books for a minute.

#### Exercise 25. Let's talk: pairwork. (Chart 13-5)

Work with a partner. Ask and answer polite questions that 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: (knocks on door) May I come in?

PARTNER B: Certainly. Come in. How are you today?

PARTNER A: Fine, thanks. 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 server.
- 2. A classroom: Partner A is a teacher. Partner B is a student.
- 3. A kitchen: Partner A is a parent. Partner B is a teenager.
- 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 manager. Partner B is an employee.
- 8. A house: Partner B answers the phone. Partner A wants to talk to (someone).

#### Exercise 26. Warm-up. (Chart 13-6)

What do you think is a good suggestion for each situation? Use Run! or Don't run! Discuss your answers with the class.







<ul><li>(a) A: Close the door, Jimmy. It's cold outside</li><li>B: Okay, Mom.</li></ul>	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. (c) Be careful!	An imperative sentence uses the base form of a verb (close, sit, be, etc.). The subject is <b>you</b> .  Sit down. = (You) sit down.
(d) Don't open the window.  (e) Don't be late.	NEGATIVE IMPERATIVE  don't + the base 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, commands, directions and advice. With the addition of <i>please</i> , as in (i), imperatives sound more polite.

### ☐ Exercise 27. Let's talk. (Chart 13-6)

Write the correct command for each picture.

Don't let go! Hurry up! March! Relax. Wait for me!







1. \_\_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_







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

#### Exercise 28. Looking at grammar. (Chart 13-6)

Underline the imperative verbs in the conversations.

1. 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.

It's okay. My hiccups are gone. JIM:

2. ANYA: I need to leave now.

IVAN: Wait for me.

ANYA: Don't forget your keys.

IVAN: I have them.

3. 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: 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 29. Looking at grammar. (Chart 13-6)

Look at the pictures. Write an imperative sentence for each one.











3	4	
,.	7.	

#### Exercise 30. Reading and writing. (Chart 13-6)

Part I. Read the conversation. Look at new vocabulary with your teacher first.

QUESTION: How do I get to the post office from here?

DIRECTIONS: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go two more blocks to Market Street and turn left at the light. The post office is halfway down the street on the right-hand side.

Part II. Complete this question: How do I get to \_\_\_\_ from here? Then write directions. Use four or more imperative verbs. Here is some vocabulary you may want to use.

Do you know these words?

block turn right/left halfway right-hand

walk	right-hand side	up the street
turn right	left-hand side	down the street
go (to)	cross	in the middle of the street
turn left	crosswalk	at the light

## Exercise 31. Let's talk: class activity. (Chart 13-6)

Listen to your teacher's questions. Make some imperative sentences for these situations. Close your book for this activity.

#### Example:

TEACHER: Your friend has a headache. What are some typical suggestions?

STUDENT A: Take an aspirin.

STUDENT B: Lie down and close your eyes for a little while.

STUDENT C: Put a cold cloth on your forehead.

STUDENT D: Don't read for a while.

STUDENT E: 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 is coughing and sneezing. 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. Your friend is going to cook rice for the first time this evening. Tell him/her how to cook rice.

- 5. Your friend wants to win a scholarship to a university. Tell him/her what to do and what not to do.
- 6. A friend from another country 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.

#### ☐ Exercise 32. Warm-up. (Chart 13-7)

Complete each sentence with all the possible verbs from the box.

can	has	is able	is going	may	
1. Nate					to come the meeting.
2. Petra					come to the meeting.

(a) Anita	can could may might must should will	An auxiliary is a helping verb. It comes in front of the base form of a main verb. The following helping verbs are called "modal auxiliaries": can could, may, might, must, should, will, would.
(b) Anita	( is able to is going to has to	Expressions that are similar to modal auxiliaries are be able to, be going to, have to.

## ☐ Exercise 33. Looking at grammar. (Chart 13-7)

Add to where necessary. If to is not necessary, write Ø.

- 1. My sister can \_\_\_\_\_\_\_ play the guitar very well.
- 2. We have \_\_\_\_\_\_ to \_\_\_\_ 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.	Vanessa might	not be there tomorrow.
10.	May I	_ use your phone?
11.	We couldn't _	go to the concert last night because we didn't have tickets.
12.	Can you	play a musical instrument?
13.	What time is th	ne plane going arrive?
14.	It may	_ be too cold for us to go swimming tomorrow.

#### 13-8 Summary Chart: Modal Auxiliaries and Similar Expressions MEANING EXAMPLE AUXILIARY\* ability I can sing. (a) can Can you please help me? polite question (b) could I couldn't go to class yesterday. past ability polite question Could you please help me? (c) may possibility It may rain tomorrow. polite question May I help you? (d) might possibility It might rain tomorrow. (e) must necessity You must have a passport. You should see a doctor. (f) should advisability future event My sister will meet us at the airport. (q) will (h) would polite question Would you please open the door? I wasn't able to attend the meeting. (i) be able to ability (i) be going to future event Tina is going to meet us at the airport. (k) have to/has to I have to study tonight. necessity (I) had to past necessity I had to study last night too.

<sup>\*</sup>See the following charts for more information: can, Chart 12-1, p. 361, and Chart 12-3, p. 365; could, Chart 12-5, p. 370; may and might, Chart 11-1, p. 334; must, Chart 13-3, p. 392; should, Chart 13-1, p. 383; will, Chart 10-6, p. 319, Chart 10-7, p. 321, and Chart 11-1, p. 334; would, Chart 13-5, p. 397; be able to, Chart 12-6, p. 373; be going to, Chart 10-1, p. 303; have/has/had to, Chart 13-2, p. 388.

☐ Exerc	ise 34.	Let's to	alk: smal	groups.	(Chart 13-8	1)
---------	---------	----------	-----------	---------	-------------	----

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.

STUDENT A: I had to go to class.

STUDENT B: I had to go to the post office to buy some stamps.

STUDENT 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 would.
- 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 to make it a better place for students.

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

Choose the correct completion.

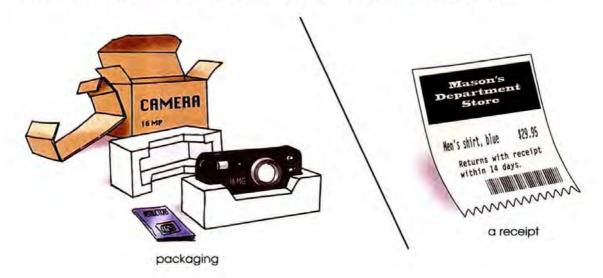
<ol> <li>Doug every</li> </ol>	day.		
a. shaves	b. is shaving	C.	has to shaves
2 to class eve	ry day?		
a. Are you go	b. Do you have to go	c.	You going
3. Matsu to be	e here tomorrow.		
a. might	b. is going	c.	must
4. Carl be in o	class yesterday.		
a didn't	h wasn't	C	couldn't

a spoke	b. can speak	c. speaks
u. spoke	o. can opean	c. speake
6. I my rent las	st month.	
a. might pay	b. will pay	c. paid
7. I want to go to a r	novie tonight, but I	home and study.
a. should stay	b. stayed	c. stay
8. We downtov		
a. going	b. might go	c. will can go
9 you like som	e hot coffee now?	
a. Will	b. Would	c. Do
Exercise 36. Lister	ning. (Chart 13-8)	
Listen to each sentence	e. Choose the sentence	that is closest in meaning.
Example: You will hea	r: It might snow ton	norrow.
		b.) It may snow. c. It must snow.

- 1. a. Tom should work.
  - b. Tom must work.
  - c. Tom might work.
- 2. a. Becky can swim.
  - b. Becky may swim.
  - c. Becky will swim.
- 3. a. The teacher should correct papers.
  - b. The teacher had to correct papers.
  - c. The teacher wanted to correct papers.
- 4. a. You may study for the test.
  - b. You must study for the test.
  - c. You should study for the test.
- 5. 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.
- 6. a. We couldn't help.
  - b. We didn't need to help.
  - c. We weren't able to help.
- 7. 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.

#### ■ Exercise 37. Reading and grammar. (Chart 13-8)

Part I. Read the article. Look at new vocabulary with your teacher first.



#### Returning an Item to a Store

Many stores have a return policy\* for items you buy. Generally, you must have a receipt for a return. Some stores may have your purchase on their computer, but most require a receipt.

In general, clothes must still have the tags. Stores don't want you to wear something and then return it. Usually, you can wear shoes, but you have to stay on carpets and not walk

outside in them. The soles of the shoes should look like new. It is also important to keep the box and other packaging. Stores would like to resell the item, so they want to have the original packaging.

There is usually a time limit for returns. Some stores might give you two weeks, while others may give you 90 days. A few stores have no time limit because they want you to be completely satisfied.

If you buy electronics, like a computer or a TV, there is often a restocking fee. This is a charge to put the item back on the shelf. Often the fee is 15 percent of the cost or more. Here's an example. John bought a camera, but he couldn't understand how to use it. He decided to return it. The company returned his money but kept 15 percent of the camera cost. There is an exception. If an item is defective (damaged or broken), the company will probably return all your money. Generally, a DVD or CD is not returnable if you open it. Be sure you are going to keep it before you open the packaging.

item purchase exception exchange unpleasant

Do you know these words?

<sup>\*</sup> return policy = rules a store has for returning an item

Items on sale usually have this policy: "All sales final." This means there are no returns on sale items. Sometimes a store might let you exchange the item for something else.

Every store is different, so it is important to ask about the return policy before you buy. Simply say, "What is your return policy for \_\_\_\_?" You may save yourself some unpleasant surprises if you get all the information before you buy.

1.	In general, you	have a receipt if you want to return something.
	a. might	b. must
2.	The store have	e information about your purchase on its computer.
	a. might	b. will
3.	If you want to retur	n shoes, you wear them outside.
	a. don't have to	b. must not
4.	Generally, you	keep the original packaging if you want to return an item
	a. must	b. may
5.	A store give yo	ou two weeks to return an item.
	a. must	b. may
6.	If you buy an item a	and it is broken, you return it.
	a. can	b. can't
7.	At most stores, you	return sale items.
		b. can't
8.	You ask the sa	alesperson about the store's return policy.
	a. should	
X	ercise 38. Warm-	up. (Chart 13-9)
m	agine you are Speake	r B. What answers do you like?
A	: It's a beautiful day.	
В	a. Let's watch TV.	
	b. Let's go to the b	each.
	c. Let's go to the p	park.
	d. Let's go hiking.	
	e. Let's play video	games

ŭ	-9 Using Let's	
(a)	A: What should we do tonight?	Let's (do something) = I have a suggestion
	B: Let's go to a movie.	for you and me. Let's = Let us
	A: Okay.	In (a): Let's go to a movie. = I think we
(b)	A: I'm tired.	should go to a movie. Do you want to go to
	B: I'm tired too. Let's take a break.	a movie?
	A: That's a good idea!	47.77.9

#### Exercise 39. Looking at grammar. (Chart 13-9)

Complete the conversations with let's. Use the words from the box or your own words.

go to a seafood restaurant

get a cup of coffee go swimming ✓ leave at six-thirty go dancing go to Florida just stay home and relax go to a movie walk 1. A: What time should we leave for the airport? B: Let's leave at six-thirty. A: Okay. 2. A: Where should we go for our vacation? A: That's a good idea. 3. A: Where do you want to go for dinner tonight? 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?	
	В:	
	A: Wonderful idea!	
9.	A: We have an hour between classes.	
	B: Okay. That sounds good.	

#### Exercise 40. Let's talk: pairwork. (Chart 13-9)

Work with a partner. Take turns making suggestions with let's. Give two suggestions for each situation.

Example: It's a beautiful day today. What should we do? PARTNER A: It's a beautiful day today. What should we do?

PARTNER B: Let's go to Woodland Park Zoo.

PARTNER A: That's a possibility. Or, let's go to the beach.

- 1. I don't have to work tonight. What should we do?
- 2. Next Monday's a holiday and there's no school. We should do something fun.
- 3. I don't know anyone at this party. I want to leave.
- 4. What time should we leave for the airport tomorrow? There will be a lot of traffic.
- 5. It's your birthday next week. What would you like to do?
- 6. Parent to child: I have a little free time right now. I can spend it with you.

## ☐ Exercise 41. Check your knowledge. (Chapters 12 and 13)

Correct the mistakes.

- 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. Tariq should calls us.
- 5. I have to went to the store yesterday.
- 6. Susie! You must not to hit your brother!
- 7. May you please hand me that book?
- 8. Alessandra 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?

capital

- 13. I saw a beautiful dress at a store vesterday, but I couldn't bought it.
- 14. Closing the door, please. Thank you.
- 15. May I please to borrow your dictionary? Thank you.

#### Exercise 42. Reading and writing. (Chapter 13)

Part I. Read the passage about Manhattan. Look at new vocabulary with your teacher.

#### A Great Place to Visit

letter I grew up in Manhattan.\* Manhattan is a very exciting part of New York City. You should go there because there are so many interesting sights to see.

Do you know these words? incredible landmark

First, the museums are amazing. You can find art, natural science, and history museums. My favorite museum is on Ellis Island. Ellis Island was the entry point for immigrants from 1892 to 1954, and you can learn a lot about history. My family came through Ellis Island, and I was able to find my grandparents' names.

Many tall buildings have incredible views of the city. You can go to the top of the Empire State Building, Rockefeller Center, or even the Statue of Liberty. Take your camera because you will want to get great photos. The most popular places have long lines, so you should check wait times before you go. Sometimes you have to make reservations.



Statue of Liberty

<sup>\*</sup> See Appendix Chart A5-1, p. 487 for capitalization rules for place names.

A good way to learn about the city is to take a boat tour. Manhattan is an island, and you can see many famous landmarks from the water. A tour guide can tell you a lot about the history of the sites and the different neighborhoods. It's also fun to ride under the famous bridges, like the Brooklyn Bridge.

Central Park is very beautiful and relaxing. It's a wonderful place for walking, running, biking, boating, or just people-watching. Sometimes there are concerts in the park. Millions of people visit the park every year, but it's very large, so it doesn't feel crowded.

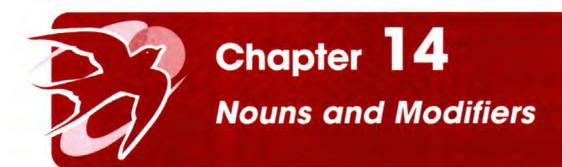
There is something else you should know. Manhattan is very expensive. Make sure you have enough money and be careful when you are walking around town. Keep your money in a safe place and stay away from dangerous places. Your hotel can tell you about places you shouldn't visit.

If you go to Manhattan, you will have special memories. Don't forget to send me pictures!

**Part II.** Write a paragraph about your hometown or a city you like. Imagine you are talking to someone who wants to visit your hometown (or choose another city). First, answer these questions:

- · Why is your hometown (or other city) a good place for me to visit?
- · What should I do when I'm there?
- · Where should I go?
- · What should I see?
- · Are there places I shouldn't visit?

and the second s	is way:  ew up in It is a very exciting/beautiful/interesting place. You should go cause there are so many wonderful sights to see. OR
	e of my favorite places to visit is It is a very exciting/beautiful/interesting there are many wonderful sights to see.
	Editing check: Work individually or change papers with a partner. Check ( ) ollowing:
1	_ indented paragraph
2	capital letter at the beginning of each sentence
3	capital letter for cities and place names (See Appendix Chart A5-1, p. 487.)
4	period at the end of each sentence
5	use of some modal verbs
6.	correct spelling (use a dictionary or computer spell-check)



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

Match the sentences to the pictures. Are the words in red used as nouns or adjectives?

- 1. an old computer
- 2. a computer mouse
- 3. a computer keyboard



Picture A



Picture B



Picture C

ADJECTIVE + NOUN  (a) I bought an expensive books.  (b) I bought expensive books.	Adjectives can modify nouns, as in (a) and (b). See Chart 6-3, p. 164, for a list of common adjectives.  NOTE: Adjectives do not have plural forms.  INCORRECT: expensives books
(c) I bought a grammar book. (d) I bought grammar books.	Nouns can modify other nouns. In (c) and (d): grammar is a noun that is used as an adjective to modify another noun (book/books).
(e) He works at a shoe store.  INCORRECT: He works at a shoes store.	A noun that is used as an adjective is usually in the singular form. In (e): the store sells shoes, but it is called a shoe (singular form) store.
ADJECTIVE + NOUN + NOUN  (f) I bought an expensive grammar book.  INCORRECT: I bought a grammar expensive book.	Both an adjective and a noun can modify a noun as in (f); the adjective comes first, the noun second.

#### ☐ Exercise 2. Looking at grammar. (Chart 14-1)

Underline each adjective and draw an arrow to the noun it modifies.

- 1. I drank some hot tea.
- 2. My grandmother is a smart 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 his pregnant wife.
- 6. I slept in an uncomfortable bed at an old hotel.

#### Exercise 3. Looking at grammar. (Chart 14-1)

Underline each noun used as an adjective and draw an arrow to the noun it modifies.

- 1. We sat at the kitchen table.
- 2. Have you paid the phone bill yet?
- 3. We met Steve 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. (Chart 14-1)

Listen to the sentences. Decide if the given word is used as a noun or adjective.

CD 2 Track 35 Example: You will hear: This **grammar** book has a lot of information.

You will choose: NOUN ADJ

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	ADI	10.	grammar	NOUN	ADJ

	Exercise 5.	Let's talk: small	groups.	(Chart 14-1)
--	-------------	-------------------	---------	--------------

Work in small groups. Which noun in the box can be used with all three of the nouns used as modifiers? For example, in the first sentence, the completion can be a university education, a high school education, or a college education.

class	number	race	store
✓ education	official	room	tickets
keys	program	soup	trip

# 11. I couldn't find my

house locker





12. What is your

phone apartment license plate

#### ☐ Exercise 6. Looking at grammar. (Chart 14-1)

Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

- 2. A cup for coffee is called a <u>coffee cup</u> .
- 3. An article in a newspaper is called a \_\_\_\_\_\_
- 4. Rooms in hotels are called \_\_\_\_\_\_\_.
- 5. A worker in an office is called an \_\_\_\_\_\_\_.
- 6. A tag that gives the price of something is called a \_\_\_\_\_\_.



- 7. Seats on airplanes are called \_\_\_\_\_\_
- 8. A bench in a park is called a \_\_\_\_\_\_.
- 9. Soup that is made of beans is called \_\_\_\_\_\_.
- 10. A house that is made of bricks is called a \_\_\_\_\_\_.

<b>Exercise</b>	7. Looking	a at	grammar.	(Chart 14-1)	)
					•

Each item lists two nouns and one adjective. Write them in the correct order.

1.	homework long assignment	The teacher gave us a <u>long homework assignment</u>
2.	show good TV	I watched a
3.	road mountain dangerous	We drove on a
4.	car bad accident	Sofia was in a
5.	article magazine interesting	I read an
6.	delicious vegetable soup	Mrs. Montero made some
7.	card funny birthday	My sister gave me a
8.	narrow seats airplane	People don't like to sit in

# ☐ Exercise 8. Warm-up. (Chart 14-2)

Answer the questions. Then complete the description.

a cizo	h cost		a material	
Now describe it: a				ring
3. What is the stone?				
2. Is it expensive?	1,600,000	yes	no	
1. Is it large?		yes	no	
	1111			

(a) a large re	ed car r: a red large o	car		In (a): two adjectives (large noun (car). Adjectives follow a particula adjective describing SIZE (la adjective describing COLOR	ar order. In (a): an arge) comes before an
(c) a beautif	ul young wom ul red car ul Greek island			The adjective <b>beautiful</b> exp Opinion adjectives usually of adjectives. In (b): opinion precedes ag In (c): opinion precedes co In (d): opinion precedes na	come before all other ge. lor.
(e) OPINION dangerou difficult dirty expensive	s favo good happ	d interesting	t g	There are many opinion ad (e) are examples of commo	
,		USUAL WORL	ORDER O	F ADJECTIVES	
(1) OPINION beautiful delicious kind	(2) SIZE large tall little	(3) AGE young old middle-aged	(4) COLOR red blue black	(5) NATIONALITY* Greek Chinese Mexican	(6) MATERIAL metal glass plastic
(g) a small g				A noun is usually modified adjectives, although someti	
(i) RARE a beautiful small old brown Greek metal coin				It is very rare to find a long list of adjectives in front of a noun.	

<sup>\*</sup> NOTE: Adjectives that describe nationality are capitalized: Korean, Venezuelan, Saudi Arabian, etc.

# ☐ Exercise 9. Looking at grammar. (Chart 14-2)

Describe each picture. Use two or three adjectives for each noun. Answers may vary.

Example:



OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN
expensive	Ø	Ø	gray	Ø	wool	suit

1



OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN

2



SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN
7					
	SIZE	SIZE AGE	SIZE AGE COLOR	SIZE AGE COLOR NATIONALITY	SIZE AGE COLOR NATIONALITY MATERIAL



OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN



OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN

Made in France

OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN

## Exercise 10. Looking at grammar. (Chart 14-2)

Complete each sentence with a word from the box.

Asian	✓ cotton	designer
brick	important	soft
Canadian	glass	unhappy

- 1. Marcos is wearing a white <u>cotton</u> shirt.
- 2. Hong Kong is an important \_\_\_\_\_ city.
- 3. Luke likes to wear expensive \_\_\_\_\_ suits.
- 4. Misha was a/an \_\_\_\_\_ little boy when he broke his favorite toy.
- 5. Teresa has a/an \_\_\_\_\_\_ wool blanket on her bed.
- 6. Our dorm is a tall red \_\_\_\_\_\_ building.
- 7. The laptop computer is a/an \_\_\_\_\_ modern invention.
- 8. I keep leftover food in round \_\_\_\_\_ containers.
- 9. Ice hockey is a popular \_\_\_\_\_ sport.



## Exercise 11. Looking at grammar. (Chart 14-2)

Put the given words in the correct order.

- a <u>big red</u> tomato 1. red big
- 2. delicious Thai
- 3. red small

4.	big	some		cows
5.		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.	old			story
Add	d adjectives o	r nouns used as adjec		e some of your
1.	We had som	e hot	food.	
2.	My dog, Bu	ddy, is a/an	old dog.	
3.	We bought	a blue	blanket.	
4.	Alison has _		gold earrings.	
6.	Mr. Yu is a/	an	young man.	
7.	Omar lives i	n a large	brick house.	
8.	I bought a b	ig	suitcase.	
10.	Charlie wor	e an old	shirt to the picnic.	
	5. 6. 7. 8. 9. 10.  Exce Add ans 1. 2. 3. 4. 5. 6. 7. 8.	brown  5. narrow dirt  6. young serious  7. long black beautiful  8. Chinese famous old  9. leather brown thin  10. wonderful old Native Ame  Exercise 12. Add adjectives of answers with the language of the	big brown  5. narrow a	big brown  5. narrow a

0	Exercise 13. Looking at grammar. (Ch Choose the correct completion.	arts 14-1 and 14-2)
	1. Mr. Lane wore	
	a. a cotton shirt old	b. an old cotton shirt
	2. She put some honey in a	5.750 SED N.S.
	a. blue glass jar	b. glass blue jar
	3. The Great Wall is a	
	a. famous Chinese landmark	b. Chinese landmark famous
	4. Len is a/an	
	a. man young honest	b. honest young man
	5. Pizza is my	
	a. favorite food Italian	b. favorite Italian food
	6. Vincent usually wears	
	a. brown old comfortable leather shoes	b. comfortable old brown leather shoes
	7. I used a to mail a gift to my sister.	
	a. brown cardboard box	b. box brown cardboard
	8. Ilya is a	
	a. handsome middle-aged man	b. middle-aged handsome man
	Exercise 14. Let's talk: pairwork. (Char	de 14.1 and 14.0)
_	Work with a partner. Take turns giving a prom Note: Don't let your intonation drop when you	pt and completing it with a noun.
	Example: a dark	
	PARTNER A: a dark	
	PARTNER B: night (room, building, day, cloud,	etc.)
		Change roles.
	1. a kitchen	11. a telephone
	2. a busy	12. a fast
	3. a public	13. some comfortable
	4. a true	14. a foreign
	5. some expensive	15. a famous Italian
	Change roles.	Change roles.
	6. a birthday	16. an interesting old
	7. a computer	17. an airplane
	8. a baby	18. a dangerous
	9. a soft	19. a beautiful Korean
	10. an easy	20. some delicious Mexican

 Change roles.
 Change roles.

 21. a government . . .
 26. a bus . . .

 22. some hot . . .
 27. a history . . .

 23. a flower . . .
 28. an icy cold . . .

 24. a bright . . .
 29. a hospital . . .

 25. some small round . . .
 30. a movie . . .

## ☐ Exercise 15. Listening. (Charts 14-1 and 14-2)



Track 36

Listen to each sentence. Choose the best completion(s). There may be more than one answer.

Example: You will hear: We watched an interesting TV...
You will choose: a. store. (b.) movie. (c.) show.

1. a. card. b. cake. c. party. 2. a. friend. b. bus. c. keys. 3. a. jeans. b. shoes. c. flowers. 4. a. test. b. classroom. c. eraser. 5. a. room. b. games. c. desk. 6. a. mail. b. article. c. story.

## ☐ Exercise 16. Game. (Charts 14-1 and 14-2)

Work in teams. Your teacher will put 10-15 objects on a tray. You will have one minute to look at the tray. Then your teacher will take it away. Write down all the objects on the tray. Add adjectives to describe the objects. You will get one point for each object and one point for each adjective you use. The team with the most points wins.

## ☐ Exercise 17. Warm-up. (Chart 14-3)

Complete the sentences with words from the box. Give your opinion.

good	bad	sweet	sour
1. Lemons	are		
2. Chocola	te tastes		
3. Flowers	smell		

(a) The flowers were beautiful.	Adjectives can follow <b>be</b> , as in (a). The adjective describes the subject of the sentence. See Chart 1-7, p. 16.
LINKING VERB + ADJECTIVE  (b) The flowers looked beautiful.  (c) The flowers smelled good.  (d) I feel good.  (e) Candy tastes sweet.  (f) That book sounds interesting.	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 18. Let's talk: pairwork. (Chart 14-3)

Work with a partner. Take turns completing the sentences with linking verbs.

**Part I.** Make three sentences to tell your partner how you feel today. Begin each sentence with **I feel...** Take turns using these words.

1. good	4. lazy	7. terrific	10. calm
2. fine	5. nervous	8. sleepy	11. sick
3. terrible	6. happy	9. tired	12. old

Part II. Take turns naming things that you can taste and smell.

13. taste good	17. taste sour
14. taste terrible	18. smell good
15. taste delicious	19. smell bad
16. taste sweet	20. smell wonderful

Part III. Take turns naming things that are . . .

- W. F	and maning times that		
21. clean.	23. new.	25. expensive.	27. uncomfortable.
22. dirty.	24. old.	26. comfortable.	28. messy.

## ☐ Exercise 19. Let's talk. (Chart 14-3)

Work in groups or as a class. Take turns showing and describing emotions.

Student A: Choose one of the emotions listed below. Show that emotion with an expression on your face or with actions. Don't say the emotion you are trying to show.

Student B: Describe how Student A looks. Use the linking verb look and an adjective.

1. angry	3. happy	5. busy	7. surprised
<ol><li>sad/unhappy</li></ol>	4. tired/sleepy	<ol><li>comfortable</li></ol>	8. nervous

0 1	Exercise	20.	Looking a	t grammar.	(Chart 14-3)	
-----	----------	-----	-----------	------------	--------------	--

Use any possible completions for these sentences. Use the adjectives from the box or your own adjectives.

	easy good / terrific / wonderful / great		terrible / awful tired / sleepy
1.	Gabriela told me about a new book.	I want to read it.	It sounds <u>interesting/</u>
2.	good / terrific / etc.  Karen learned how to make paper fle	owers. She told m	ne how to do it. It sounds
3.	There's a new comedy on TV tonight		of it and would like to watch it.
4.	Professor Wilson is going to lecture go. It sounds		ry tomorrow evening. I think I'll
5.	Chris explained how to fix a flat tire.	I think I can do	it. It sounds
6.	Marcia didn't finish her dinner beca	use it didn't taste	
7.	I put too much salt in the soup. Sor	ry, it tastes	
8.	Amy didn't get any sleep last night b		d all night for a final exam.
9.	Yum! This dessert tastes		What is it?
10.	A: What's the matter? Do you feel of	okay?	
	B: No. I feel	I think I	'm getting a cold.
11.	A: Do you like my new dress, darlin	g?	
	B: You look	, honey.	
12.	A: Pyew!* Something smells		! Do you smell it too?
	B: I sure do. It's the garbage in the		

<sup>\*</sup> Pyew is sometimes said "p.u." Both Pyew and p.u. mean that something smells very bad.

## ☐ Exercise 21. Let's talk. (Chart 14-3)

Work in pairs or small groups. Your teacher will choose a noun and give you a time limit (e.g., one minute, three minutes, etc.). Think of as many adjectives or nouns used as adjectives as you can that describe the given nouns. Make a list. Then your teacher will choose another noun.

Example: car

Response: big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet,

foreign, electric, antique, police, etc.

1. weather

3. food

5. country

7. river

2. animal

4. movie

6. person

8. student

## Exercise 22. Warm-up. (Chart 14-4)

Complete the sentences with the correct form of the word in red.

Example: Professor Hakim is a slow speaker. Professor Hakim speaks slowly.



Example: Martha is a careful writer. Martha writes carefully.



- Pierre is a fluent Spanish speaker. He speaks Spanish \_\_\_\_\_\_
- 2. Suzanne is a quick learner. She learns \_

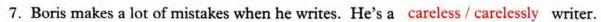
	ADJECTIVE	ADVERB	
(a) Ann is a <b>careful</b> driver. (adjective) (b) Ann drives <b>carefully</b> . (adverb)	careful slow quick easy	carefully slowly quickly easily	An ADJECTIVE describes a noun. In (a): careful describes driver. An ADVERB describes the action of a verb. In (b): carefully describes drives. Most adverbs are formed by adding -ly to an adjective.
c) John is a <b>fast</b> driver. (adjective)  d) John drives <b>fast</b> . (adverb)	fast hard early late	fast hard early late	The adjective form and the adverb form are the same for <b>fast</b> , <b>hard</b> , <b>early</b> , and <b>late</b> .
(e) Linda is a <b>good</b> writer. (adjective)  (f) Linda writes <b>well</b> . (adverb)	good	well	Well is the adverb form of good.*

<sup>\*</sup> Well can also be used as an adjective to mean "not sick." Paul was sick last week, but now he's well.

## ☐ Exercise 23. Looking at grammar. (Chart 14-4)

Choose the correct completion.

- 1. My hometown is small and quiet / quietly.
- 2. Mr. Callis whispered. He spoke quiet / quietly,
- 3. Anna pronounces every word careful / carefully.
- 4. Samuel is a careful / carefully writer.
- 5. We like to go boating in clear / clearly weather.
- Nathan has poor eyesight. He can't see clear / clearly without his glasses.



- 8. Boris writes careless / carelessly.
- 9. The teacher asked an easy / easily question.
- 10. I answered the teacher's question easy / easily.
- 11. Fernando is kind, generous, and thoughtful. He is a good / well person.
- 12. Diana and I went to high school together. I know her good / well.



ADJECTIV	ZE ADVERB		ADJECTIVE	ADVERB
1. fast		5.	beautiful _	
2. late		6.	fluent _	
3. good		7.	hard _	
4. easy		8.	early _	
Part II. Wri	te the correct adjective	e or adverb form.	Use words from	m <i>Part I</i> .
1. Did you	have a <u>good</u>	sleep?	Did you sleep	?
2. The teac	her speaks too		The students	want her to
slow dov	m.			
3. It rained		yesterday.		
4. I forgot a	about my telephone bi	ill. I paid it		
5. Do you	want to be a		speaker of Englis	h?
6. Vincent	lifted the heavy box _		He's ver	ry strong.
7. Nadia sp	eaks French		She has no acc	ent.
8. Thank ye	ou! The flowers look			
	5. Looking at grai			
	ch sentence with the c			of the given words.
<ol> <li>careful</li> </ol>	Do you drive	carefully	—	
	Shari gave the _		answer to	the question.
2. correct				
<ol> <li>correct</li> <li>correct</li> </ol>	She answered th	e question		<u> </u>
		e question re		
3. correct	Justin is a		ader.	

Barbara has \_\_\_\_\_\_ handwriting. It is easy to read

D

7. neat

what she writes.

8. neat	Barbara writes	·
9. hard	I study	
10. hard	The students took a	test.
11. honest	Roberto answered the question	1
12. slow	Valery and Fumiko walked thr	ough 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 leave for a meeting at 6:00.	because we had to
16. early	We had an	dinner last night.
17. loud	I speak	when I talk to my grandfather
	because he has trouble hearing	<b>5.</b>
18. slow, clear	Nina speaks English	and

## Exercise 26. Reading, grammar, and speaking. (Charts 14-3 and 14-4)

Read the story. Put one line under each adjective. Put two lines under each adverb. Then answer the questions in small groups.



Elvis Presley

Elvis Presley is very important to popular music. He has a special title: the King of Rock and Roll. But when he came on stage in the 1950s, he wasn't popular with many parents. His style of dancing shocked them. They thought he jumped around the stage too excitedly and danced wildly. His music was a combination of country music and rhythm and

Do you know these words? popular

shock wild combination scream appear huge blues. To many parents, he sang too loudly. They believed his music was bad for children. But audiences loved him and screamed for more. He kept making music, and he appeared on TV and in movies. Soon Elvis was a huge star.

- 1. Who is a popular singer right now?
- 2. Describe his/her type of music. Use several adjectives.
- 3. Why is he/she popular?

## ☐ Exercise 27. Warm-up. (Chart 14-5)

Which statement best describes the picture?

- 1. Some of the flowers are red.
- 2. All of the flowers are red.
- 3. Most of the flowers are red.



## 14-5 Expressions of Quantity: All Of, Most Of, Some Of, Almost All Of

- (a) Rita 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

NOTE: These expressions require a determiner

(the, his, her, etc.).

INCORRECT: Most of food

(d) Matt ate almost all of his food.

INCORRECT: Matt ate almost of his food.

all of = 100%

almost all of = close to 100%

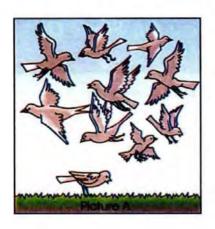
Almost is used with all, as in (d). All cannot be omitted.

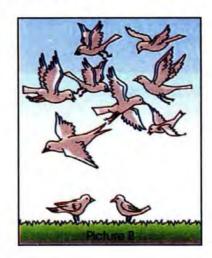


## ■ Exercise 28. Looking at grammar. (Chart 14-5)

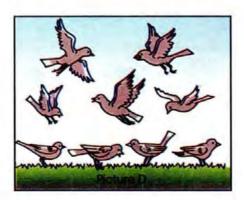
Complete each sentence with (almost) all of, most of, or some of.

- 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 student	s in this class	wear glasses	s.
13		the student	s in this class	can speak E	nglish.
			n and the qua	antity word.	Decide which wor
	money is in my coins are on the		,		
14-6 Expre	ssions of Qu	antity: Sub	ject-Verl	Agreen	ient
			In (b): all of In (c): some	+ <b>plural</b> noun of + <b>singular</b> i	n + <b>singular</b> verb + <b>plural</b> verb noun + <b>singular</b> verb un + <b>plural</b> verb
			The second secon		expression of the the noun that
COMMON EXPRESSION all of almost all of	s of quantity a lot of half of	most of some of			
Choose the co	D. Looking at gorrect completion t money	n. 5 mine.	hart 14-6)		
2. All of the	windowsis/	open.			
3. We saw o	one movie. Some	of the movie _	was/were	interesting.	
4. We saw f	ive movies. Som	e of the movies	was/were	_ interesting	5.
5. A lot of t	hose words	is/are new t	o me.		
6. A lot of t	hat vocabulary _	ne	ew 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 rivers in this area \_\_\_\_\_ polluted.
- 11. Most of the students \_\_\_\_\_ to class on time.
- 12. Most of our mail \_\_\_\_\_ in the morning.

## Exercise 31. Listening. (Charts 14-5 and 14-6)



Track 37

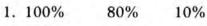
Listen to each sentence. Circle the percentage that means the same as the quantity you hear.

Example: You will hear: Half of the coffee was gone. You will choose: 100% 50% 10%

0%

0/ 000/ 100/

30%



3. 90% 100% 10%

4. 10% 20% 70%

5. 25% 50% 85%



2. 100%

## ☐ Exercise 32. Let's talk: class activity. (Charts 14-5 and 14-6)

Your teacher will ask you questions. Answer each question using a complete sentence and an expression of quantity (all of, most of, some of, a lot of, three of, etc.). If the answer is zero, use none of. Close your book for this activity.

## Example:

TEACHER: How many of the people in this room are wearing shoes?

STUDENT A: All of the people in this room are wearing shoes.

TEACHER: How many of us are wearing blue jeans?

STUDENT B: Some of us are wearing blue jeans.

- 1. How many of the 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 Chinese?
- 6. How many of the women in this room are wearing earrings? How many of the men?
- 7. What are some of your favorite TV programs?
- 8. How many of the people in this city are friendly?
- 9. How many of the married women in your country work outside the home?

## ☐ Exercise 33. Looking at grammar. (Charts 14-5 and 14-6)

Choose the correct sentence in each group.

- 1. a. Some of furniture is old.
  - b. Some of the furniture are old.
  - c. Some of the furniture is old.
- 2. a. Some of the coins are valuable.
  - b. Some of coins are valuable.
  - c. Some of the coin are valuable.
- 3. a. All of people look happy.
  - b. All of the people looks happy.
  - c. All of the people look happy.
- 4. a. Almost all of the students are absent.
  - b. Almost all of students are absent.
  - c. Almost all of the students is absent.

- 5. a. Half of homework is due.
  - b. Half of the homework is due.
  - c. Half of the homework are due.
- a. Half of the assignments is due.
  - b. Half of assignments are due.
  - c. Half of the assignments are due.
  - 7. a. Most of the apartments is empty.
    - b. Most of the apartments are empty.
    - c. Most of apartments are empty.

## Exercise 34. Warm-up. (Chart 14-7)

Complete the sentences with words that make sense. Are the verbs (in red) singular or plural?

- 1. After a rain shower, every street is \_\_\_\_\_\_.
- 2. During a snowstorm, everything looks \_\_\_\_\_\_
- 3. In the summer, everybody likes \_\_\_\_\_\_.

<ul> <li>(a) Every student has a book.</li> <li>(b) All of the students have books.</li> <li>INCORRECT: Every of the students has a book.</li> </ul>	Examples (a) and (b) have essentially the same meaning. Note the following pattern: In (a): every + singular noun + singular verb
INCORRECT: Every students have books.	Every is not immediately followed by of. Every is immediately followed by a singular noun, as in (a), NOT a plural noun.
(c) Everyone has a book. (d) Everybody has a book.	Examples (c) and (d) have the same meaning.  Everyone and everybody are followed by a singular verb.  Example (c) is more common in writing.  Example (d) is more common in speaking.*
(e) I looked at everything in the museum.  (f) Everything is okay.	In (e): <b>everything</b> = each thing In (f): <b>Everything</b> is followed by a <b>singular</b> vert

	the correct completion		nart 14-7)		
1. All	of the <u>books</u> book / book	on this desi	are are	_ mine.	
	book / book	cs	is / are		
2. Eve	rybook / books	_ on this desk	m	nine.	
	book / books		is / are		
3. All	of the		here t	oday.	
	student / st	udents is	/ are		
4. Eve	rystudent / stude		here toda	ıy.	
	student / stude	nts is / are			
5. Eve	ryteacher / tea	at my	college	te	sts regularly.
	teacher / tea	chers	give	s / give	
6. All	of the	a	my college		a lot of tests.
	teacher /	teachers		gives / give	
7. Eve	ry	in the wor	ld	bedtime	stories.
	child / childre	n	likes / like		
8. All	of the	in the	world	that	story.
	child / chi	ldren	knows /	know	7 T

<sup>\*</sup> In general, indefinite pronouns with *one* are more common in writing. Indefinite pronouns with *body* are more common in speaking.

9.	All of the		in this class	studying English.
10.	Everyone in this	classwants	want to learn F	English.
11.	Does / Do	all of the		this class speak English well?
12.	Does / Do	every	son / people in the	e world like to listen to music?
13.	Does / Do	all of the	person / people	in the world like to dance?
14.	Everycity / ci		edenhas / have	a good transportation system.
15.	Does / Do	everybody i	n the world have en	ough to eat?
Exe	ercise 36. Warr	n-up. (Chart	14-8)	

Read the conversation. Can you figure out the answer to the mystery?

## A mystery

- A: Here's a puzzle. See if you can solve it.
- B: Okay.
- A: Victor was standing in his kitchen and looking out the window. It was night. He knew that someone was in the house. He knew that somebody was coming up behind him. How did he know?
- B: Did he hear anyone?
- A: No, he didn't hear anybody.
- B: Did he see someone behind him?
- A: Well, he never turned around.
- B: I know! He smelled someone!
- A: No, sorry.
- B: Did his dog bark?
- A: Victor doesn't have a dog.
- B: I have no idea.

# 14-8 Indefinite Pronouns: Something, Someone, Somebody, Anything, Anyone, Anybody

AFFIRMATIVE STATEMENT	<ul><li>(a) Mari bought something.</li><li>(b) Mari saw someone.</li><li>(c) Mari saw somebody.</li></ul>	In affirmative sentences, a form of <b>some</b> is used: <b>something</b> , <b>someone</b> , or <b>somebody</b> . <b>Someone</b> and <b>somebody</b> have the same meaning. <b>Somebody</b> is more common in speaking.
NEGATIVE STATEMENT	<ul> <li>(d) Joe didn't buy anything.</li> <li>(e) Joe didn't see anyone.</li> <li>(f) Joe didn't see anybody.</li> </ul>	In negative sentences, a form of any is used: anything, anyone, or anybody.  Anyone and anybody have the same meaning. Anybody is more common in speaking.
QUESTION	<ul> <li>(g) Did Sam buy something?</li> <li>(h) Did Sam buy anything?</li> <li>(i) Did Sam see someone?</li> <li>(j) Did Sam see anyone?</li> <li>(k) Did Sam see somebody?</li> <li>(l) Did Sam see anybody?</li> </ul>	In questions, a form of some or any is used: something/anything, someone/anyone, OR somebody/anybody.

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

Choose the correct completions. Sometimes both answers are correct.

1.	A:	Who are you going	to work with on the project
		I'm not going to we	[ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [
		a. anyone	b. anybody
2.	A:	What do you need	from the store?
	B:	I don't need	
		a. someone	b. anything
3.	A:	Did Thomas talk to	at the party?
		No, he was really q	
		a. somebody	b. someone
4.	A:	Do you have	for me?
	B:	Yes, you need to si	gn these papers.
		a. anything	b. anybody
5.	A:	You dropped	
	B:	Oh, my keys. Than	nks!
		a. anything	b. something

6.			on't remember who or why.
	B:	You need to write m	
		a. Somebody	b. Anyone
7.	A:	I have for you:	a dozen roses.
		For me? Why?	
	A:	It's our anniversary.	
		a. something	b. someone
8.	A:	Listen! Someone's	outside.
	B:	I don't see	
		a. anyone	b. anybody
Exe	erci	se 38. Looking a	t grammar. (Chart 14-8)
Cor	nple	ete the sentences. Us	e something, someone, somebody, anything, or anyone
any	bod	ly.	
1	The	ove somethin	in my pocket.
1.	1 116	ave <u>Someoming</u>	III IIIy pocket.
2.	Do	you have	in your pocket?
3.	Rva	an doesn't have	in his pocket.
4.	1 60	ought	when I went shopping yesterday.
5.	Bia	nca didn't buy	when she went shopping.
6	Die	t von bov	when you went shopping?
0.	Dic	you buy	when you went snopping:
7.	My	roommate is talking	to on the phone.
8.	Kv	oko didn't tell	her secret.
9.	I di	dn't meet	last night.
10.	I ta	lked to	at the electric company about my bill.
11	D:	J	about your problem?
11.	Dic	1 you talk to	about your problem?
12.	Car	rla gave me	for my birthday.
13	Fra	nk didn't give me	for my birthday.
14.	Dic	d Frank give you	for your birthday?
15.	My	brother is sitting at l	his desk. He's writing an email to
			n't see
16	1 h	e hall is empty I do	n't see

- 17. A: Listen. Do you hear a noise?

  B: No, I don't. I don't hear \_\_\_\_\_\_\_.

  18. A: Did you talk to Jim on the phone last night?

  B: No. I didn't talk to \_\_\_\_\_\_\_.

  19. A: Where's your bike?

  B: \_\_\_\_\_\_\_ stole it.

  20. A: What did you do last weekend?

  B: I didn't do \_\_\_\_\_\_\_ have some change? I don't have enough for the vending machine. I want to get \_\_\_\_\_\_ to eat.
  - A: Thanks. I'll pay you back later.

B: Here.



a vending machine

## ☐ Exercise 39. Looking at grammar. (Chart 14-8)

Your teacher will ask you questions. Answer in complete sentences. Use anything, anyone, or anybody. Close your book for this activity.

- 1. Close your eyes. Who do you see?
- 2. Cover your ears. Who do you hear?
- 3. Close your eyes. What do you see?
- 4. Cover your ears. What do you hear?
- 5. You have no money. What are you going to buy at the store?
- 6. A little boy is holding a candy bar behind his back. His mother asks, "What do you have?" He doesn't want to tell the truth. What does he say?
- 7. A little girl hits her baby sister, and the baby starts crying. Her mother asks, "What did you do?" She doesn't want to tell the truth. What does she say?

## Exercise 40. Listening. (Charts 14-5 → 14-8)

Listen to each sentence and choose yes or no.

CD 2 Example: You will hear:

Someone is wearing sunglasses.

no

You will choose: (yes)











1. yes no 3. yes no 5. yes no

2. yes no 4. yes no 6. yes no

## Exercise 41. Looking at grammar. (Chapter 14)

Choose the correct completion.

- 1. The teacher gave a test paper to every \_\_\_\_ in the class.
  - a. student

c. of student

b. students

d. of students

- Ariana is a woman.
  - a. beautiful Mexican young

c. Mexican beautiful young

b. beautiful young Mexican

d. young beautiful Mexican

- the students in our class have dark hair.
  - a. All most of

c. Almost

b. Almost of

d. Almost all of

- I had some \_\_\_\_ soup for lunch.
  - a. vegetable good

c. good vegetable

b. good vegetables

d. vegetables good

- The flowers \_\_\_\_\_.
  - a. looked beautiful

c. beautiful look

b. looked beautifully

d. beautifully look

- 6. \_\_\_ have jobs after school.
  - a. A lots of students

c. A lot of students

b. A lot students

d. A lot student

7. I didn't talk to \_\_\_\_.

a. something

c. anything

b. anyone

d. somebody

## ☐ Exercise 42. Let's talk. (Chapter 14)

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.

Engaged	Jack	Jim	Jake	John	Jill	Julie	Joan	Jan
yes								
no				3		X		

#### Clues:

- 1. For Julie's wedding next month, she is going 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.
- Jill's sister got married a year ago.
- Jim is the only computer science student in the group.
- 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.

## ☐ Exercise 43. Check your knowledge. (Chapter 14)

Correct the mistakes.

wants happy

- Everybody want to be happily.
- 2. I didn't see nobody at the mall.
- 3. At the library, you need to do your work quiet.
- 4. I walk in the park every days.

- 5. Mr. Spencer teaches English very good.
- 6. The answer looks clearly. Thank you for explaining it.
- 7. Every grammar test have a lot of difficult questions.
- 8. I work hard every days.
- 9. We saw a pretty flowers garden in the park.
- 10. Galina drives a blue small car.
- 11. Every of students in the class have a grammar book.
- 12. The work will take a long time. We can't finish every things today.
- 13. Everybody in the world want peace.

## Exercise 44. Reading and writing. (Chapter 14)

Part I. Read the passage.

## Ways to Create Happiness

Can money buy happiness? Some psychologists try to answer this question. They do "happiness research." One answer they found is that we can create happiness with memories. We can "buy" memories, and we don't need to spend a lot of money. They believe that simple things in life can create a lot of wonderful memories. Here are some suggestions they give.

- Take someone in your family to a sports event, such as a soccer match or a baseball game.
- · Go camping with family or friends.
- Celebrate something important like graduation.
- Have a meal at a restaurant with family and friends.

It's also important to do something to save these special memories. One way is with photos, postcards, or souvenirs. When you see these items later, they will remind you of the fun times you had.

Part II. Write one or more paragraphs about a way you can create special memories with someone. Answer these questions in your paragraph(s). (See the writing sample on the next page.)

- 1. Who is the person (or people)?
- 2. What do you like to do together and why?
- 3. How do you remember your time with this person?

## Two Simple Ways I Create Special Memories

I like to spend time with my parents. They are elderly, and they don't drive anymore. We do a few simple things together.

I sometimes go with them for walks. They live in the city, and we like to take walks in the park. I tell them about my week and my plans. They like to hear about my life. We walk for about an hour and enjoy the easy exercise.

I also like to have meals with my parents. Sometimes we go out to a local restaurant. Other times I bring them food from a favorite restaurant or deli.\* I buy a nice lunch or dinner, and we eat it at their apartment. Sometimes there is a sports show on TV. We talk about the show while we are eating our meal. We have good memories of our time together.

Part III. for the fo	Editing check: Work individually or change papers with a partner. llowing:	Check (✓)
1	indented paragraph	
2	capital letter at the beginning of each sentence	
3	period at the end of each sentence	
4	use of adjectives and adverbs	
5	correct word order for adjectives and adverbs	
6	correct spelling (use a dictionary or computer spell-check)	

<sup>\*</sup>deli = delicatessen: a store that sells meats and cheeses, and also makes sandwiches, salads, and soups



# Chapter 15 Making Comparisons

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

Check (✓) the true sentences.

- 1. \_\_\_ Josh is taller than Lisa.
- 2. \_\_\_ Lisa is taller than Josh.
- 3. \_\_\_ Josh is older than Lisa.



Josh

## 15-1 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**).

			than).
	ADJECTIVE	COMPARATIVE	
ADJECTIVES WITH	big bigger	bigger cheaper	Add -er to one-syllable adjectives.
ONE OFEDSEE	cheap old	older	Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, hot-hotter, thin-thinner.
ADJECTIVES THAT END IN -Y	funny pretty	funnier prettier	If an adjective ends in -y, change the -y to -i and add -er.
ADJECTIVES WITH TWO OR MORE SYLLABLES	famous important interesting	more famous more important more interesting	Use <b>more</b> in front of adjectives that have two or more syllables (except adjectives that end in -y).
IRREGULAR COMPARATIVE FORMS	good bad far	better worse farther/further	The comparative forms of <b>good</b> , <b>bad</b> , and <b>far</b> are irregular.

1. old <i>ola</i>	er than	
2. small		
3. big		
4. important _		
5. easy		
6. difficult		
7. long		
8. heavy		
9. expensive _		
10. sweet		
11. hot		
12. good		
13. bad		
14. far		
		rm of the given words.
3. important	Love is	money.
4. lazy	I'm	my roommate.
5. tall	My brother is	I am.*
J. tan		

<sup>\*</sup>Formal written English: My brother is taller than I (am). Informal spoken English: My brother is taller than me.

7. difficult	My physics course is		
	my math course.		
8. hot	Thailand is a	country	Korea.
9. thin	A giraffe's neck is	an e	lephant's neck.
10. warm	It's	today	yesterday.
11. good	Natasha's English is	h	er husband's.
12. long	The Nile River is	the I	Mississippi.
13. intelligent	A dog is		a chicken.
14. short	My little finger is	my r	niddle finger.
15. bad	The weather yesterday was _		it is today.
16. far	Your apartment is	from sch	iool
	mine.		
17. strong	A horse is	a perso	on.
18. curly	Jake's hair is	min	e.
19. nervous	The groom was	at the	wedding
	the bride	2.	
20. happy	The bride looked	the g	groom.
21. uncomfortable	The groom looked		
	the bride.		



## Exercise 4. Let's talk: pairwork. (Chart 15-1)

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)

→ A mouse is smaller than an elephant.

PARTNER A	PARTNER B
1. a bus, car (big)	1. this book, that one (good)
2. my old shoes, my new shoes	2. my hair, her hair (curly)
(comfortable)	3. her hair, his hair (straight)
3. your hair, my hair (dark)	4. the weather here, the weather in my
4. my arm, your arm (long)	hometown (bad)
5. biology, chemistry (interesting)	5. this chapter, Chapter 10 (easy)
6. I, my friend (happy)	<ol> <li>Japanese grammar, English grammar (difficult)</li> </ol>

## Exercise 5. Let's talk: class activity. (Chart 15-1)

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	<ol><li>difficult</li></ol>	9. expensive
2. interesting	6. easy	10. cheap
3. small	7. good	11. thick
4. heavy	8. bad	12. important

## ☐ Exercise 6. Listening. (Chart 15-1)

Listen to each sentence. Choose the adjective you hear.

CD 2 Example: You will hear: Sky Airlines is cheaper than World Airlines.

You will choose: cheap

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

Exercise 7. Looking at grammar. (Chart 15-1		Exercise 7	. Looking	at gramm	ar. (Chart 15-1
---	--	------------	-----------	----------	-----------------

Complete the sentences. Use the comparative form of the words from the box or your own words.

big	cold	expensive	hot	large
bright	comfortable	fast	important	sweet
cheap	easy	high	intelligent	warm

- 1. A bear is bigger than / larger than a mouse.
- 2. A lemon is sour. An orange is \_\_\_\_\_\_ a lemon.
- 3. The weather today is \_\_\_\_\_\_ it was yesterday.
- 4. When Mrs. Vallero's feet hurt, she wears tennis shoes. Tennis shoes are high heels.





5.	I can afford a radio but not a TV. A radio is		
	a TV.		
6.	An airplane moves quickly. An airplane is		a car.
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 bike.		
11.	Arithmetic isn't difficult. Arithmetic is		_ algebra.
12.	Good health is	_ money.	

## Exercise 8. Let's talk. (Chart 15-1)

Work in pairs, in groups, or as a class. Make comparisons.

Example: feathers to rocks

- → Feathers are lighter than rocks. OR Rocks are heavier than feathers.
- 1. an orange to a lemon
- 2. a lake to an ocean
- 3. good health to money
- 4. an airplane to a car
- 5. a person to an animal
- 6. the sun to the moon
- 7. dust to sand
- 8. arithmetic to algebra
- 9. bedroom slippers to high heels
- 10. a giraffe to a person
- 11. your little finger to your ring finger
- 12. your ring finger to your thumb
- 13. love to money
- 14. a picture from a camera and a picture from a smartphone
- 15. emailing to texting
- 16. the weather today to the weather yesterday

## Exercise 9. Let's talk: small groups. (Chart 15-1)

Work in small groups. Agree or disagree with the statements. Discuss your answers.

## In general,

1. women are stronger than men (physically).	yes	no
2. women are stronger than men (emotionally).	yes	no
3. girls are better students than boys.	yes	no
<ol> <li>strict parents raise better children than lenient* parents.</li> </ol>	yes	no
5. relaxed teachers are better than serious teachers.	yes	no
6. cats make better pets than dogs.	yes	no
7. understanding English is harder than speaking it.	yes	no
8. writing English is easier than reading it.	ves	no

<sup>\*</sup>lenient = not strict; not so many rules

## ■ Exercise 10. Let's talk: pairwork. (Chart 15-1)

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? 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 the sun than the Earth.
- 3. Name someone who is younger than I am or 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 a Mercedes car.
- 7. Name a sport that is more popular internationally than baseball.
- 8. Name someone who is more famous than me.

#### Change roles.

- 9. Name someone who is taller than you.
- 10. Name something that is more interesting than basic arithmetic.
- 11. Name an ocean that is smaller than the Pacific Ocean.
- 12. Name a place that is farther away from school than your home is.
- 13. Name an animal that is stronger than a sheep.
- 14. Name a sport that, in your opinion, is more exciting than golf.
- 15. Name a place that is colder than this city.
- Name a place that is more beautiful than this city.

## Exercise 11. Warm-up. (Chart 15-2)

Which statements do you agree with?

1. Rome is the prettiest city in the world.	yes	no
2. Tokyo is the most expensive city in the world.	yes	no
3. New York is the most exciting city in the world.	yes	no

## **15-2** 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. The comparative (-er/more) compares two things or people.

The superlative (-est/most) compares three or more things or people.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES WITH ONE SYLLABLE	old big*	older (than) bigger (than)	the oldest (of all) the biggest (of all)
ADJECTIVES THAT END IN -Y	pretty easy	prettier (than) easier (than)	the prettiest (of all) the easiest (of all)
ADJECTIVES WITH TWO OR MORE SYLLABLES	expensive important	more expensive (than) more important (than)	the most expensive (of all) the most important (of all)
IRREGULAR FORMS	good bad far	better (than) worse (than) farther/further (than)	the best (of all) the worst (of all) the farthest/furthest (of all)

<sup>\*</sup> Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: big-biggest, fat-fattest, hot-hottest, thin-thinnest.

## ☐ Exercise 12. Looking at grammar. (Charts 15-1 and 15-2)

Write the comparative and superlative forms of the given adjectives.

	COMPARATIVE	SUPERLATIVE
1. long	longer than	<u>the longest</u>
2. small		· -
3. heavy		
4. comfortable		
5. hard		
6. difficult		-
7. easy		-
8. good		
9. hot		
10. cheap		

11.	interesting	-	- 13	
12.	pretty		-	
13.	far		÷ (	
14.	strong			
15.	bad			
		ooking at grammar. (Charts 1		
Cor	mplete the ser	ntences. Use the comparative or sup	perlative form of the given adjectives.	
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 a		
4.	high	Mt. McKinley in Alaska is	mountain in	
		North America.		
5.	tall	The Sears Tower is	building in Chicago.	
6.	big	Lake Superior is	lake in North America.	
7.	short	February is	month of the year.	
8.	fast	The way to travel is by airplane.		
9.	far	Neptune is	planet from the sun.	
10. beautiful In my opinion, Montreal and Vancouver are				
		-	_ cities in Canada.	
11.	famous	The Gateway Arch is		
		landmark in St. Louis, Missouri.		



12. good	In my opinion, Café Fresh has the city.	food in
13. large	Asia is	continent in the world.
14. comfortabl	chair in the room.	
15. good	When you feel sad, laughter is	medicine.
16. small	Australia is	continent in the world.
17. expensive	Gina 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. bad	In my opinion, Harry's Steak House	is
	restaurant in the city.	

## Exercise 14. Listening. (Charts 15-1 and 15-2)

Look at the people in the picture and listen to each sentence. Choose the correct answer.

CD 2 Example: You will hear:

Selena is the youngest.

You will choose: yes



(18 years old)



Alberto (60 years old)



Rudy (15 years old)

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 15. Looking at grammar. (Charts 15-1 and 15-2)

Work in small groups or as a class. Make comparisons about each group of pictures.

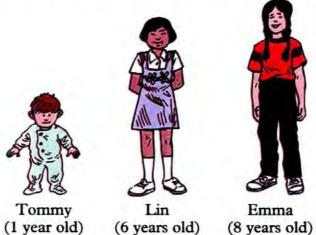
## A. COMPARE THE SIZES OF THE THREE BALLS.







- 1. The golf ball is \_\_\_\_\_ smaller than \_\_\_\_\_ the baseball. 2. The soccer ball is <u>larger than</u> the baseball. 3. The soccer ball is <u>the largest</u> of all.
- B. COMPARE THE AGES OF THE THREE CHILDREN.



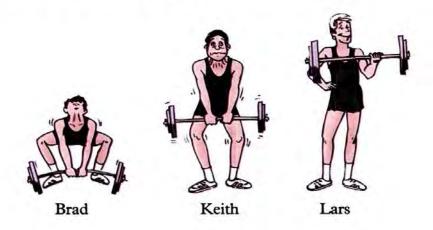
4. Emma is \_\_\_\_\_\_ Lin. 5. Lin is \_\_\_\_\_\_ Tommy. 6. Tommy is \_\_\_\_\_ Lin and Emma. 7. Emma is \_\_\_\_\_\_ of all.

## 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 STRENGTH OF THE THREE MEN.



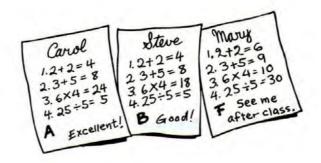
11	
12	
13	
14	

#### E. COMPARE THE PRICES OF THE THREE VEHICLES.



15		
16		
17		
18		

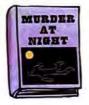
#### F. COMPARE THE GRADES OF THE THREE TEST PAPERS.



19	
20	
21.	
22.	

### G. COMPARE HOW INTERESTING (TO YOU) THE THREE BOOKS LOOK.

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23			
24			
25			
26			
	6. Looking at grammar. (Conservations of the correct form		ve) of the given
1. long	The Yangtze River is	the	Mississippi Riv
2. long	The Nile is	river in the	world.
3. large	The Caribbean Sea is Mediterranean Sea.		the
4. large	The Caribbean Sea is	se	ea in the world.
5. high	Mt. Everest is	mountain	in the world.
6. high	Mt. Everest is	Mt. Mck	Cinley.
7. big	Africa is	North America	
8. small	Europe is	South A	merica.
9. large	Asia is	continent in the	world.
10. big	Canada is	the United S	tates in area.
11. large	Indonesia is	Japan in po	pulation.
12. good	Fruit is	for your health	candy
13. good	The student cafeteria has _		_ roast beef

	The sandals are	
		ning shoes are
	and overlay out and ramin	
15. easy		the next one.
16. bad		: a backache or a toothache?
10. bad		
	a backache.	is much
	5.79-07-07-0	
Exercise 17	. Listening. (Charts 15-1	and 15-2)
Listen to the		a clothing store. Write the words you hear.
$\frac{1}{2}$ 1. The blue	dressis more expensive	e than the red one.
	nink the red one looks	
	, or does	
	of all the dre	
		s. They're too
6. This hat	is too small. I need a	size.
7. Here, thi	s is	size they have.
8. I need a	belt, but that one is	my old one.
9. Is this be	lt enoug	gh?
10. It's perfe	ct. And it's	of all of them.
and the state of		
Exercise 18	B. Warm-up. (Chart 15-3	<b>Y</b>
	sentences with your own w	
1. One of m	ny favorite foods is	
2. One of th	ne best movies in theaters rig	ght now is
		•
	ne most interesting cities to s	

14. comfortable I have a pair of boots, a pair of sandals, and a pair of running shoes.

## 15-3 Using One Of + Superlative + Plural Noun

(a) The Amazon is one of the longest rivers in the world.

INCORRECT: The Amazon is one of the longest river

in the world.

INCORRECT: The Amazon is one of longest rivers

in the world.

(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.

The superlative often follows **one of**. Notice the pattern:

one of + superlative + plural noun

#### ☐ Exercise 19. Looking at grammar. (Chart 15-3)

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 (the world)
  - → Monsanto Forest Park in Lisbon is one of the prettiest parks in the world.
- 3. a tall person in our class
  - → Talal 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 long river in the world
- 7. a good restaurant in (this city)
- 8. a famous landmark in the world
- 9. an important event in the history of the world

#### ☐ Exercise 20. Let's talk: class interview. (Chart 15-3)

Walk around the room. Ask and answer questions using one of + superlative + plural noun. Ask two students each question. Write their first names and their answers. Then ask two different students the next question. Share some of their answers with the class.

Example: a big city in Canada

QUESTION: What is one of the biggest cities in Canada? STUDENT A: Toronto is one of the biggest cities in Canada. STUDENT B: Vancouver is one of the biggest cities in Canada.

<sup>\*</sup> People is usually used instead of persons in the plural.

		NAME	ANSWER	NAME	ANSWER
1.	a big city in Asia				
2.	a large state in the United States				
3.	a beautiful city in the world				
4.	a tall person in our class				
5.	a good place to visit in the world				
6.	a famous person in the world				
7.	an important thing in life				
8.	a bad restaurant in (this city)				
9.	a famous landmark in (name of a country)				
10.	a tall building in (name of a city)				
11.	a dangerous sport in the world				
12.	a serious problem in the world				

#### Exercise 21. Let's talk. (Charts 15-2 and 15-3)

Work in small groups or as a class. Answer 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 scariest animal in the world?
- 4. In your opinion, what is one of the most frightening natural events (earthquake, cyclone, volcano, tsunami, etc.)?
- 5. What is one of the most important inventions in the modern world?
- 6. What is one of the worst experiences of your life?
- 7. What are the best things in life?
- 8. What was the happiest day of your life or one of the happiest days of your life?
- 9. Who are the most important people in your life today?

#### Exercise 22. Let's talk: small groups. (Charts 15-1 → 15-3)

First, take the entire quiz by yourself. Circle the letters of the correct answers. If you don't know an answer, guess. Second, form small groups to discuss your answers. You can figure out the correct answers by looking at the *Table of Statistics* on p. 465.

#### 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 work	ld?
	a. the Mediterranean Sea	
	b. the South China Sea	
	c. the Caribbean Sea	
6.	Is the South China Sea the smalle	est of the three seas listed above?
	a. yes	
	b. no	
Paı	rt 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 th	ne Atlantic Ocean?
	a. yes	
	b. no	
Par	rt IV.	
9.	Below is a list of the continents in from the largest to the smallest.	the world. List them in order according to size,
	Africa Europe  Antarctica North Ame Asia South Ame Australia	
	(1)	(the largest)
	(2)	
	(3)	
	(4) Antarctica	
	(5)	
	(6)	
		(the smallest)

#### Part V.

10.	Which of the following cities has the	larges	t population in the world?
	a. New York City, U.S.A.	C.	Tokyo, Japan
	b. Seoul, South Korea	d.	Mexico City, Mexico
11.	Is the population of Sao Paulo, Brazil U.S.A.?	l, larg	er than the population of New York City,
	a. yes		
	b. no		
12.	Is the population of Sao Paulo, Brazil,	large	r than the population of Seoul, South Korea?
	a. yes		
	b. no		
13.	What is the largest city in North Ame	erica?	
	a. Mexico City		
	b. New York City		
Par	rt VI.		
14.	Which of the following countries has	the la	rgest area in the world?
3.57	a. Canada		the United States
	b. China		Brazil
15.	Which of the following two countries	is lar	ger in area?
	a. Canada		
	b. Brazil		
16.	Which of the following countries has	the la	rgest population in the world?
	a. India	c.	the United States
	b. Indonesia	d.	China
17.	Which of the following two countries	has t	he larger population?
	a. India		
	b. Indonesia		
18.	Which of the following two countries	has t	he larger population?
	a. the United States		
	b. Brazil		
19.	Which of the following two countries	has t	he smaller population?
	a. Egypt		
	b. Japan		

	TABLE OF STATISTICS	
PART I.		
RIVER	LENGTH	
the Amazon River	4,000 miles	
the Mississippi River	2,350 miles	
the Nile River	4,160 miles	
the Yangtze River	3,900 miles	
PART II.		
SEA	SIZE	
the Caribbean Sea	970,000 square miles	
the Mediterranean Sea	969,000 square miles	
the South China Sea	895,000 square miles	
PART III.		
OCEAN	SIZE	AVERAGE DEPTH
Atlantic Ocean	31,820,000 square miles	12,100 feet
Indian Ocean	29,000,000 square miles	12,750 feet
Pacific Ocean	64,000,000 square miles	13,000 feet
PART IV.		
CONTINENT	SIZE	
Africa	12,000,000 square miles	
Antarctica	7,000,000 square miles	
Asia	17,129,000 square miles	
Australia	3,000,000 square miles	
Europe	3,837,000 square miles	
North America	9,355,000 square miles	
South America	6,886,000 square miles	
PART V.		
CITY	POPULATION*	
Mexico City, Mexico	20 million	
New York, U.S.A.	21 million	
Sao Paulo, Brazil	20 million	
Seoul, South Korea	23 million	
Tokyo, Japan	37 million	
PART VI.		
COUNTRY	AREA	POPULATION
Brazil	3,265,059 sq mi	206 million
Canada	3,612,187 sq mi	34 million
China	3,600,927 sq mi	1,343 million*
Egypt	384,000 sq mi	84 million
India	1,147,949 sq mi	1,205 million
Indonesia	767,777 sq mi	248 million
Japan	146,000 sq mi	127 million
the United States	3,539,224 sq mi	314 million

<sup>\*</sup>Approximate population; 1,343 million is said as "one billion, three hundred forty-three million."

#### □ Exercise 23. Reading and grammar. (Charts 15-1 → 15-3)

Read the story and <u>underline</u> the comparisons. Then answer the question. Give several reasons for your answer. Look at new vocabulary with your teacher first.



#### Which Phone?

Jon needs to buy a cell phone. He is trying to decide if he should get a basic phone or a smart phone. His teenage children want him to get a smart phone. They say it is more useful than a basic phone.

With a smart phone, Jon can use the Internet to get news and weather, play games, use social media, shop, etc. With a basic phone, Jon can just send voice and text messages and take pictures. Do you know these words?

social media
Wi-Fi access
surf the Internet
eyesight
QWERTY keyboard
cool-looking

Jon sometimes travels. Right now he uses the Internet on his computer when he has Wi-Fi access. With a smart phone, Jon can always get on the Internet. But he doesn't really like to surf the Internet on a phone screen because his eyesight isn't very good.

John wants to be able to send text messages to his wife and kids. Texting on a smart phone is easier than on a basic phone because a smart phone has a QWERTY keyboard.

Jon doesn't like to spend money. A basic phone is cheaper than a smart phone. Also, the service plan for a basic phone is cheaper.

Jon's kids keep telling him a smart phone is more convenient and modern. They say one of the best things about a smart phone is that it is "cool-looking." Jon doesn't care about that, but in general, he likes to make his children happy.

QUESTION: Which type of phone do you think Jon should buy and why?

#### ☐ Exercise 24. Warm-up. (Chart 15-4)

Answer the questions.

- 1. Who speaks English more fluently: you or your teacher?
- 2. Who speaks your language more slowly: you or someone in your family?
- 3. Who gets to school earlier: you or a classmate?

		COMPARATIVE	SUPERLATIVE	
	Kim speaks more fluently than Ali (does). Anna speaks the most fluently of all.	more fluently more slowly more quickly	the most fluently the most slowly the most quickly	Use <i>more</i> and <i>most</i> with adverbe that end in -ly.*
	Mike worked harder than Sam (did). Sue worked the hardest of all.	harder faster earlier later	the hardest the fastest the earliest the latest	Use -er and -est with irregular adverbs: hard, fast, early, late.
, ,	Rosa writes better than I do. Kim writes the best of all.	better	the best	Better and best are forms of the adverb well.

<sup>\*</sup>Exception: early-earlier-the earliest

# Exercise 25. Looking at grammar. (Chart 15-4)

Complete the sentences with the correct form (comparative or superlative) of the given adverbs.

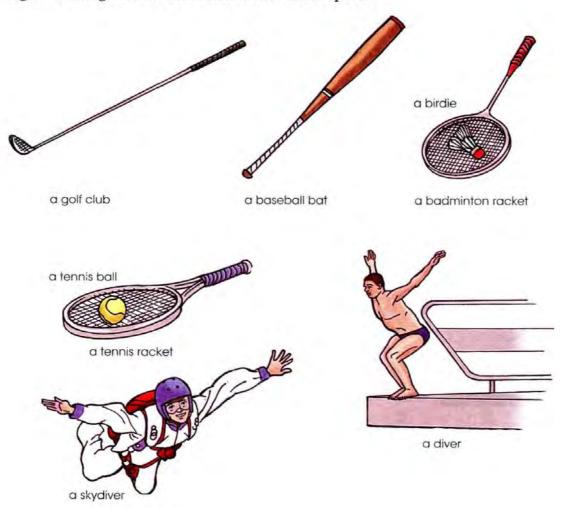
1.	late	Diana got home <u>later than</u>	Claire (did).
2.	quickly	I finished my work	Jamal (did).
3.	beautifully	Zara sings	Lila (does).
4.	beautifully	Arianna sings	of all.
5.	hard	My sister works	I (do).
6.	hard	My brother works	of all.
7.	carefully	My husband drives	I (do).
8.	early	We arrived at the party	the Smiths (did).
9.	early	The Wilsons arrived at the party	of all.
10.	well	You can write	I (can).
11.	well	Pavel can write	of all.
12.	clearly	Larisa pronounces her words	
		Katerina (does).	

	<b>26. Looking at grammar.</b> (Chart 15-orrect form (adjective or adverb, comparative	
1. caref	ul Molly drives <u>more carefully than</u>	her brother do
2. beau	tiful A tiger is	a go
3. neat	Yukio's apartment is	m
4. neat	Henry's apartment is	of
5. neat	You write	1
6. neat	Lauren writes	of
7. clear	This author explains her ideas	that auth
8. good		classical mu
9. good	My husband can sing	10
10. good	My daughter can sing	of
11. late	David usually goes to bed	his roomm
12. clear	Helen pronounces her words	
	of all the students in the class.	
13. sharp	A razor is usually	a kitchen kn
14. artis	ic My son is	my daugh
15. slow	I eat	my husband de
16. long	Serena has the	hair of all the kids in her cl
	27. Listening. (Charts 15-1 → 15-4)	
	each sentence. Write the words you hear.	
1. I wo	k <u>faster than</u> Alec does.	

- 4. Jean studies \_\_\_\_\_\_ of all.
- 5. Is a motorcycle \_\_\_\_\_\_ a bike?
- 6. Kalil speaks \_\_\_\_\_ Haruko does.
- 7. A turtle moves \_\_\_\_\_\_ a cat does.
- 8. This suitcase is \_\_\_\_\_\_ that one.
- 9. My glasses are \_\_\_\_\_ my contact lenses.
- 10. I can see \_\_\_\_\_ with my glasses.

#### Exercise 28. Warm-up. (Chart 15-5)

Agree or disagree with these statements about sports.



- 1. Golf is similar to baseball.
- 2. Badminton and tennis are the same.
- 3. Diving is very different from skydiving.

yes	no

yes no

yes no

# 15-5 Comparisons: Using The Same (As), Similar (To), and Different (From) THE SAME (AS) SIMILAR (TO) DIFFERENT (FROM) A C and D are similar. E and F are different. A and B are the same.

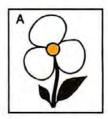
A is the same as B.

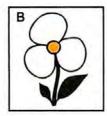
C is similar to D.

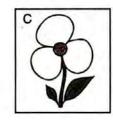
E is different from F.

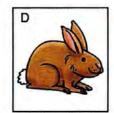
#### Exercise 29. Let's talk: class activity. (Chart 15-5)

Answer the questions.







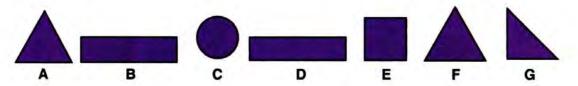


- 1. Are Pictures A and B the same?
- 2. Are Pictures A and C the same?
- 3. Are Pictures A and C similar?

- 4. Are Pictures A and C different?
- 5. Are Pictures C and D similar?
- 6. Are Pictures C and D different?

#### Exercise 30. Looking at grammar. (Chart 15-5)

Complete the sentences. Use the same (as), similar (to), and different (from) in your completions.



- 1. A \_\_\_\_ is the same as
- 2. D and E \_\_\_\_\_ are similar \* OR are different \_\_\_\_\_.

<sup>\*</sup>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).

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 E but	C

#### Exercise 31. Listening. (Chart 15-5)



Listen to the comparisons of Pictures A through G in Exercise 30. Are these comparisons correct?

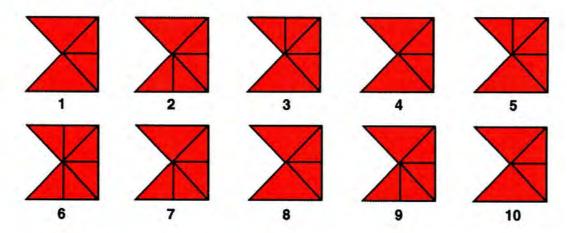
Example: You will hear: A and F are the same.

> You will choose: (yes no

- 1. yes 4. yes no 6. yes no no
- 2. yes 5. yes 7. yes no no no
- 3. yes no

# Exercise 32. Let's talk: class activity. (Chart 15-5)

Answer the questions.



- 1. Which figures have the same design?
- 2. Is there at least one figure that is different from all the rest?

Just for fun:

- 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 33. Let's talk: class activity. (Chart 15-5)

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?
- 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. Do any of the people in this room come from the same country? Who? Name 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 South Korea? Mexico and Brazil?

#### ☐ Exercise 34. Warm-up. (Chart 15-6)

Which statements do you agree with?

- 1. a. White chocolate and dark chocolate are alike.
  - b. White chocolate is not like dark chocolate.
- 2. a. Broccoli and cauliflower are alike.
  - b. Broccoli is not like cauliflower.
- 3. a. Towels are like sheets.
  - b. Towels and sheets aren't alike.

# 15-6 Comparisons: Using Like and Alike

You have a pen with blue ink. I have a 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 35. Let's talk: pairwork. (Chart 15-6)

Work with a partner. Take turns making sentences with like. Check (✓) 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

Column A	Column B
1. a pencil	a glass
2. a bus	a human hand
	✓ a pen
	a lemon
	✓ a taxi

PARTNER A: A pencil is like a pen in some ways. You can write with both of them. Your

PARTNER B: A bus is like a taxi. You can ride in both of them. Your turn now. Etc.

Column A	Column B	
1. a bush	a glass	
2. a cup	a human hand	
3. a hill	a lemon	
4. honey	a chair	
5. a monkey's hand	a mountain	
6. an orange	an ocean	
7. an alley	a street	
8. a sea	sugar	
9. a couch	a bird	
10. a jacket	a suit coat	
11. a butterfly	a tree	

	1. You and I have similar books. In other	er words, your book is	like mine.
	Our books arealike		
	2. Mr. Wong and I have similar coats. I	n other words, Mr. Wong	's coat is
	mine. Our coats	are	
	3. Tess and Matt have similar cars. In o	ther 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	n some ways.	
	6. A foot and a hand are	in some ways but dif	ferent in other ways.
	7. A dormitory and an apartment building	ng are	in many ways.
	8. A motorcycle is a	bike in some ways.	
	Exercise 37. Looking at grammar. Choose all the completions that are grammar.		e sense.
	The state of the s		lemonade.
٥	Choose all the completions that are grammated.  1. French and Spanish are a. different from b. like c. alike d. the same e. similar	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like	lemonade. m
٥	Choose all the completions that are grammated.  1. French and Spanish are  a. different from  b. like  c. alike  d. the same	3. Coffee tastes _ a. different b. similar to c. the same as d. different fro	lemonade. m
٥	Choose all the completions that are grammated.  1. French and Spanish are a. different from b. like c. alike d. the same e. similar  2. French is Spanish.	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like 4. Fog and smog s	lemonade. m
ū	Choose all the completions that are grammated.  1. French and Spanish are a. different from b. like c. alike d. the same e. similar  2. French is Spanish. a. different from	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like 4. Fog and smog a a. similar to	lemonade. m
	Choose all the completions that are grammed.  1. French and Spanish are  a. different from  b. like  c. alike  d. the same  e. similar  2. French is Spanish.  a. different from  b. similar	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like  4. Fog and smog a. similar to b. similar	lemonade.  m sometimes look
	Choose all the completions that are grammed.  1. French and Spanish are  a. different from  b. like  c. alike  d. the same  e. similar  2. French is Spanish.  a. different from  b. similar  c. alike	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like  4. Fog and smog a a. similar to b. similar c. like	lemonade.  m sometimes look
0	Choose all the completions that are grammed.  1. French and Spanish are  a. different from  b. like  c. alike  d. the same  e. similar  2. French is Spanish.  a. different from  b. similar  c. alike  d. the same as	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like  4. Fog and smog a. similar to b. similar c. like d. different fro e. alike	lemonade.  m sometimes look
0	Choose all the completions that are grammed.  1. French and Spanish are  a. different from  b. like  c. alike  d. the same  e. similar  2. French is Spanish.  a. different from  b. similar  c. alike  d. the same as  e. similar to  Exercise 38. Warm-up. (Chart 15-7)	3. Coffee tastes a. different b. similar to c. the same as d. different fro e. like  4. Fog and smog a. similar to b. similar c. like d. different fro e. alike  on is often cold and	lemonade.  m sometimes look

2.		_ is a great place for a vacation, but		is
	(name of a city)		(name of a city)	
	a boring place to visit.			

		cın	$\sigma +$	CIIT
	7 U			
			_	

- (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 comes before but as in (b), when it introduces a main clause.

Complete the sentences with adjectives.

1.	An orange is sweet, but a lemon is
2.	The coffee in this cup is hot, but the coffee in that cup is
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.	A chicken is stupid, but a human being is
10.	This answer is right, but that answer is
11.	This towel is dry, but that towel is
12.	This cup is full, but that cup is
13.	Those dishcloths are dirty, but these dishcloths are
14.	A pillow is soft, but a rock is



Example: You will hear: This exercise is easy, but that exercise	cise is	
You will write: <u>hard</u> .		
1, 5		
2 6		
3 7		
4 8		
Exercise 41. Warm-up. (Chart 15-8) Are any of these sentences true for you? What do you notice	about the ver	rbs in
1. I don't study a lot, but my friends do.	T	F
2. I can't fly an airplane, but someone in my family can.	T	F
3. I like rock music, but some of my friends don't.	T	F
4. I will be here next year, but some of my friends won't.	T	F
4. I will be field flext year, but some of my friends won [.		
<ul><li>5. I didn't drive to school today, but my teacher did.</li></ul>	T	F

	AFFIRMATIVE VERB	+	BUT	+	NEGATIVE VERB	
(a)	John is rich,		but		Mary isn't.	Often the verb phrase following but is
(b)	Balls are round,		but		boxes aren't.	shortened, as in the examples.
(c)	I was in class,		but		Po wasn't.	
(d)	Sue studies hard,		but		Sam doesn't.	
(e)	We like movies,		but		they don't.	
(f)	Alex came,		but		Maria didn't.	
(g)	People can talk,		but		animals can't.	
(h)	Olga will be there,		but		Ivan won't.	
	NEGATIVE VERB	+	BUT	+	AFFIRMATIVE VERB	
(i)	Mary isn't rich,		but		John is.	
(j)	Boxes aren't round,		but		balls are.	
(k)	Po wasn't in class,		but		l was.	
(1)	Sam doesn't study,		but		Sue does.	
(m)	They don't like cats,		but		we do.	
(n)	Maria didn't come,		but		Alex did.	
(0)	Animals can't talk,		but		people can.	
(p)	Ivan won't be there,		but		Olga will.	

Complete each sentence with an appropriate verb, affirmative or negative.	
1. Lana is at home, but her husbandisn't	
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	
5. Fran was in class yesterday, but Irena and Maggie	
6. I don't want to go to the movie, but my friends	
7. Tariq can speak French, but I	
8. Leah will be at the meeting, but Evelyn	
9. This shirt is clean, but that one	
10. These shoes aren't comfortable, but those shoes	
11. Ethan doesn't write clearly, but Andrew	
12. I ate breakfast this morning, but my roommate	
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 Mia	
19. Liam will be in class tomorrow, but Tyler	
20. Olivia won't be here tomorrow, but Renata	
21. The hotel wasn't expensive, but the plane tickets	
22. Evan is going to graduate on time, but his twin bother	
23. Gabrielle doesn't know how to drive yet, but her friends	
24. I have to work late tonight, but my co-workers	

☐ Exercise 42. Looking at grammar. (Chart 15-8)

Exercise 43. Listening. (Chart 15-8)  Listen to the sentences. Complete each sentence with an appropriate verb, affirmative on negative.							
Example: You will hear: The stude teacher.	ents wanted to play a vocabulary game, but their						
You will write: didn	<u>'t</u> .						
1	6						
2							
3	8						
4	9						
5,,	10						
STUDENT A: I was.  TEACHER: Who wasn't at home last night?  STUDENT B: I wasn't at home last night.  TEACHER: (to Student C) Summarize, using but.							
STUDENT C: (Student A) was at home last night, but (Student B) wasn't.							
1. Who wears glasses? Who doesn't wear glasses?							
2. Who is married? Who isn't ma							
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 pet? Who doesn't have a pet?							
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 doesn't live in an apartment?							
10. Who doesn't drink coffee? Who drinks coffee?							
11. Who won't be at home tonight	하는 그 사람들은 경찰 사람들이 하고 있었다. 하나의 프로그램이 그리고 있다.						
12. Who was in class yesterday? W							
13. Who can't speak (a language)?	(B. 1987) 프로젝터는 현실이 되었습니다. 그런 보통하게 하면 1987 (1987)						
14. Who didn't stay home last nigh	무게 많은 이렇게 이렇게 하면 하는 것이 없는 것이 없는 것이다.						
15. Who has? Who doesn't	have ?						

#### Exercise 45. Let's talk: pairwork. (Chart 15-8)

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:

PARTNER A: The woman is sitting in Picture A, but she's lying down in Picture B. Your turn now.

PARTNER B: There's a small fish in Picture A but a large fish in Picture B. Your turn now. Etc.





# ☐ Exercise 46. Let's talk: pairwork. (Chapter 15) Work with a partner. Partner A: Ask Partner B questions. Your book is open. 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? 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/similar? 9. Is ( . . . )'s grammar book different from yours? 10. What is one of the most famous landmarks in the world? Change roles. 11. Is the population of Seoul, South Korea, larger or smaller than the population of São 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 all the desks in the classroom. Are they different? How? 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 47. Looking at grammar. (Chapter 15) Choose the correct completion.

1.	A lion is a tige		c. similar from	d. similar to
2.	Lions and tigers are		c. similar to	d. the same as
3.	Good health is one a. best thing	of in a perso	on's life. c. the best things	
	b. the best thing		d. best things	•

<sup>\*</sup>If you need to, look at the Table of Statistics on p. 465.

4.	There were many c					
	a. the comfortab			most comfor		
	b. the most comf	ortable	d.	more comfo	rtable	
5.	Jane's story was	_ Jack's story.				
	a. funnier than		C.	more funnie	r than	
	b. funny than		d.	more funny		
6.	My last name is	_ my cousin's.				
	a. same		c,	same as		
	b. same as		d.	the same as		
7.	I live away fro	m school than y	you do			
	a. far	b. farther	c.	more far	d. farthest	
8.	Emir speaks ti	han Hamid.				
	a. more clearly		C.	more clear		
	b. clearlier		d.	more clearer	r	
9.	Roger works hard e	very day, but hi	is broth	ner		
	a. is	b. isn't	c.	does	d. doesn't	
Cor	rrect the mistakes.					
	harder					
1.	English is hard, mo	<del>re than my lang</del>	guage.			
2.	A monkey is intellig	genter than a co	w.			
3.	My grade on the tes	st was worst fro	m you	rs. You got a	more better grade.	
4.	Soccer is one of mo	st popular spor	t in the	e world.		
5.	Felix speaks English	n more fluent th	an Err	nesto.		
6.	Girls and boys are o	differents. Girls	are di	fferent to boy	ys.	
7.	A rectangle and a se	quare similar.				
8.	Nola's coat is simila	ar with mine.				
9.	Victor's coat is sam	e mine.				
10.	Nicolas and Malens	a aren't a same	height.	Nicolas is n	nore tall than Malena	
11.	Professor Wilson te	aches full-time,	but he	er husband is:	n't.	

12. Your pen, my pen they alike.

- 13. My cousin is the same age with my brother.
- 14. What is most pretty place in the world?
- 15. For me, chemistry most difficult than biology.

#### Exercise 49. Reading and writing. (Chapter 15)

Part I. Read the story.

#### My Best Friend

My best friend is Jacob. We have an interesting friendship because we are similar and different in several ways.

We like to study, and we are both smart but in different subjects. His math scores are higher than mine, but my language and history grades are better than his.

Physically we are not alike. Jacob is medium height and very athletic. He is stronger than me, and he can run faster than me. I am tall, and I can't lift heavy weights because it hurts my back. I'm also a slower runner than Jacob.

We like to go to sports events together. One of our favorite sports is baseball. We can talk about baseball for hours.

Jacob is quiet, and I am more talkative. Sometimes Jacob says I talk too much, but he laughs when he says it. He is a better listener than me, so people say we make a good pair.

We enjoy our time together. We think this is because we're not the same and we're not really different.

Part II. Write one or more paragraph(s) about you and a friend. Write about your similarities and differences. The box contains comparison words you may want to use in your paragraph.

#### WORDS USED IN COMPARISONS

alike -er/more similar (to) but -est/most the same (as) different (from) like

Part III. Editing check: Work individually or change papers with a partner. Check (1) for the following:

- 1. \_\_\_\_ indented paragraph 2. \_\_\_ capital letter at the beginning of each sentence 3. \_\_\_\_ period at the end of each sentence use of -er/more for comparing two things 5. \_\_\_ use of the -est/most for comparing three or more things
- 6. \_\_\_ correct use of like/alike, similar (to), the same (as), different (from)
- 7. \_\_\_\_ correct spelling (use a dictionary or computer spell-check)



		English	Handwriting		
	PRINTING			CURSIVE	
Aa	Jj	Ss	aa	Яj	Ss
ВЬ	Kk	Tt	Bb	K.k	$\mathcal{I}_{\mathcal{I}}$
Сс		Uu	Cc	Ll	Ил
Dd	Mm	Vv	Dd	Mm	$V_{N}$
Ee	Nn	Ww	Ee	Nm	$W_{w}$
Ff	00	Xx	$\mathcal{F}_{\ell}$	Oo	Xχ
Ga	Po	Yv	Dg	Pp	y <sub>y</sub>
Hh	Og	7,	Hh	24	88
I:	Rr		li	Kr.	
11	IVF				

Vowels = a, e, i, o, uConsonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y,  $z^*$ 

<sup>\*</sup>The letter z is pronounced "zee" in American English and "zed" in British English.



#### **CARDINAL NUMBERS**

#### ana .

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred
200	two hundred
1,000	one thousand
10,000	ten thousand
00 000	

100,000 one hundred thousand

1,000,000 one million

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth
13th	thirteenth
14th	fourteenth
15th	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
19th	nineteenth
20th	twentieth
21st	twenty-first
22nd	twenty-second
23rd	twenty-third
24th	twenty-fourth
25th	twenty-fifth
26th	twenty-sixth
27th	twenty-seventh
28th	twenty-eighth
29th	twenty-ninth
30th	thirtieth
40th	fortieth
50th	fiftieth
60th	sixtieth
70th	seventieth
80th	eightieth
90th	ninetieth
100th	one hundredth
200th	two hundredth
1,000th	one thousandth
10,000th	ten thousandth
100,000th	one hundred thousandth
000 000th	one millionth

1,000,000th. one millionth

ORDINAL NUMBERS

# 23

# **Appendix 3**Ways of Saying Time

- 9:00 It's nine o'clock. It's nine.
- 9:05 It's nine-oh-five.

  It's five (minutes) after nine.

  It's five (minutes) past nine.
- 9:10 It's nine-ten.

  It's ten (minutes) after nine.

  It's ten (minutes) past nine.
- 9:15 It's nine-fifteen.
  It's a quarter after nine.
  It's a quarter past nine.
- 9:30 It's nine-thirty. It's half past nine.
- 9:45 It's nine-forty-five.

  It's a quarter to ten.

  It's a quarter of ten.
- 9:50 It's nine-fifty.

  It's ten (minutes) to ten.

  It's ten (minutes) of ten.
- 12:00 It's noon. It's midnight.
- A.M. = morning: It's nine A.M.
- P.M. = afternoon/evening/night: It's nine P.M.



DAYS	ABBREVIATION	MONTHS	ABBREVIATION	SEASONS*
Monday	Mon.	January	Jan.	winter
Tuesday	Tues.	February	Feb.	spring
Wednesday	Wed.	March	Mar.	summer
Thursday	Thurs.	April	Apr.	fall or autumn
Friday	Fri.	May	May	A STATE OF THE PARTY OF THE PAR
Saturday	Sat.	June	Jun.	
Sunday	Sun.	July	Jul.	
		August	Aug.	
		September	Sept.	
		October	Oct.	
		November	Nov.	
		December	Dec.	

<sup>\*</sup>Seasons of the year are only capitalized when they begin a sentence.

#### WRITING DATES:

#### Month/Day/Year

10/31/41 = October 31, 1941 4/15/98 = April 15, 1998 7/4/1906 = July 4, 1906

7/4/07 = July 4,2007

#### SAYING DATES:

<b>Usual Written Form</b>	Usual Spoken Form
January 1	January first / the first of January
March 2	March second / the second of March
May 3	May third / the third of May
June 4	June fourth / the fourth of June
August 5	August fifth / the fifth of August
October 10	October tenth / the tenth of October
November 27	November twenty-seventh / the twenty-seventh of November



	Has a samifal latter for:
	Use a capital letter for:
a) Joan and I are friends.	the pronoun "I"
b) They are late.	the first word of a sentence
c) Sam Bond and Tom Adams are here.	names of people
d) Mrs. Peterson Professor Jones Dr. Costa	titles of people*
(e) Monday, Tuesday, Wednesday	the days of the week
(f) April, May, June	the months of the year
(g) New Year's Day	holidays
(h) Los Angeles Florida, Ontario Germany Lake Baikal Amazon River Pacific Ocean Mount Everest Broadway, Fifth Avenue	names of places: cities, states and provinces, countries, lakes, rivers, oceans, mountains, streets
(i) German, Chinese, Swedish	languages and nationalities
(j) Pirates of the Caribbean Romeo and Juliet	the first word of a title, for example, in a book o movie. Capitalize the other words, but not: articles (the, a, an), short prepositions (with, in at, etc.), and these words: and, but, or.
(k) Buddhism, Christianity, Hinduism, Islam, Judaism	religions

\* Mrs. = woman: married

Miss = woman: unmarried

Ms. = woman: married or unmarried

Mr. = man: married or unmarried

Voiceless	Voiced	Some sounds are "voiceless." You don't use your voice box. You push
(a) /p/ sleep /t/ write /t/ laugh	(b) /b/ rub /d/ ride /v/ drive  I can feel m voice box. It vibrates.	air through your teeth and lips. For example, the sound /p/ comes from air through your lips. The final sounds in (a) are voiceless. Commor
(c) sleeps = sleep/s/ writes = write/s/ laughs = laugh/s/	(d) rubs = rub/z/ rides = ride/z/ drives = drive/z/	Final -s is pronounced /s/ after voiceless sounds, as in (c). Final -s is pronounced /z/ after voiced sounds, as in (d).

rinai -eu nas ti	nee pronunciatio	ns: /t/, /d/, and /ed/	· ·	
End of Verb	Base Form	Simple Past	Pronunciation	
VOICELESS	(a) help laugh wash	helped laughed washed	help/t/ laugh/t/ wash/t/	Final <b>-ed</b> is pronounced /t/ if a verb ends in a voiceless sound, as in (a).
VOICED	(b) rub live smile	rubbed lived smiled	rub/ <mark>d</mark> / live/ <mark>d</mark> / smile/ <mark>d</mark> /	Final <b>-ed</b> is pronounced /d/ if a verb ends in a voiced sound, as in (b).
-d OR -t	(c) need want	needed wanted	need/ <mark>ad</mark> / want/ad/	Final -ed is pronounced /ed/ if a verb ends in the letters d or t, as in (c).



NOTE: You may want to pause the audio after each item or in longer passages so that there is enough time to complete each task.

#### Chapter 1: Using Be

#### Exercise 20, p. 11.

- A: Hi. My name is Mrs. Smith. I'm the substitute teacher.
- B: Hi. I'm Franco.
- C: Hi. I'm Lisa. We're in your class.
- A: It's nice to meet you.
- B: We're glad to meet you too.

#### Exercise 24, p. 12.

- A: Hello. I'm Mrs. Brown. I'm the substitute teacher.
- B: Hi. I'm Paulo, and this is Marie. We're in your class.
- A: It's nice to meet you.
- B: We're happy to meet you too.
- A: It's time for class. Please take a seat.

#### Exercise 28, p. 14.

- 1. Andrew isn't a child.
- 2. Isabelle is an aunt.
- 3. Marie is a mom.
- 4. David isn't a dad.
- 5. Billy and Janey are brother and sister.
- 6. Marie and Andrew are adults.
- 7. Billy and Janey aren't parents.
- 8. David and Andrew aren't daughters.

#### Exercise 41, p. 23.

The First Day of Class

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 44, p. 25.

- 1. Grammar's easy.
- 2. My name's Josh.

- 3. My books're on the table.
- 4. My brother's 21 years old.
- 5. The weather's cold today.
- 6. The windows're open.
- 7. My money's in my wallet.
- 8. Mr. Smith's a teacher.
- 9. My parents're at work now.
- 10. The food's good.
- 11. Tom's sick today.
- 12. My roommates're from Chicago.
- 13. My sister's a student in high school.

#### Chapter 2: Using Be and Have

#### Exercise 4, p. 29.

- A: Elena's absent today.
- B: Is she sick?
- A: No.
- B: Is her husband sick?
- A: No
- B: Are her children sick?
- A: No.
- B: Is she homesick?
- A: No.
- B: So? What's the matter?
- A: Her turtle is sick!
- B: Are you serious? That's crazy!

#### Exercise 25, p. 43.

#### Anna's clothes

- 1. Her boots have zippers.
- 2. She has a raincoat.
- 3. Her raincoat has buttons.
- 4. They are small.
- 5. Her sweater has long sleeves.
- She has earrings on her ears.
- 7. They are silver.
- 8. She has on jeans.
- 9. Her jeans have pockets.



#### Exercise 36, p. 52.

#### In the kitchen

- 1. That is my coffee cup.
- 2. This is your dessert.
- 3. Those are our plates.
- 4. Those sponges are wet.
- 5. These dishcloths are dry.
- 6. That frying pan is dirty.
- 7. This frying pan is clean.
- 8. That salt shaker is empty.

#### Chapter 3: Using the Simple Present

#### Exercise 4, p. 61.

- 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 15, p. 66.

1. eat

4. pushes

2. eats

5. sleeps

3. push

6. fixes

#### Exercise 17, p. 68.

- 1. Mrs. Miller teaches English on Saturdays.
- 2. Mr. and Mrs. Hanson teach English in the evenings.
- 3. Chang fixes cars.
- 4. His son fixes cars too.
- 5. Carlos and Chris watch DVDs on weekends.
- 6. Their daughter watches TV shows on her computer.
- 7. I brush my hair every morning.
- 8. Jimmy seldom brushes his hair.
- 9. The Nelsons wash their car every weekend.
- 10. Jada rarely washes her car.

#### Exercise 24, p. 71.

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 takes 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 often 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. 99.

- 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 holding a cup.
- 7. He is studying hard.
- 8. He is smiling.
- 9. He is listening to the radio.
- 10. He is waving to his friends.

#### Exercise 24, p. 111.

- 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 28, p. 114.

- A: What are you doing? Are you working on your English paper?
- B: No, I'm not. I'm writing an email to my sister.
- A: Do you write to her often?
- B: Yes, but I don't write a lot of emails to anyone else.
- A: Does she write to you often?
- B: No, but she texts me a lot.

#### Chapter 5: Talking About the Present

#### Exercise 6, p. 129.

- I have class in the morning. I was born in July.
   I was born in 1990. Who am I?
- My birthday is in June. I was born on June 24th. I have class every day at 1:00 o'clock. Who am I?
- 3. I was born in 1997. My birthday is July 7th. I go to class at night. Who am I?
- I have class at 7:00 o'clock. I go to class in the morning. I was born in 1992. Who am I?

#### Exercise 16, p. 134.

- 1. There're ten students in the classroom.
- 2. There's a new teacher today.
- 3. There're two new math teachers this year.
- 4. There's a piece of gum on the floor.
- 5. There's some information on the bulletin board.
- 6. There're some spelling mistakes on this paper.
- 7. There's a grammar mistake in this sentence.
- 8. There're two writing assignments for tonight.

#### Exercise 32, p. 145.

- 1. There are trees behind the train.
- 2. A bird is under the picnic table.
- 3. There are butterflies near the flowers.
- 4. There is a knife on top of the table.
- 5. There is a fishing pole on the boat.
- 6. A boat is under the water.
- 7. The bridge is below the water.
- 8. There are clouds above the mountains.
- 9. There are flowers beside the river.
- 10. There are flowers next to the river.
- 11. A guitar is in back of the table.
- 12. Two bikes are under the tree.
- 13. A fish is in the water.
- 14. The table is between the tree and the river.
- 15. The boots are far from the picnic bench.

#### Exercise 41, p. 151.

- 1. I'd like a hamburger for dinner.
- 2. We like to eat at fast-food restaurants.
- 3. Bob'd like to go to the gym now.
- 4. He likes to exercise after work.
- 5. The teacher'd like to speak with you.
- 6. The teacher likes your work.
- 7. We like to ride our bikes on weekends.
- 8. We'd like to ride in a race.
- 9. Bill and Kay like jazz music.
- 10. They'd like to go to a concert next week.

#### Chapter 6: Nouns and Pronouns

#### Exercise 18, p. 168.

- 1. Renata knows Oscar. She knows him very well.
- 2. Where does Shelley live? Do you have her address?
- 3. There's Vince. Let's go talk to him.
- 4. There are Dave and Lois. Let's go talk to them.
- 5. I'm looking online for JoAnne's phone number. What's her last name again?
- 6. I need to see our airline tickets. Do you have them?

#### Exercise 19, p. 169.

- 1. A: Mika and I are going downtown this afternoon. Do you want to 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, Abby. How do you like your new apartment?
  - B: It's great. I have a new roommate too. She's very nice.
  - A: What's her name?
  - B: Rita Lopez. Do you know her?
  - A: No, but I know her brother. He's in my math
- 3. A: Do you see Mike and George very much?
  - B: Yes, I see them often. We play video games at my house.
  - A: Who usually wins?
  - B: Mike. We never beat him!

#### Exercise 22, p. 172.

- 1. toys 6. boxes
- 2. table 7. package 3. face 8. chairs
- 4. hats 9. edge
- 5. offices 10. tops

#### Exercise 23, p. 173.

- 1. The desks in the classroom are new.
- 2. I like to visit new places.
- 3. Luke wants a sandwich for lunch.
- 4. The teacher is correcting sentences with a red pen.
- This apple is delicious.
- 6. The students are finishing a writing exercise in class.
- 7. I need two pieces of paper.
- 8. Roses are beautiful flowers.
- 9. Your rose bush is beautiful.
- 10. The college has many scholarships for students.

#### Exercise 40, p. 184.

- 1. Mack's parents live in Singapore.
- 2. Mack 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 saving?
- 6. My friend's birthday is today.
- The store manager's name is Dean.
- 8. My cousin studies engineering.

#### Exercise 45, p. 186.

- 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 absent?



# Chapter 7: Count and Noncount Nouns

#### Exercise 10, p. 197.

- 1. I live in an apartment.
- 2. It's a small apartment.
- 3. My biology class lasts an hour.
- 4. It's an interesting class.
- 5. We have a fun 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 busy job.

#### Exercise 43, p. 216.

- 1. Vegetables have vitamins.
- 2. Cats make nice pets.
- 3. The teacher is absent.
- 4. I love bananas.
- 5. Cars are expensive.
- 6. I need the keys to the car.
- 7. Are the computers in your office working?
- 8. Let's take a walk in the park.

#### Exercise 45, p. 217.

- 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. You can use mine.
- 3. A: Shh. I hear a noise.
  - B: It's just a bird outside, probably a woodpecker. Don't worry.
- 4. A: Henry Jackson teaches at the university.
  - B: I know. He's an English professor.
  - A: He's also the head of the department.
- 5. A: Hurry! We're late.
  - B: No, we're not. It's five o'clock, and we have an
  - A: No, we don't. It's six! Look at the clock.
  - B: Oops. I need a new battery for my watch.

#### Chapter 8: Expressing Past Time, Part 1

#### Exercise 8, p. 227.

- 1. I wasn't at home last night.
- 2. I was at the library.
- Our teacher was sick yesterday.
- 4. He wasn't at school.
- 5. There was a substitute teacher.

- 6. She was friendly and funny.
- 7. Many students were absent.
- 8. They weren't at school for several days.
- My friends and I were nervous on the first day of school.
- 10. You weren't nervous.

#### Exercise 19, p. 234.

#### A soccer coach

- 1. Jeremy works as a soccer coach.
- 2. His team plays many games.
- 3. His team played in a tournament.
- 4. Yesterday, they scored five goals.
- 5. Jeremy helped the players a lot.
- 6. They learned about the other team.
- 7. They watched movies of the other team.
- The players like Jeremy.
- 9. All year, they worked very hard.
- 10. Every practice, each player works very hard.

#### Exercise 25, p. 238.

#### 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.

- 1. What time was it one hour ago?
- 2. What time was it five minutes ago?
- 3. What time was it one minute ago?

#### Exercise 30, p. 242.

- 1. I ate . . .
- 2. We sat . . .
- 3. They came . . .
- 4. She had . . .
- 5. He got . . .
- 6. I stood . . .

#### Exercise 40, p. 248.

- 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 she explain the project?
- 8. Did they complete the project?
- 9. Did you do well?
- 10. Did she pass the class?

# Exercise 42, p. 249.

#### Part I.

- 1. Did you see the news this morning?
- 2. A: Jim called.
  - B: Did he leave a message?
- 3. A: Julia called.
  - B: Did she leave a message?
- 4. Did it rain yesterday?
- 5. A: The kids are watching TV.
  - B: Did they finish their homework?
- 6. My keys aren't here. Did I leave them in the car?

#### Part II.

- 1. Did you finish the homework assignment?
- 2. Did it take a long time?
- 3. Did you hear my question?
- 4. Did they hear my question?
- 5. Did I speak loud enough?
- 6. Did he understand the information?
- 7. Did she understand the information?
- 8. Did you want more help?
- 9. Did I explain it okay?
- 10. Did he do a good job?

# Exercise 48, p. 253.

- 1. She caught . . .
- 2. They drove . . .
- 3. We read . . .
- 4. I rode . . .
- 5. He bought . . .
- 6. We ran . . .

# Exercise 54, p. 257.

#### A doctor's appointment

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 59, p. 260.

#### A wedding ring

My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it last year during a party at her house. She told me she was outside in her vegetable garden with her dog. The dog found my ring under some vegetables. My mom said she immediately put it on her finger and wore it. She didn't want to lose it. I was so happy. I hung up the phone and began to laugh and cry at the same time.

# ne.

# Chapter 9: Expressing Past Time, Part 2

# Exercise 5, p. 267.

- 1. Where did Sabrina go?
- 2. Why did Sabrina go there?
- 3. Where did Isabel go?
- 4. When did Isabel get there?
- 5. Why did Isabel go there?
- 6. Where did Marco go?
- 7. When did Marco get there?
- 8. Where did Bill go?
- 9. What time did Bill get there?

# Exercise 7, p. 268.

- 1. Why did you leave early?
- 2. Why didn't she help us?
- 3. Why didn't they believe him?
- 4. Why did he do that?
- 5. Why didn't we know about the problem?
- 6. Why did we come here?
- 7. Why did I say that?
- 8. Why didn't I say that?

## Exercise 13, p. 271.

- 1. When did he arrive?
- 2. Why did you leave?
- 3. What did she want?
- 4. Where did you study?
- 5. What did he say?
- 6. When did they move?
- 7. Where did they move to?

# Exercise 19, p. 276.

- 1. When did you leave?
- 2. Where did Sally meet her husband?
- 3. What did you need?
- 4. Where was the party?
- 5. Why did you move here?
- 6. Who came late?
- 7. Why didn't you help?

# Exercise 24, p. 279.

- 1. The student didn't understand . . .
- 2. The woman spent . . .
- 3. Did you cut . . .
- 4. The car hit . . .
- 5. The man forgot . . .

# Exercise 28, p. 281.

- 1. A tree fell . . .
- 2. The girls won . . .

- 3. The teacher drew . . .
- 4. I felt . . .
- 5. My brother threw . . .

#### Exercise 32, p. 283.

- 1. Mrs. Brown fed . . .
- 2. Mr. and Mrs. James built . . .
- 3. The dog bit . . .
- 4. The children hid . . .
- 5. The teacher held . . .

# Exercise 51, p. 296.

#### Part III.

- 1. Steve Jobs was born in 1955.
- While he was growing up in Palo Alto, California, he became interested in computers.
- 3. Jobs and Wozniak built their first computer together.
- After Jobs graduated from high school, he went to Reed College.
- 5. He wasn't there very long, but he stayed in the area.
- He learned a lot about calligraphy, and it helped him with the design of his products.
- In 1985, Apple fired him, so he started NeXT Computer, Incorporated.
- While he was working at NeXT, he met Laurene Powell, and they got married.
- 9. Under Jobs, Apple became very successful.
- Unfortunately, while Jobs was working at Apple, he got cancer.
- Medical treatments didn't cure him, and Jobs died in 2011.

# Chapter 10: Expressing Future Time, Part 1

# Exercise 9, p. 308.

- 1. Look. The doctor is coming.
- 2. The doctor is coming soon.
- Oh, no. It's raining.
- 4. We are leaving early in the morning.
- 5. Run! The bus is coming.
- 6. Shh. Class is beginning.
- 7. We're going to a movie this afternoon.
- 8. My parents are coming over tonight.

#### Exercise 11, p. 308.

- 1. I am leaving soon.
- 2. Our class starts at nine.
- Silvia is coming to the meeting tomorrow.
- 4. The doctor is going to call you.
- 5. Are you going to study tonight?
- 6. We are having dinner at a restaurant tomorrow.
- 7. We aren't going to the concert tonight.
- 8. Evan always eats a snack at midnight.
- 9. Who is going to help me?

# Exercise 18, p. 312.

- 1. Maggie is going to the office . .
- 2. My boss left . . .
- 3. The Carlsons got married . . .
- 4. The store is going to open . . .
- 5. The movie started . . .
- 6. We took a vacation . . .
- 7. Janet is going to graduate . . .
- 8. I'm going to buy a car . . .
- 9. There was a meeting at school . . .

# Exercise 25, p. 316.

- 1. Jean is going to leave in a couple of days.
- 2. Lena is going to leave in a few weeks.
- 3. We sold our house a couple of years ago.
- 4. The phone rang a few minutes ago.
- 5. Marc is going to be here in a few minutes.

# Exercise 31, p. 319.

- 1. They are going to finish this Thursday.
- 2. They talked about the project this morning.
- 3. It is going to rain this week.
- 4. It rained a lot this month.
- 5. It's raining really hard this week.
- 6. I am going to graduate from college this year.
- 7. Suzanne is doing her homework in the library.
- 8. The professor spoke for two hours this morning.
- 9. She's going to give us a test this week.
- 10. We had a lot of homework today.

## Exercise 35, p. 320.

#### Part I.

- 1. a. The doctor will see you in a few minutes. OR
  - b. The doctor'll see you in a few minutes.
- 2. a. Mom will be home late. OR
  - b. Mom'll be home late.
- 3. a. Bob will pick us up. OR
  - b. Bob'll pick us up.

#### Part II

- 1. The nurse'll give you some medicine.
- 2. Your headache'll go away quickly.
- 3. The weather will be nice tomorrow.
- 4. Sorry, dinner'll be late tonight.
- 5. The bus will be here in a few minutes.
- 6. Dad'll help you with your homework later.
- 7. The students will need more time for review.

# Exercise 39, p. 323.

- 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 40, p. 324.

- 1. Will Samantha study more?
- 2. Will Samantha go to more parties on weekends?
- 3. Will Samantha begin smoking?
- 4. Will Samantha exercise with her grandmother?
- 5. Will Samantha graduate from a university next year?
- 6. Will Samantha go on a diet?
- 7. Will Samantha exercise only two times a week?
- 8. Will Samantha spend more time with her grandmother?

#### Exercise 41, p. 324.

- 1. I want a new car.
- 2. A new car won't be cheap.
- 3. You won't get much help from your parents.
- 4. My parents want me to get married.
- 5. They want grandchildren.
- 6. I won't get married for a long time.
- 7. I want a good education.
- 8. You won't believe the news!

# Exercise 43, p. 326.

#### A restaurant meal

- 1. Bert doesn't like meat, eggs, or fish.
- He's a vegetarian. He doesn't eat meat. 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 try a new restaurant tomorrow.
- It opened last month, and online reviews say it is excellent.
- Bert will probably have a dish with lots of vegetables.
- Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
- 9. Are they going to enjoy themselves?
- 10. Will they go back to this restaurant?

# Exercise 49, p. 330.

#### Jack and the Beanstalk

NARRATOR: Once upon a time there was a boy named Jack. He lived with his mother in a small village.

MOTHER: We are very poor. We have no money. Our cow has no milk.

JACK: What are we going to do?

MOTHER: You'll go to the market and sell the cow.

NARRATOR: Jack left his home and met an old man on the road.

OLD MAN: I will buy your cow. I will pay you with beans. Here, these are magic beans.

NARRATOR: Jack took the beans home to his mother.

MOTHER: You stupid boy. We have nothing now. We are going to die.

NARRATOR: She threw the beans out the window. The next morning, Jack woke up and saw a huge beanstalk outside

his window. It went into the clouds. He decided to climb it. At the top, he saw a castle. Inside the

castle, there lived a giant and his wife. He went into the castle.

Wife: What are you doing? My husband likes to eat boys for breakfast. You need to hide or he will eat you.

JACK: I'm so scared. Please help me.

WIFE: Here, climb inside the oven. After breakfast, my husband will fall asleep.

GIANT: Fee-Fi-Fo-Fum,

I smell the blood of an Englishman.

If he's alive or if he's dead,

I'll use his bones to make my bread.

Hmm. I smell a boy. Wife, are you going to feed me a boy for breakfast?

WIFE: No, I think the smell is the boy from last week. Here's your breakfast.

NARRATOR: The giant ate, counted his gold coins, and soon fell asleep. Jack got out of the oven, took a few gold

coins, climbed down the beanstalk, and ran to his mother.

MOTHER: Oh, Jack. You saved us. Now we have money for food. But you are not going to go back to the castle.

The giant will eat you.

NARRATOR: But Jack wanted more money. Soon he climbed the beanstalk. Again the giant's wife hid Jack in the

oven. The giant had a hen. It laid golden eggs. After the giant fell asleep, Jack stole the hen.

MOTHER: What will we do with a hen? Why didn't you bring more gold coins? Jack, you have no sense.

JACK: Wait, mother. The hen is going to lay a golden egg. Watch.

NARRATOR: The hen laid a golden egg.

MOTHER: Oh, you wonderful boy! We will be rich.



2

NARRATOR: But Jack wanted more from the giant, so he went up the beanstalk one more time. This time, a golden

harp was playing. It made beautiful music. Soon the giant went to sleep, and Jack took the harp. The

giant heard a noise and woke up.

GIANT: I will catch you and eat you alive.

NARRATOR: The giant ran after Jack. Jack climbed down the beanstalk. The giant followed. Jack took an axe and

chopped down the stalk. The giant fell.

GIANT: Ahhhhhhhhhh!

JACK: The giant is dead.

MOTHER: Now we are safe. The harp will give us beautiful music. My sadness will go away. Our lives will be

happy. You saved us!

NARRATOR: And they lived happily ever after.

# Chapter 11: Expressing Future Time, Part 2

# Exercise 10, p. 339.

- 1. We may be late for class tomorrow.
- 2. Your birthday present may come early.
- 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 13, p. 341.

- 1. There may be a change in our plans.
- 2. The weather report says it'll rain tomorrow.
- 3. We might finish this grammar book soon.
- 4. Henry may get good news tomorrow.
- 5. The class'll start on time.

#### Exercise 26, p. 347.

- 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 begins talking too fast?
- 4. What are you going to do if you're sick tomorrow?

# Exercise 32, p. 351.

- 1. If I go to bed early tonight,
- 2. After I get home from school every day,
- 3. If class finishes early today,
- 4. Before I eat breakfast every day,
- 5. After I finish breakfast today,
- 6. If I get all the answers in this exercise correct,
- 7. When I finish this grammar book,

#### Exercise 39, p. 356.

- 1. A: Are we going to be late for the movie?
  - B: No. The movie starts at 7:30. We have plenty of time.

- 2. A: What are we going to have for dinner?
  - B: Leftovers. Is that okay?
  - A: Sure, but I'll probably make some rice to go with them.
- 3. A: Are you going to be at Jon's wedding?
  - B: Yes, but I won't get there until after it begins. I work until noon.
  - A: Great. I'll see you there.
- A: What are we going to do? We need to deposit this check, and the cash machine is broken. Our account is almost empty.
  - B: No problem. I'll take it with me to work. There's an ATM next door.

# Chapter 12: Modals, Part 1: Expressing Ability

# Exercise 5, p. 363.

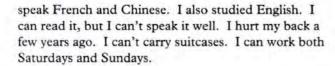
- 1. a. I can count to 100 in English.
  - b. I can't count to 100 in English.
- 2. a. I can't ride a bike with no hands.
  - b. I can ride a bike with no hands.

#### Exercise 6, p. 364.

- 1. Some students can't finish the test.
- 2. The teacher can give you extra help.
- 3. I can't hear you.
- 4. You can do it.
- Don can't work today.
- 6. The doctor can't see you today.
- 7. Professor Clark can meet with you tomorrow.
- 8. I can't find my glasses.
- 9. The kids can't wait for the party!
- 10. We can stop now.

# Exercise 7, p. 364.

In my last job, I was an office assistant. I have good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phone with a friendly voice. I also like languages. I can



#### Exercise 11, p. 366.

- 1. A: (phone rings) Hello?
  - B: Can I speak to Mr. Hudson, please?
  - A: I'm sorry. He 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 Ron Myerson 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 pretty 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.
  - A: Can you do your homework in another room?
  - B: Oh, all right.

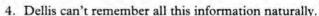
#### Exercise 26, p. 375.

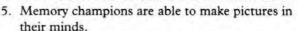
- 1. A: Were you able to talk to Adam last night?
  - B: I couldn't reach him. I can try again later today.
- 2. A: Do you know how to make pizza?
  - B: Yes, I can make it. What about you?
  - A: No, but can you teach me?
  - B: Sure.
- 3. A: Are you able to understand the teacher?
  - B: I couldn't 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 Castro, 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 Quinn. I'm wondering if I can get in to see Dr. Novack 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.

# Exercise 32, p. 380.

#### Part III.

- Dellis can remember long rows of numbers.
- 2. Dellis is able to memorize a complete deck of cards.
- In 2011, Dellis was able to win the U.S.A. Memory Championship.





They say that with a lot of work a person can have a good memory.

# Chapter 13: Modals, Part 2: Advice, Necessity, Requests, Suggestions

#### Exercise 6, p. 387.

- 1. People should exercise four or five times a week.
- 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.
- English teachers shouldn't translate for their students.

#### Exercise 12, p. 391.

- 1. I have to leave early today.
- 2. You have to come with me.
- 3. Where does your friend have to go?
- 4. She has to go to the dentist.
- 5. My teachers have to correct a lot of homework.
- 6. Why do they have to give so much work?
- 7. Our school has to hire a new teacher.
- 8. My dad has to have surgery.
- My mom and I have to take him to the hospital tomorrow.
- 10. He has to stay there for two days.

# Exercise 18, p. 395.

- 1. a. People must eat.
  - b. People should eat.
- 2. a. People should keep their homes clean.
  - b. People must keep their homes clean.
- 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 must pay taxes to their government.
- 6. a. People must drive the speed limit.
  - b. People should drive the speed limit.
- a. People should wear seat belts when they're in a car.
  - b. People must wear seat belts 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 wear clothes outdoors.
  - b. People should wear clothes outdoors.

#### Exercise 36, p. 406.

- 1. Tom has to work.
- 2. Becky knows how to swim.
- 3. The teacher needed to correct papers.
- 4. It's a good idea to study for the test tomorrow.
- 5. We may go to a movie tonight.
- 6. We didn't have to help.
- 7. I couldn't go to school yesterday.

# Chapter 14: Nouns and Modifiers

# Exercise 4, p. 414.

- 1. Your phone is on the kitchen counter.
- 2. Your 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. The grammar in this book is clear.

# Exercise 15, p. 424.

- 1. That was a 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 31, p. 434.

- 1. All of the coffee is gone.
- 2. Some of the coffee is gone.
- 3. Almost all of the coffee is gone.
- 4. A lot of the coffee is gone.
- 5. Most of the coffee is gone.

#### Exercise 40, p. 441.

- 1. Most of the people are happy.
- 2. All of them are smiling.
- Someone is unhappy.
- 4. Everyone has a hat.
- 5. Somebody has sunglasses.
- 6. Almost all of them look happy.

# Chapter 15: Making Comparisons

#### Exercise 6, p. 448.

- 1. It's getting cold outside.
- 2. The weather today is colder than yesterday.
- 3. I am always colder than you.
- 4. Our teacher is happier this week than last week.
- 5. Professor Frank 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. Amy told a very funny story in class yesterday.
- Amy and Sami both told stories. Sami's story was funnier than Amy's story.

# Exercise 14, p. 454.

- 1. Rudy is older than Alberto.
- 2. Selena looks happier than Rudy.
- 3. Alberto is the tallest of all.
- 4. Selena is younger than Alberto.
- 5. Rudy looks the most serious.
- 6. Alberto is shorter than Rudy.
- 7. Alberto looks happier than Rudy.
- 8. Rudy is the youngest.
- 9. Selena is shorter than Alberto.
- 10. Alberto looks more serious than Selena.

# Exercise 17, p. 459.

- 1. The blue dress is more expensive than the red one.
- 2. Well, I think the red one looks prettier.
- 3. Is it too short, or does it look okay?
- 4. It's the nicest of all the dresses you tried on.
- I'm not going to buy the brown shoes. They're too small.
- 6. This hat is too small. I need a bigger size.
- 7. Here, this is the biggest size they have.
- I need a belt, but that one is shorter than my old one.
- 9. Is this belt long enough?
- 10. It's perfect. And it's the cheapest of all of them.

# Exercise 27, p. 468.

- 1. I work faster than Alec does.
- 2. Toshi finished his work the fastest of all.
- 3. Mimi studies harder than Fred.
- 4. Jean studies the hardest of all.
- 5. Is a motorcycle more dangerous than a bike?
- 6. Kalil speaks more loudly than Haruko does.
- 7. A turtle moves more slowly than a cat 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.

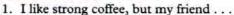
# Exercise 31, p. 471.

- 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 40, p. 476.

- 1. Lucy 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. Oscar is hard-working, but his brother is . . .

# Exercise 43, p. 478.





3. The children didn't want to go to bed early, but their parents . . .

4. The children weren't tired, but their parents . . .

5. Mark 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. Scott went to the party, but Jerry . . .

The grocery store will be open tomorrow, but the bank...

10. I won't be home tonight, but my husband . . .





# Let's Talk: Answers

# Chapter 3, Exercise 33, p. 75.

No. [They like to look for food at night.]
 Yes.
 Yes. [Only female mosquitoes bite.]

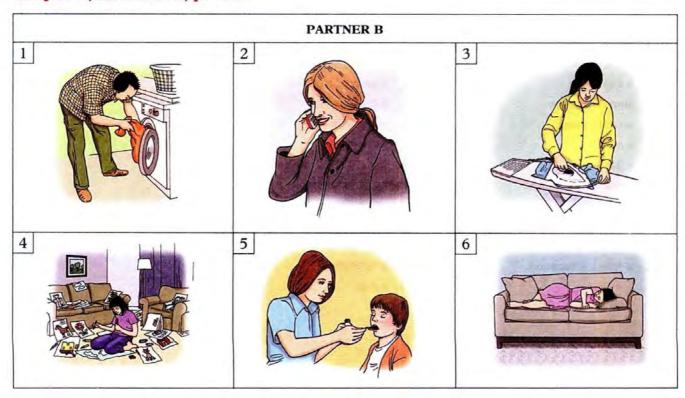
3. Yes. 7. Yes.

4. Yes.

# Chapter 3, Exercise 53, p. 88.

Name	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
ANTONIO	(on a boat)	catches fish	on his boat	a turtle
LENA	in a cabin in the mountains	(teaches skiing)	at a ski school	ten fish
KANE	in an apartment in the city	makes jewelry	(at a jewelry store)	three cats
LISA	in a beach cabin on an island	surfs and swims	has no job	(a snake)
JACK	in a house in the country	designs web pages	at home	a horse

# Chapter 4, Exercise 18, p. 106.



# Chapter 5, Exercise 20, p. 136.

	a swimming pool	a beach	hiking trails	horses	ocean-view rooms
HOTEL 1	(yes)	yes	yes	no	yes
HOTEL 2	yes	(yes)	yes	yes	no
HOTEL 3	yes	yes	(yes)	yes	yes
HOTEL 4	yes	yes	no	(yes)	yes
HOTEL 5	no	yes	yes	yes	(yes)

Partner A

# Chapter 7, Exercise 17, p. 201.

an apple	6. a word	11. an animal	16. a university
some apples	7. some music	12. some animals	17. an uncle
some childen	8. some rice	13. some people	18. some bananas
	an apple some apples some childen	some apples 7. some music	some apples 7. some music 12. some animals

4. an old man
 5. some men
 4. an hour
 4. some fruit
 5. some fruit
 6. some fruit
 7. some bread
 8. some fruit
 9. some bread
 10. some vocabulary

# Chapter 7, Exercise 26, p. 207.

#### Partner B's answers:

1. a. some food.

Partner B

- b. an apple.
- c. a sandwich.
- d. a bowl of soup.
- 2. a. a glass of milk.
  - b. some water.
  - c. a cup of tea.
- 3. a. some medicine.
  - b. an ambulance.
- 4. a. a coat.
  - b. a hat.
  - c. some warm clothes.
  - d. some heat.
- 5. a. some sleep.
  - b. a break.
  - c. a relaxing vacation.

#### Partner A's answers:

- 6. a. a snack.
  - b. some fruit.
  - c. an orange.
  - d. a piece of chicken.
- 7. a. some juice.
  - b. a bottle of water.
  - c. a glass of iced tea.
- 8. a. a doctor.
  - b. some help.
- 9. a. some boots.
  - b. a blanket.
  - c. a hot bath.
  - d. some gloves.
- 10. a. some strong coffee.
  - b. a break.
  - c. a vacation.
  - d. a nap.

# Chapter 9, Exercise 12, p. 271.

	wake up	eat for breakfast	spend the day	go to bed	absent
JENNY	(7:00 A.M.)	candy bar	in the library	10 р.м.	Because she had a big project to finish.
JIN	8 A.M.	(rice)	at home	midnight	Because her kids were sick.
JADA	7:00 а.м.	raw fish	(at the beach)	11 р.м.	Because she didn't do her homework.
JANICE	9:00 A.M.	eggs	at the hospital	(10 P.M.)	Because she was in a car accident.
JULIANNA	5:00 а.м.	cold cereal	At her restaurant job	9 р.м.	(Because she needed to earn extra money for school tuition.)

# Chapter 12, Exercise 4, p. 363.

<ol> <li>Yes. [Ostriches and penguins can't:</li> </ol>	tly.	
---	------	--

2. No. [Elephants can't jump.]

3. Yes. [Tigers are very good swimmers.]

4. Yes. [Octopuses change colors when they are excited.]

5. Yes. [The Australian walking fish can climb trees.]

6. No. [Sometimes horses stand up for weeks at a time.]

7. No. [Some turtles can live for 200 or more years.]

8. No. [Some animals see colors, for example, monkeys, birds, and insects.]

9. Yes. [Whales can hold their breath for a long time.]

# Answer Key

# Chapter 1: Using Be

# Exercise 2, p. 1.

- 1. yes
- 2. yes
- 3. (free response)

# Exercise 3, p. 2.

2. he

7. he or she

3. he

8. it

4. it

- 9. he
- 5. he or she
- 10. she

6. she

# Exercise 4, p. 2.

2. are

5. am

3. is

6. is

4. is

# Exercise 6, p. 3.

- 1. two, three, or more
- 2. one OR two, three, or more
- 3. two, three, or more

# Exercise 7, p. 4.

2. we

5. they

3. we

6. you

4. you

## Exercise 8, p. 4.

2. am

8. are

3. is

9. are

4. are

10. is

5. is6. are7. are

11. are 3. b

# Exercise 9, p. 5.

- 2. They are absent.
- 3. She is sick.
- 4. I am homesick.
- 5. You and I are homesick.

- 6. We are late.
- 7. Jack is hungry.
- 8. You are early.
- 9. You are early.
- 10. Mr. and Mrs. Nelson are late.
- 11. Amy and I are late.

# Exercise 10, p. 5.

- 1. yes
- 2. yes
- 3. yes

# Exercise 11, p. 6.

2. a

6. an

3. an

7. an 8. a

4. a 5. a

# Exercise 12, p. 7.

COUNTRY	LANGUAGE	CITY	ISLAND
Cuba	(Arabic)	(Beijing)	Cuba
France	Chinese	Lima	Hawaii
Mexico	French	Moscow	Taiwan
Russia	Japanese	Paris	
Saudi Arabia	Russian	Tokyo	
Taiwan	Spanish		

# Exercise 13, p. 7.

- 1. a book
- 2. books
- 3. books

# Exercise 14, p. 8.

- 1. two or more
- 2. one
- 3. one
- 4. two or more
- 5. one
- 6. two or more
- 7. one

#### Exercise 15, p. 8.

- 2. textbooks
- 5. pens
- 3. pencils
- 6. dictionaries
- 4. erasers

# Exercise 16, p. 9.

- 2. a sport . . . sports
- 3. a city . . . cities
- 4. a language . . . languages
- 5. a country . . . countries
- 6. an animal . . . animals
- 7. an island . . . islands

# Exercise 17, p. 9.

- 2. Peas are vegetables.
- 3. Dictionaries are books.
- 4. Airplanes are machines.
- 5. June and July are months.
- 6. Winter and summer are seasons.
- 7. Egypt and Indonesia are countries.

# Exercise 21, p. 11.

2. she's

5. it's

3. you're

6. they're

4. we're

7. he's

# Exercise 22, p. 12.

2. He is

5. She is

3. It is

6. We are

4. I am

7. You are

#### Exercise 23, p. 12.

2. He's

5. She's

3. I'm

- 6. We're
- 4. They're
- 7. They're

# Exercise 24, p. 12.

- 2. I'm
- 4. We're
- 6. We're

- 3. I'm
- 5. It's
- 7. It's

# Exercise 26, p. 13.

- FULL FORM
- CONTRACTION
- 2. is not
- isn't not OR 's not
- 3. are not
- aren't OR 're not
- 4. are not
- aren't OR 're not
- 5. is not
- isn't OR 's not
- 6. are not
- aren't OR 're not

# Exercise 27, p. 14.

- 1. Canada is a country. It isn't a city.
- 2. Argentina isn't a city. It is a country.
- Beijing and London are cities. They aren't countries.

- 4. Asia isn't a country. It's a continent.
- Asia and South America are continents. They aren't countries.

# Exercise 28, p. 14.

#### Part I.

- 2. a
- 6. a
- 10. an

- 3. a
- 7. a
- 11. a 12. an

- 4. a 5. a
- 8. a 9. an
- 13. a

#### Part II.

- 1. isn't
- 5. are

2. is

6. are

3. is

7. aren't

4. isn't

8. aren't

# Exercise 29, p. 15.

#### Part I.

- 2. Gloria
- 6. Sana

3. Lars

- 7. Omar
- 4. Rick

- 8. Joe
- Jennifer

#### Part II.

- 2. isn't
- 3. is . . . (Answers may vary.)
- 4. isn't . . . is a plumber
- 5-7: (Answers may vary.)

# Exercise 30, p. 16.

- 1. tall
- 2. old
- 3. short and young

# Exercise 31, p. 16.

- 2. 's poor
- 7. 're fast
- 3. 's short
- 8. 's easy
- 4. 're clean
- 9. 's tall
- 're beautiful
- 10. 're old 11. 's noisy
- 6. 're expensive

# Exercise 32, p. 17.

- 2. are cold
- 3. is square
- 4. are round
- 5. is sweet
- 6. is large/big . . . is small/little
- 7. is wet . . . is dry
- 8. is funny
- 9. is important
- 10. are dangerous
- 11. is . . . flat
- 12. is sour

# Exercise 35, p. 19.

- 3. isn't . . . It's
- 4. isn't . . . It's
- 5. are . . . They aren't
- 6. is . . . It isn't
- 7. is . . . It isn't
- 8. are . . . They aren't
- 9. isn't . . . It's

#### Exercise 38, p. 21.

- 1. yes
- 2. yes
- 3. yes

#### Exercise 39, p. 22.

- 2. under
- 5. above

3. on

- 6. behind
- 4. next to
- 7. between

# Exercise 41, p. 23.

2. is a

- 7. They're happy
- 3. They're in
- 8. is

4. is an

9. isn't

5. It's

- 10. She's
- 6. aren't

# Exercise 42, p. 23.

#### (Answers may vary.)

- 2. sick
- 3. husband and wife
- 4. a little nervous/happy
- 5. good

# Exercise 43, p. 24.

- 4. are ... noun
- 5. is . . . place
- 6. is . . . adjective
- 7. are ... place
- 8. am . . . noun
- 9. is . . . place
- 10. are . . . adjective
- 11. are . . . noun
- 12. is . . . place
- 13. are(n't) . . . adjective
- 14. are . . . noun

#### Exercise 45, p. 25.

- 1. b
- 6. a 7. b
- 2. a
- 3. b
- 8. b
- 4. a
- 9. a
- 5. a
- 10. b

# Chapter 2: Using Be and Have

# Exercise 2, p. 28.

- 1. Are
- 2. Is
- 7. Are
- 3. Are
- 8. Are
- 4. Are
- 9. Is
- 5. Is
- 10. Are

# Exercise 3, p. 29.

- 2. Are carrots vegetables?
- 3. Is Mr. Wang absent today?
- 4. Are planets big?
- 5. Are Amy and Mika here today?
- 6. Is English grammar fun?
- 7. Are you ready for the next exercise?

# Exercise 4, p. 29.

- 1. Is
- 4. Is
- 2. Is
- 5. is
- 3. Are

# Exercise 6, p. 30.

- 3. A: Are you homesick?
  - B: No, I'm not.
- 4. A: Is Kareem homesick?
  - B: Yes, he is.
- 5. A: Is Kara here today?
  - B: No, she isn't. / No, she's not.
- 6. A: Are the students in this class smart?
  - B: Yes, they are.
- 7. A: Are the chairs in this room comfortable?
  - B: No, they aren't. / No, they're not.
- 8. A: Are you single?
  - B: No, I'm not.
- 9. A: Are you married?
  - B: Yes, we are.

# Exercise 9, p. 32.

- B: No, they aren't.
- B: On your head!

# Exercise 10, p. 32.

- 1. b
- 3. a
- 2. b
- 4. b

# Exercise 11, p. 33.

- 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 Ali and Jake?

# Exercise 14, p. 35.

1.	have	6.	have
2.	have	7.	has
3.	has	8.	has
4.	have	9.	has
5.	have	10.	have

## Exercise 15, p. 35.

2.	has	7.	have
3.	has	8.	have has
4.	have	9.	has
5.	has	10.	has
6.	have	11.	have

# Exercise 16, p. 36.

- 2. have toothaches
- 3. have a fever
- 4. has a sore throat
- 5. have a cold
- 6. have backaches
- 7. has a stomachache
- 8. have high blood pressure
- 9. has the chills
- 10. have coughs

#### Exercise 18, p. 37.

#### Dr. Lee

He is a doctor. He is 70 years old, so he has many years of experience. He has many patients. Some are very sick. He has a clinic downtown. He also has patients at the hospital. It is hard work, and he is often very tired. But he is also happy. He helps many people.

## Exercise 19, p. 37.

#### Part I.

	7.77		
2.	is	8.	has
3.	has	9.	is
4.	has	10.	has
5.	is	11.	has
6.	has	12.	is
7.	is		

#### Part II.

1.	have	6.	are
2.	have	7.	have
3.	are	8.	are
4.	are	9.	have
5.	are	10.	have

# Exercise 20, p. 38.

1.	My	3.	Her
2.	His	4.	Their

#### Exercise 21, p. 39.

	erere ari bi avi		
2.	her	7.	your
3.	their	8.	our
4.	her	9.	his
5.	my	10.	her
6.	their		

# Exercise 22, p. 40.

1.	His Palmer
2.	His John
3.	His B.
4.	Their 98301
5.	Their 888
6.	Her 4/12/80
7.	Her 4/12 or April 12
8.	Her Ellen

## Exercise 24, p. 42.

2. His	8	Her
3. My		His
4. Their	10.	Their
5. Your	11.	His
6. Our	12.	My
7. Your		-

# Exercise 25, p. 43.

ercise 25, p.
Her have
She has
Her has
They are
Her has
She has her
They are
She has

9. Her . . . have

# Exercise 26, p. 43.

2.	have Your
3.	have My
4.	has His
5.	has Her
6.	have Their
7.	have Our
8.	have Their
9.	have My
0.	has Her

# Exercise 27, p. 44.

#### Part I

1.	yes	3.	yes
2.	no	4.	no

#### Part II.

- 1. Her 2. Her . . . Her
- 3. Her/Their 4. His

#### Part III.

1. is

- 7. are
- 2 has
- 8. is

3. has 4. are 9. is

5. have

10. is 11. has

- 6. are

# Exercise 28, p. 45.

- 1. Picture B
- 2. Picture A

# Exercise 29, p. 46.

3. This

7. This

4. That

- 8. That 9. That
- 5. That 6. This
- 10. This

# Exercise 30, p. 47.

PARTNER A

#### PARTNER B

- 1. That is a credit card.
- 2. This is a wallet.
- 3. This is a credit card.
- 4. That is a checkbook.
- 5. This is a business card. 6. That is a computer bag.

# Exercise 31, p. 48.

- 1. Picture A
- 2. Picture B

# Exercise 32, p. 48.

- 1. These
- 4. These
- 2. Those
- 5. Those
- 3. Those
- 6. These

# Exercise 33, p. 49.

2. is

6. is

3. are 4. are 7. are 8. is

- 5. is

# Exercise 34, p. 49.

- 2. These ... That
- 3. This . . . Those
- 4. These . . . Those
- 5. These . . . Those
- 6. This . . . Those
- 7. This . . . Those

# Exercise 35, p. 50.

- 1. That is a debit card.
- 2. This is a wallet.
- 3. These are rulers.

- 4. Those are paper clips.
- 5. This is a notepad.
- 6. Those are checks.
- 7. These are checkbooks.
- 8. This is a folder.
- 9. That is a stapler.
- 10. These are staples.

# Exercise 36, p. 52.

- 1. That is
- 2. This is
- 3. Those are
- 4. Those ... are
- 5. These . . . are
- 6. That . . . is
- 7. This . . . is
- 8. That . . . is

# Exercise 37, p. 52.

- 1. a beetle
- 2. Tim

# Exercise 38, p. 53.

- 2. What are
- 7. Who is
- 3. Who is
- 8. Who are 9. What is
- 4. What is 5. Who are
- 10. What are
- 6. What is

# Exercise 41, p. 55.

- 2. What are those? OR What is that?
- 3. Is Roberto a student in your class?
- 4. I have a backache.
- 5. This is your dictionary. My dictionary is at home.
- 6. Where are my keys?
- 7. I have a sore throat.
- 8. His father is from Cuba.
- 9. This book is expensive. OR These books are expensive.
- 10. Where are the teachers? OR Where is the teacher?
- 11. A: Are you tired?
  - B: Yes, I am.

#### Exercise 42, p. 55.

- 2. c
- 6. c
- 10. c 11. a

12. b

- 3. b 4. b 5. a
- 7. c 8. b
- 9. a

# Exercise 43, p. 56.

1. aren't 2. is

6. are . . . aren't 7. aren't ... are

3. am

8. is

4. are

- 9. are
- 5. aren't
- 10. is not . . . is

ANSWER KEY 509

# Exercise 45, p. 57.

- 3. I am OR I'm
- 4. I am OR I'm
- 5. My
- 6. is
- 7. He is OR He's
- 8. My
- 9. is
- 10. She is OR She's
- 11. have
- 12. are
- 13. is
- 14. She is OR She's
- 15. is
- 16. She is OR She's
- 17. is
- 18. is
- 19. has
- 20. It is OR It's
- 21. is
- 22. His
- 23. He is OR He's
- 24. He is OR He's
- 25. are
- 26. my
- 27. They are OR They're

# Chapter 3: Using the Simple Present

#### Exercise 1, p. 59.

- 1. take
  - 3. post
- 5. share

- 2. takes
- 4. posts
- 6. shares

#### Exercise 2, p. 60.

- 1. speaks
- 7. speak
- 2. speak
- 8. speak
- 3. speaks
- 9. speak
- 4. speaks
- 10. speak
- 5. speak
- 11. speak
- 6. speak

#### Exercise 4, p. 61.

- 2. wakes
- 5. does
- 8. takes

- 3. gets
- 6. watches
- 9. take

- 4. go
- 7. take
- 10. talk

# Exercise 5, p. 61.

- 2. drinks
- 8. stops

3. take

9. eat

4. takes

- 10. bring
- 5. study
- 11. go
- 6. walk
- 12. go
- 7. begins

- Exercise 7, p. 63.
- 2. usually
- 3. often
- 4. sometimes
- 5. rarely
- 6. never

# Exercise 8, p. 63.

- S
- 2. I eat
- 3. I watch
- 4. I have
- I sometimes have dessert

I never eat carrots

I seldom watch TV

- 5. Kiri eats
- Kiri usually eats lunch We often listen to music
- 6. We listen
- The students always speak
- 7. The students speak
- English

# Exercise 10, p. 64.

- 2. one time . . . rarely / seldom
- 3. six times . . . usually
- 4. five times . . . often
- 5. never
- 6. three times . . . sometimes

# Exercise 12, p. 65.

- 3. Liliana is often late for class.
- 4. Liliana often comes to class late.
- 5. It never snows in my hometown.
- 6. It is never very cold in my hometown.
- 7. Hiroshi is usually at home in the evening.
- 8. Hiroshi usually stays at home in the evening.
- 9. Tomas 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.

# Exercise 15, p. 66.

- 1. one
- 3. one
- 5. one

- 2. one
- 4. two
- 6. two

# Exercise 16, p. 67.

- 2. teaches
- 7. wears 8. washes
- 3. fixes 4. drinks
- 9. walks
- 5. watches
- 10. stretches . . . yawns
- 6. kisses

# Exercise 17, p. 68.

- 2. teach
- 7. brush
- 3. fixes

8. brushes

- 4. fixes
- 9. wash 10. washes
- 5. watch
- 6. watches

#### Exercise 18, p. 68.

 2. gets
 7. watches

 3. cooks
 8. takes

 4. sits
 9. brushes

 5. washes
 10. reads

 6. turns
 11. falls

#### Exercise 19, p. 68.

CONSONANT + -y: fly, study VOWEL + -y: buy, play

#### Exercise 20, p. 69.

 2. studies
 7. stays

 3. says
 8. flies

 4. enjoys
 9. buys

 5. worries
 10. plays

 6. pays

#### Exercise 21, p. 69.

buys
 carries
 employs
 cries
 studies

#### Exercise 22, p. 70.

HAVE: he, she, it has DO: he, she, it does GO: he, she, it goes

#### Exercise 23, p. 70.

3. have 7. do
4. has 8. goes . . . go
5. goes 9. play
6. does

#### Exercise 24, p. 71.

3. is 9. does
4. has 10. has
5. goes 11. goes
6. has 12. is
7. does 13. is
8. has

#### Exercise 25, p. 72.

usually studies
 bites

5. worry . . . never worries . . . studies

6. teach . . . teaches

7. fly . . . have

4. cashes

8. flies . . . has

9. always does . . . never goes

10. always says

11. always pays . . . answers . . . listens . . . asks

## Exercise 28, p. 73.

2. walks

3. catches

4. shares

5. comes

6. (no change)

7. (no change)

8. speaks . . . speaks

9. (no change)

10. tries . . . gives

11. (no change)

12. enjoys . . . misses

# Exercise 31, p. 74.

2. We want to go home.

3. Bill and I like to eat sweets.

4. You need to speak more quietly.

5. She likes to talk on the phone.

6. Her friends like to text.

7. They need to save money.

8. He wants to travel.

# Exercise 32, p. 74.

1. is 4. wash . . . help

2. likes to 5. like

3. invite

# Exercise 35, p. 76.

 2. does not
 8. don't

 3. do not
 9. don't

 4. do not
 10. doesn't

 5. does not
 11. don't

 6. do not
 12. don't

 7. doesn't

# Exercise 36, p. 77.

3. doesn't know

4. don't speak

5. don't need

6. don't live

7. doesn't have

8. don't have

9. doesn't have

10. doesn't snow

11. doesn't rain

# Exercise 39, p. 79.

2. don't speak

3. doesn't shave

4. don't go

5. doesn't smoke

6. don't eat

7. don't do

8. doesn't drink

9. doesn't make

10. doesn't put on

# Exercise 40, p. 80.

	BE	EAT
2.	are not	do not eat
3.	is not	does not eat
4.	are not	do not eat
5.	is not	does not eat
6.	are not	do not eat
7.	is not	does not eat
8.	is not	does not eat
9	are not	do not eat

# Exercise 41, p. 80.

2. do not	7.	is not
3. does not	8.	do not
4. are not	9.	do not
5. does not	10.	are not
6. does not		

# Exercise 44, p. 82.

- 2. Does Anita speak Italian? a.
- 3. Do Thomas and Sierra speak Arabic? a.
- 4. Does it rain in April? a.
- 5. Does he do his homework? a.
- 6. Do you do your homework? a.
- 7. Do they have enough money? a.

# Exercise 47, p. 84,

#### Part I.

2.	live are	5.	lives is
3.	lives , is	6.	live are
4.	live are		

#### Part II.

8	do not/don't live	am not/'m not	t

- 9. does not/doesn't live . . . is not/isn't
- 10. do not/don't live . . . are not/aren't
- 11. does not/doesn't live . . . is not/isn't
- 12. do not/don't . . . are not/aren't

#### Part III.

- 14. Do . . . live . . . Are
- 15. Does . . . live . . . Is
- 16. Do . . . live . . . Are
- 17. Does . . . live . . . Is

#### Exercise 48, p. 85.

2.	Does	(no)	[The earth goes around the sun.]
3.	Do	(yes)	
4.	Is	(no)	[It's a star.]
5.	Are	(no)	[They're stars!]
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 winds.]
9.	Do	(yes)	
10.	Do	(yes)	[Saturn has at least 24; Uranus

has at least 21.]

#### Exercise 49, p. 86.

- 1. c
- 2. b
- 3. a

## Exercise 50, p. 86.

- 3. What does Hana eat for lunch every day?
- 4. Where does Alfonso work?
- 5. Does Alfonso work at the post office?
- 6. Do you live in an apartment?
- 7. Where do you live?
- 8. What does Hector like for a snack?
- 9. Where does Ming go to school?
- 10. What is her major?
- 11. Where do you go every morning?
- 12. Where are the students right now?

# Exercise 54, p. 88.

- 1. 8:00 A.M.
- 2. 8:30 A.M.

# Exercise 55, p. 89.

- 3. When/What time do you usually 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 classes begin?
- 12. When/What time does the library close on Saturday?

#### Exercise 57, p. 91.

- 3. Does he teach Psychology 102? No, he doesn't.
- 4. Where does he teach Psychology 205? He teaches (Psychology 205) in Room 201.
- 5. Is he in his office every day? No, he isn't.
- 6. Is he in his office at 9:00? No, he isn't.
- 7. Does he teach at 7:00 A.M.? No, he doesn't.
- What time does he leave the office on Tuesdays and Thursdays? He leaves at 4:00.
- 9. Is he a professor? Yes, he is.

#### Exercise 58, p. 91.

2. Do	8. Are
3. is	9. Does
4. Are	10. Do
5. are	11. Does
6. do	12. does
7. Do	13. Is

# Exercise 59, p. 93.

- 2. Lisa usually comes to class on time.
- 3. Diego uses his cell phone often.

- Amira carries a notebook computer to work every day.
- 5. She enjoys her job.
- 6. Miguel doesn't like milk. He never drinks it.
- 7. Tina doesn't speak Chinese. She speaks Spanish.
- 8. Are you a student?
- 9. Does your roommate sleep with the window open?
- 10. Where do your parents live?
- 11. What time does your English class begin?
- 12. Olga doesn't need a car. She has a bicycle.
- 13. I don't speak English.
- 14. Omar speaks English every day.
- 15. A: Do you like strong coffee?
  - B: Yes, I do.

# Chapter 4: Using the Present Progressive

# Exercise 1, p. 96.

- 1. happy . . . laughing
- 2. sad . . . crying

# Exercise 2, p. 97.

- 2. are 6. are 3. are 7. are
- 4. are 5. am

# Exercise 3, p. 97.

are sleeping
 is reading
 are helping
 are playing

8. is

4. am eating 7. is snowing

#### Exercise 7, p. 99.

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

# Exercise 8, p. 100.

1. ride 3. sleep 2. count 4. stop

#### Exercise 9, p. 100.

2. coming 8. planning
3. dreaming 9. baking
4. biting 10. snowing
5. hitting 11. studying

12. stopping

6. raining7. hurting

# Exercise 10, p. 101.

1. smiling 7. writing
2. reading 8. flying
3. drinking 9. sleeping
4. sitting 10. sneezing
5. eating 11. cutting
6. clapping 12. crying

#### Exercise 11, p. 101.

- is sending
   is charging
   is calling
   is searching
- 4. are eating

# Exercise 12, p. 101.

- 1. aren't
- 2. are
- 3. isn't

# Exercise 13, p. 102.

- 1. isn't watching TV . . . is talking on the phone.
- 2. is listening to music . . . isn't playing soccer.
- 3. are reading . . . aren't eating lunch.
- isn't making photocopies . . . is fixing the photocopy machine

# Exercise 14, p. 104.

#### Part I

Checked phrases: 3, 5, 6, 7, 8, 10

#### Part II.

- 3. He is changing the oil in a car.
- 4. He isn't watching a movie in the theater.
- 5. He is putting on a new tire.
- 6. He is answering the office phone.
- 7. He is giving a customer a bill.
- 8. He is repairing an engine.
- 9. He isn't eating at a restaurant.
- 10. He is replacing a windshield wiper.

# Exercise 17, p. 106.

- 2. Is Ivan talking on his phone?
- 3. Are you sleeping?
- 4. Are the students watching TV?
- 5. Is it raining?
- 6. Is John riding a bike?

# Exercise 19, p. 108.

- 2. Why are you reading your grammar book/it?
- 3. What are you writing?
- 4. Where is Yoshi sitting?
- 5. Where are you staying?
- 6. What is Jonas wearing today?
- 7. Why are you smiling?

#### Exercise 20, p. 108.

- 3. A: Is Magda eating lunch? B: she is.
- 4. is she eating lunch?
- 5. A: Is Sam 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?
- 10. Are the girls playing together?
- 11. Is a parent watching them?

# Exercise 22, p. 110.

- 2. every day
- 6. every day

3. today

7. every day

4. now

- 8. right now
- 5. today

#### Exercise 23, p. 111.

- 1. ... isn't talking
- 2. rains . . . isn't raining . . . is shining . . . Does it rain
- 3. are sitting . . . help . . . is helping
- 4. cooks . . . is cooking . . . Is he cooking . . . never eats . . . Do you eat . . . Are you

# Exercise 24, p. 111.

- 1. every day
- 5. every day

2. now

- 6. now
- 3. now
- 7. every day
- 4. every day
- 8. now

# Exercise 26, p. 113.

- 2. a. cook, dance, understand
  - b. angry, a dancer, driving, ready
- 3. a. a problem, here, new, raining, ready, true
  - b. help, work

#### Exercise 27, p. 113.

- 3. Does
- 6. Are
- 9. Do

- 4. Is 5. Are
- 7. Do 8. Is
- 10. Is 11. Does

#### Exercise 28, p. 114.

- 1. Are you working
- 5. don't write
- 2. I'm not
- 6. Does she write
- 3. I'm writing
- 7. texts
- 4. Do you write

# Exercise 29, p. 114.

2. walk . . . don't take . . . Do you take

- 3. B: Is she talking
  - A: is running
- 4. A: read
  - B: Do you read
  - A: don't read
- 5. A: are you reading
  - B: am reading
- 6. A: Do you want . . . is this
  - B: is hanging

# Exercise 30, p. 115.

# Part II.

2. Does

6. Is

3. Do

7. Is

4. Does

8. Does

5. Is

9. Do

# Exercise 32, p. 116.

- 2. is snowing . . . like
- 3. know
- 4. is talking . . . understand
- 5. is eating . . . likes . . . tastes
- 6. smell . . . Do you smell
- 7. is telling . . . believe
- 8. is smoking . . . smells . . . hate
- 9. is holding . . . loves . . . is smiling

# Exercise 34, p. 118.

- 1. a. am looking at
- 2. a. am listening to
- b. am watching
- b. hear

# Exercise 36, p. 119.

#### Situation 1.

- 3. are doing
- 9. is looking
- 4. are speaking 5. know
- 10. is checking 11. is staring
- 6. speak
- 12. is smiling
- 7. wants
- 13. is tapping
- 8. is not working
- 14. is chewing

#### Situation 2.

- 1. works
- 14. is eating

- 2. has
- 15. is running
- 3. often eats 4. usually brings
- 16. is sitting
- 5. usually sits
- 17. is eating 18. is watching
- 6. sits
- 19. always watches
- 7. watches
- 20. are swimming 21. are flying
- 8. often sees 9. relaxes

- 22. is riding
- 10. am looking
- 23. rides
- 11. isn't

12. is

- 24. is having 25. go
- 13. is sitting

## Exercise 41, p. 122.

1. F

3. T

2. F

4. F

# Exercise 42, p. 123.

- 2. a
- 5. b
- 8. a

- 3. b
- 6. c
- 9. b

- 4. c
- 7. b

# Exercise 43, p. 123.

- 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 like flowers. They smell good.
- Bill is eating at a restaurant right now. He usually eats at home, but today he is eating dinner at a restaurant
- 7. Alex is sitting at his desk. He is writing a letter.
- 8. Where are they sitting today?

# Chapter 5: Talking About the Present

# Exercise 1, p. 125.

- 1. Picture C
- 2. Picture A
- 3. Picture B

# Exercise 2, p. 126.

- 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. What year is it?
- 9. What time is it?

# Exercise 4, p. 127.

- 1. b. from . . . to
  - c. in . . . in
- 2. a. in
  - b. at
- 3. a. in
  - b. in
  - c. on
  - d. on
- 4. a. on
  - b. from ... to
  - c. at

# Exercise 6, p. 129.

#### Part I.

1. Ron

- 3. Shen
- 2. Marta

4. Lisa

#### Part II.

- 1. in . . . on . . . Shen
- 2. in . . . on . . . Marta
- 3. in . . . at . . . Lisa
- 4. Ron . . . in . . . on . . . in

# Exercise 9, p. 130.

0°C cold, freezing

hot

- 3. 38°C
- 4. 24°C warm
- 5. −18°C very cold, below freezing

# Exercise 10, p. 131.

2. 36°F

5. -4°C

3. 86°F

6. 21°C

4. 60°F

7. 38°C

# Exercise 13, p. 133.

3. are

6. is

4. is

7. are

5. are

8. are

# Exercise 16, p. 134.

- 1. There're
- 5. There's
- 2. There's
- 6. There're
- 3. There're
- 7. There's
- 4. There's
- 8. There're

# Exercise 24, p. 138.

The Prime Minister of England

# Exercise 25, p. 139.

- 1. in
- 2. in
- 3. on
- 4. at . . . in
- 5. First Street
- o. Phat sheet
- 6. Miami / Florida OR Miami, Florida
- 7. 342 First Street
- 8-11. (free response)

# Exercise 26, p. 140.

- 1. a. in
  - b. on
  - c. at
- Eiffel Tower
- 2. a. in
  - b. at
  - c. on
  - Prime Minister of Canada

- 3. a. on
  - b. at
  - c. in

Giza Pyramids

- 4. a. in
  - b. on
  - c. at

Nike

- 5. a. on
  - b. at
  - c. in

President of the United States

- 6. a. in
  - b. at
  - c. in
  - Boeing

## Exercise 27, p. 140.

1. in	6. in
2. in	7. in
3. at	8. in
4. in	9. in
5. at	10. in

## Exercise 28, p. 141.

1. at	7.	in in
2. in	8.	in in
3. at at	9.	in
4. in in	10.	in
5. in	11.	at in
6 in	12	in in

#### Exercise 30, p. 143.

- 2. under/in front of
- 3. above/behind
- 4. beside, near, next to
- 5. far (away) 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 32, p. 145.

THE PLOT	, p. 1 10.	
1. T	6. F	11. F
2. F	7. F	12. F
3. T	8. T	13. T
4. T	9. T	14. T
5. F	10. T	15. F

# Exercise 34, p. 146.

#### Part I.

- 1. She is eating at/in a restaurant.
- 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.
- She is holding a knife in her right hand. She is holding a fork in her left hand.
- 4. There's salad in the bowl.
- 5. There's meat / a piece of meat / a steak on the plate.
- 6. There's coffee in the cup.
- 7. A candle is burning.
- 8. No, she isn't eating breakfast.
- 9. No, she isn't at home. She's at/in a restaurant.
- 10. She's cutting meat / a piece of meat / a steak.

#### Part II.

1. at	5. at/in
2. on	6. isn't
3. in	7. isn't
4. is in	

# Exercise 35, p. 147.

#### Part I.

- 1. He is studying.
- I see a clock, a sign, some books, some shelves, a librarian, a desk, a plant, a table, three chairs, and two students.
- 3. No, he isn't at home. He's at the library.
- 4. No, he isn't reading a newspaper.
- The librarian is standing behind the circulation desk.
- 6. He is right-handed.

#### Part II.

1.	at/in	6.	on
2.	at	7.	on
3.	in/on	8.	isn't
4.	under	9.	is behind
5.	on	10.	beside/near/next to

#### Exercise 36, p. 148.

#### Part I.

- 1. She is cashing a check.
- 2. No, she isn't at a store. She's at/in a bank.
- 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/glasses, a suit, a T-shirt, a beard and a mustache, pants, jeans, and a dress.
- 4. A woman is standing behind Megan.
- 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.

- 1. at/in/inside
- 2. are
- 3. at/in front of
- 4. behind/in back of
- 5. is . . . behind/in back of
- 6. isn't . . . at . . . of
- 7. is ... at ... of
- 8. is . . . between

# Exercise 37, p. 149.

Answer: Would like is more polite.

# Exercise 38, p. 150.

- 3. Hassan and Eva would like
- 4. They would like
- 5. I would like to thank
- 6. My friend would like to thank
- 7. My friends would like to thank

# Exercise 41, p. 151.

- 1. 'd like 6. likes
  2. like 7. like
  3. 'd like 8. 'd like
  4. likes 9. like
- Exercise 44, p. 153.

#### Part I.

5. 'd like

- 1. She is signing/writing a check.
- Her address is 3471 Tree Street, Chicago, Illinois 60565

10. 'd like

- 3. Her full name is Mary S. Jones.
- 4. Her middle initial is S.
- 5. Her last name is Jones.
- 6. She wants fifty dollars.
- Her name and address are in the upper-left corner of the check.
- The name and address of the bank are in the lower-left corner of the check. OR Her account number is in the lower-left corner of the check.
- 9. The name of the bank is First National Bank.

#### Part II.

- 1. check 4. at 2. her 5. in
- 3. May 3, 2013 6. cash OR fifty dollars

# Exercise 45, p. 154.

#### Part I.

- 1. He is cooking/making dinner.
- I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a sign, a spoon, and a shopping/grocery list.
- 3. He is in the kitchen. He is next to/beside the stove.
- 4. Yes, he is tasting his dinner.

- No, he isn't a good cook. [because he doesn't like the taste of the food]
- 6. The refrigerator is beside/near/next to the stove. (also possible: behind Dave)
- A grocery list is on the refrigerator. OR 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.

- 1. in 4. on 7. on... of 2. on 5. to go 8. in
- 3. next to/beside 6. on

# Exercise 46, p. 155.

#### Part I.

- They are sitting on the sofa/couch. They're watching TV.
- 2. I see a TV set, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa/couch.
- No, they aren't in the kitchen. They're in the living room.
- The lamp is on the floor. OR The lamp is beside/ next to the sofa/couch.
- 5. The rug is on the floor in front of the sofa/couch.
- 6. The dog is on the rug.
- 7. The cat is on the sofa/couch. OR The cat is beside/ next to Lisa.
- 8. No, the cat isn't walking. The cat is sleeping.
- 9. The dog is sleeping (too).
- 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.
- A singer is on the TV screen. OR There's a singer on the TV screen. OR They are watching a singer on TV.

#### Part II.

1. are . . . to 4. on 2. are . . . on 5. is . . . on 3. aren't 6. is . . . on

# Exercise 48, p. 156.

2. b 5. b 7. c 3. a 6. c 8. c 4. c

#### Exercise 49, p. 157.

- 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. What day is it today?
- 8. I would like to leave now. How about you?
- 9. How is the weather in Kenya?
- The teacher would like to check our homework now.

# Chapter 6: Nouns and Pronouns

# Exercise 2, p. 160.

Checked words: 4, 7, 8, 9, 10, 12

# Exercise 3, p. 160.

- 3. cheese . . . cheese
- 6. no object
- 4. people . . . people
- 7. furniture
- 5. whiskers

# Exercise 4, p. 160.

- 2. a, c: vocabulary
- 3. a: paper
  - b: ink, paper
  - c: problems
- 4. b: workers
- 5. (no objects)

# Exercise 5, p. 161.

- 1. above
- 2. under
- 3. in

# Exercise 6, p. 162.

Checked phrases: 2, 3, 4, 7, 8

2. noon

- 7. chair
- 3. counter
- 8. broom

4. closet

# Exercise 7, p. 162.

- 1. a. A tutor helps Sari with her homework,
  - b. A tutor helps Sari on Tuesday afternoons
  - c. A tutor helps Sari in the (library)
- 2. a. The teacher erases the board.
  - b. The teacher erases the board after class.
  - c. The teacher is erasing the board with an eraser.
- 3. a. Elin cleans windows.
  - b. Elin cleans in the (afternoons)
  - c. Elin cleans five days a week.
- 4. a. I do my homework in the (library,
  - b. I do my homework every weekend.
  - c. I do my homework with my friends,
- 5. a. Birds fly during the day.
  - b. Birds live in nests,
  - c. Birds sit on eggs.

# Exercise 8, p. 163.

- 1. Kids like candy. (none) (none) subj. verb obj. of verb prep. obj. of prep.
- 2. Dayo lives (none) in Africa.
  subj. verb obj. of verb prep. obj. of prep.
- 3. The sun is shining. (none) (none) (none) subj. verb obj. of verb prep. obj. of prep.

# movies and

- 4. Lev is reading books about filmmaking. subj. verb obj. of verb prep. obj. of prep.
- 5. Dara doesn't eat chicken or beef. (none) (none) subj. verb obj. of verb prep. obj. of prep.
- Monkeys

  6. and birds | eat | fruit and insects. | (none) | (none) |

  subj. verb obj. of verb prep. obj. of prep.

# Exercise 10, p. 164.

- 2. My sister has a beautiful house
- 3. We often eat at an Italian restaurant
- 4. Valentina sings her favorite songs)in the shower.
- 5. Olga likes American hamburgers
- 6. You like sour apples but I like sweet fruit.

# Exercise 13, p. 166.

- 1. him, her, it
- 2. him, her, it
- 3. He, She, It

# Exercise 14, p. 166.

- 2. She . . . him
- 6. She . . . them
- 3. They . . . her
- 7. He . . , them
- 4. They . . . him
- 8. They . . . them
- 5. He . . . her

# Exercise 15, p. 167.

- 2. them
- 3. they
- 4. She
- 5. him
- 6. her . . . She . . . I
- 7. them ... They
- 8. us
- 9. It
- 10. We . . . it

# Exercise 17, p. 168.

- 2. it . . . It
- 3. we . . . I . . . you
- 4. they . . . They . . . them
- 5. it. It
- 6. he . . . him

#### Exercise 19, p. 169.

- 1. A: I are going . . . with us
  - B: I are going . . . We need to
- 2. B: It's
  - A: her
  - B: know her
  - A: her
- 3. B: them . . . him

#### Exercise 20, p. 170.

1. one

4. two or more

2. one

- 5. one
- 3. two or more

#### Exercise 21, p. 170.

#### Part I.

- 2. countries
- 7. trays
- 3. babies
- 8. dictionaries

4. keys

9. ladies

- 5. cities
- 10. Cowboys
- 6. parties

#### Part II.

- 11. leaves
- 14. thieves
- 12. wives
- 15. knives

13. lives

#### Part III.

- 16. glasses
- 22. tomatoes
- 17. sexes
- 23. potatoes
- 18. dishes
- 24. zoos 25. classes
- 19. taxes 20. bushes
- 26. sandwiches
- 21. matches

# Exercise 22, p. 172.

2. table

7. package

3. face

8. chairs

4. hats

- 9. edge
- 5. offices
- 6. boxes
- 10. tops

#### Exercise 23, p. 173.

- 2. places
- 7. pieces
- 3. sandwich
- 8. roses
- 4. sentences
- 9. bush
- 5. apple 6. exercise
- 10. college

# Exercise 24, p. 173.

2. Ø

- 7. Ø
- 3. elephants
- 8. Ø

4. 0

- 9. 0
- 5. babies
- 10. Cockroaches
- 6. exercises

# Exercise 25, p. 174.

- 1. a. a child
- 2. b. a tooth
- 3. a. a foot

# Exercise 26, p. 175.

- 1. foot . . . feet
- 2. fish . . . fish
- 3. teeth . . . tooth
- 4. children . . . child
- 5. sheep . . . sheep . . . sheep
- 6. woman . . . man
- 7. women . . . men . . . women OR men . . . women . . . women . . . men
- 8. mouse . . . mice

# Exercise 27, p. 176.

- 1. sites
- 2. malls
- 3. websites . . . sales
- 4. husband Ø . . . children
- 5. jackets . . . skirts . . . shirts . . . dresses . . . coats
- 6. shoes . . . feet
- 7. websites . . . returns

# Exercise 28, p. 176.

- 4. This class ends at two o'clock.
- 5. NC
- 6. My mother works.
- 7. NC
- 8. My mother works in an office.
- 9. Does your brother have a job?
- 10. NC
- 11. My sister lives in an apartment.
- 12. NC
- 13. The apartment has two bedrooms
- 14. NC
- 15. NC

# Exercise 29, p. 177.

- 2. b
- 5. c
- 8. b

- 3. c 4. c
- 6. a 7. d
- 9. b 10. a

# Exercise 30, p. 178.

- 4. ours
- 5. theirs
- 6. mine

# Exercise 31, p. 178.

1. yours

6. mine

2. ours

7. his

3. hers

8. hers 9. theirs

- 4. theirs 5. his
- 10. ours

#### Exercise 32, p. 179.

- 2. a. them
  - b. their
  - c. theirs
- 3. a. you
- - b. your
  - c. yours
- 4. a. her
  - b. her
  - c. hers

# Exercise 33, p. 180.

- 2. hers
- 3. A: your
  - B: my . . . Mine
- 4. yours
- 5. theirs . . . Their
- 6. A: our . . . yours
  - B: Ours
- 7. A: your
  - B: his
- 8. my . . . Hers

#### Exercise 34, p. 180.

Correct sentences: 1, 4

# Exercise 35, p. 181.

- 2. car ... Dave
- 3. room . . . Samir
- 4. office . . . the doctor

## Exercise 36, p. 181.

1. one

4. one

6. one

5. a. him

6. a. us

b. his

c. his

b. our

c. ours

- 2. more than one
- 5. more than one
- 3. more than one

#### Exercise 38, p. 182.

- 1. brother
- 2. mother
- 3. brother
- 4. children
- 5. daughter

- 7. sister 8. mother
- 9. wife
- 10. mother . . . father OR
  - father . . . mother

6. son

# Exercise 39, p. 183.

- 2. a. ours
  - b. theirs
  - c. Our
  - d. Theirs
- 3. a. Don's
  - b. Kate's
  - c. His
  - d. Hers

- 4. a. mine
  - b. yours
  - c. Mine . . . my
  - d. Yours . . . your
- 5. a. Ray's
  - b. Ours
  - c. His
  - d. Ours
- 6. a. my
  - b. yours

  - c. Mine . . . my
  - d. Yours . . . your
- 7. a. Our
  - b. Theirs
  - c. Our car
  - d. Their
- 8. a. Gabi's
  - b. Evan's
  - c. Hers . . . her
  - d. His . . . his

# Exercise 40, p. 184.

- 1. Mack's
- 5. friend
- 2. Mack
- 6. friend's
- 3. teacher's 4. teacher
- 8. cousin

7. manager's

# Exercise 41, p. 184.

- 3. (no change)
- 7. girl's
- 4. teachers'
- 8. girls'
- 5. teacher's 6. students'
- 9. Monica's 10. Ryan's

# Exercise 42, p. 185.

- 1. b
- 2. a

# Exercise 43, p. 185.

- 1. a
- 3. a
- 5. b

- 2. b
- 4. b
- 6. a

## Exercise 44, p. 186.

- 1. Who's
- 4. Who's
- 2. Whose
- 5. Whose
- 3. Who's
- 6. Who's

# Exercise 45, p. 186.

- 1. Who's
- 6. Whose
- 2. Whose
- 7. Who's
- 3. Who's
- 8. Whose
- 4. Who's
- 9. Whose
- 5. Whose
- 10. Who's

## Exercise 46, p. 186.

are those
 is this
 is that
 are these

#### Exercise 48, p. 187.

Women's Restroom

## Exercise 49, p. 187.

2. my friend's
 3. my friends'
 4. the child's
 5. the children's
 6. the woman's
 7. the women's

#### Exercise 50, p. 188.

women's
 dog's
 person's
 dogs'
 people's
 Students'
 men's
 man's

5. Students' 11. man's . . . woman's

brother'schildren's

7. wife's

#### Exercise 51, p. 188.

2. b 5. c 8. a 3. a 6. b 9. c 4. a 7. a 10. b

#### Exercise 52, p. 189.

2. Babies cry.

3. Kurt helps Justin and me.

4. Our teacher gives difficult tests.

5. Charlie is cutting the grass with a lawnmower.

6. Do you know Yuko's roommate?

My roommate's desk is always a mess.

8. There are nineteen people in my class.

9. Veronica and Victor have three children.

10. Excuse me. Where is the men's room?

11. There are twenty classrooms in this building.

12. Mr. Torro is our teacher. I like him very much.

13. Does that store sell children's toys?

14. Whose book is on the chair?

15. It is my book.

# Exercise 53, p. 190.

My favorite **store** is City Market. It is a grocery store.

I like this store because it has many kinds of groceries.

P I can buy interesting **ingredients** there. I often cook

P S dishes from my country. City Market has a big

S selection of rice and fresh vegetables. I like to buy

fresh, not frozen, vegetables and meat, but the meat at

City Market is expensive, so I don't buy much. The store

S

is near my house, and I can walk to it. The people are

friendly and helpful.

# Chapter 7: Count and Noncount Nouns

(count)

## Exercise 1, p. 191.

Count: sugar bowl

3. coin

# Exercise 2, p. 192.

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. 192.

5.	S	11.	Ø	
6.	Ø	12.	a.	S
7.	Ø		b.	Ø
8.	Ø	13.	a.	Ø
9.	S		b.	s
10.	S			

# Exercise 4, p. 194.

	NONCOUNT	COUNT
2.	advice	a suggestion
3.	furniture	a desk
4.	homework	an assignment
5.	information	a fact
6.	jewelry	a bracelet
7.	money	a coin
8.	music	a song
9.	weather	a cloud
10.	work	a job

# Exercise 5, p. 194.

1.	Ø, Ø, s, s, s	3.	$\emptyset, \emptyset, \emptyset$
2.	Ø, Ø s, s	4.	Ø, s, s, s

# Exercise 8, p. 196.

Correct

# Exercise 9, p. 196.

1.	an	5.	a	9.	Α
2.	a	6.	a	10.	an
3.	an	7.	an	11.	a
4.	an	8.	An	12.	an a

# Exercise 10, p. 197.

2.	a	5. a	8. a	
3.	an	6. an	9. a	
4.	an	7. an	10. a	

## Exercise 11, p. 197.

- COUNT: a bike, some cars, some motorcycles, a truck
- 2. NONCOUNT: some pollution, some traffic
- 3. SINGULAR COUNT: a bike, a truck
- 4. PLURAL COUNT: some cars, some motorcycles

# Exercise 12, p. 198.

	CICISC	12, p. 170.
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)
13.	some	(pl. count)
14.	an	(sing. count)

# Exercise 13, p. 199.

15. some

A: computer, day, word AN: evening, idea, uncle

SOME: help, ideas, mail, vocabulary, words

(pl. count)

# Exercise 14, p. 199.

		- 19 Pr
2.	an	(sing. count)
3.	some	(noncount)
4.	a	(sing. count)
5.	a	(sing. count)
6.	some	(noncount)
7.	some	(noncount)
8.	a	(sing. count)
9.	some	(noncount)
10.	some	(noncount)
11.	a	(sing. count)
12.	some	(noncount)
13.	a	(sing. count)
14.	an	(sing. count)

## Exercise 16, p. 200.

LA	ereise 10, p. 20
2.	some some
3.	aa
4.	a a some
5.	some furniture
6.	some music
7.	an orange
8.	some some
9.	some
10.	some

## Exercise 18, p. 201.

4.	flour	12.	help
5.	flowers	13.	sandwiches
6.	information	14.	animals
7.	jewelry	15.	bananas
8.	children	16.	water
9.	homework	17.	weather
10.	advice	18.	pictures
11.	suggestions	19.	rice beans

# Exercise 19, p. 203.

2.	stores
3.	coupon
4.	rice
5.	coupon
6.	coupon
7.	coupons
8.	coupon

9. money

# Exercise 21, p. 204.

ercise 21, p. 204.
a piece of bread
a glass of/a cup of water
a cup of tea
a piece of cheese
a bowl of/a cup of soup
a piece of meat
a glass of wine
a piece of fruit

#### Exercise 28, p. 208,

10. a bowl of/a cup of rice

	reares may be made.		
3.	many	6.	much
4.	much	7.	many
5.	much	8.	many

# Exercise 29, p. 208.

	, P.		
2.	many	7.	much
3.	much	8.	much
4.	much	9.	many
5.	many	10.	many
6.	much		

# Exercise 30, p. 209.

 1. a few
 6. a few

 2. a little
 7. a little

 3. a few
 8. a little

 4. a little
 9. a few

 5. a little
 10. a few

## Exercise 31, p. 209.

#### Part I.

2. much 6. much 7. much 4. many 8. many 5. much

#### Part II.

a little
 a few
 a little
 a little
 a few . . .
 a few . .
 a few . .

#### Exercise 34, p. 211.

Conversation 2

#### Exercise 35, p. 211.

# Exercise 36, p. 212.

- (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
- a magazine . . . a newspaper . . . the newspaper . . . the magazine
- a circle . . . a triangle . . . a square . . . a rectangle.
   The circle . . . the triangle
- The square . . . the triangle . . . the rectangle 6. a card . . . a flower . . . The card . . . the card . . .

#### Exercise 37, p. 213.

the flower

1.	a	12.	a	
2.	a	13.	The	
3.	a	14.	The	
4.	a	15.	a	
5.	the	16.	a	
6.	The	17.	a	
7.	the	18.	a	
8.	the	19.	the	
9.	The	20.	the	
10.	the	21.	The	
11.	a	22.	the	

#### Exercise 38, p. 214.

1. A: a	6. A: an
B: an	В: а
2. B: The	7. the
A: the	8. the
3. aa	
4. the	
5. a	

## Exercise 40, p. 215.

1. b 2. a

# Exercise 41, p. 215.

1.	specific	4.	general
2.	general		general
3.	specific	6.	specific

# Exercise 42, p. 215.

2. Ø	6. The
3. The	7. The
4. Ø Ø	8. Ø Ø
5. Ø	9. Ø Ø

#### Exercise 43, p. 216.

2.	general	6.	specific
	specific		specific
	general	8.	specific
5	general		

## Exercise 44, p. 216.

1.	a	4	3.	a	5.	b
2.	b		4.	a	6.	b

## Exercise 45, p. 217.

1.	the the
2.	the the
3.	A: a
	B: aa
4.	A: the
	B: an
	A: the
5.	B: an
	A: the

#### Exercise 46, p. 217.

B: a

- 1. some fruit / some oranges
- 2. any fruit / any oranges
- 3. some fruit / some oranges / any fruit / any oranges

# Exercise 47, p. 218.

- 4. some/any
- 5. any
- 6. some
- 7. any
- 8. any . . . any . . . any . . . any
- 9. any
- 10. some . . . some/any
- 11. any
- 12. any
- 13. some . . . some/any
- 14. anv
- 15. any
- 16. some

# Exercise 50, p. 219.

- 2. Leaves
- 14. valleys
- 3. sex
- 15. weather
- 4. knives
- 16. Thieves
- information
- 17. Strawberries
- 6. paper
- 18. trays
- 7. dishes
- 19. sizes
- 8. women

- 20. glasses
- 9. bushes
- 21. fish
- 10. homework 11. pages
- 22. centimeters
- 12. pieces
- 23. inches 24. feet
- 13. edges

# Exercise 51, p. 220.

- 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. Ricardo and Lisa 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. / I can't find any bowls for my soup.

## Exercise 53, p. 222.

- 1. a 2. Some
- 11. Some
- 12. A...a

3. a

13. a

4. A 5. a

14. The

15. The

6. a

16. some

7. A

- 17. Some
- 8. some
- 18. a

9. An

19. The

10. a

# Chapter 8: Expressing Past Time, Part 1

# Exercise 2, p. 224.

- 2. were
- 7. were

3. was

- 8. were
- 4. were
- 9. was

5. was

- 10. was
- 6. were

# Exercise 3, p. 225.

- 3. Martina was at the library yesterday too.
- 4. We were in class vesterday too.
- 5. You were busy yesterday too.
- 6. I was happy yesterday too.
- 7. The classroom was hot yesterday too.
- 8. Elise was in her office yesterday too.
- 9. Tony was in his office yesterday too.
- 10. Noor and Eli were in their offices yesterday too.

# Exercise 6, p. 226.

- 2. weren't
- 5. weren't
- 3. wasn't 4. weren't
- 6. wasn't 7. wasn't
- Exercise 8, p. 227
- 1. wasn't
- 6. was

2. was

7. were

3. was

- 8. weren't 9. were
- 4. wasn't 5. was
- 10. weren't

# Exercise 10, p. 228.

- 2. A: Was Mr. Gupta at work last week?
  - B: he wasn't.
  - A: was he?
  - B: was in the hospital.
- 3. A: Were Oscar and Anya at the train station at midnight?
  - B: they weren't.
  - A: were they?
  - B: were at the airport.
- 4. A: Was Gabriella at the gym yesterday afternoon?
  - B: she wasn't.
  - A: was she?
  - B: was at the dentist.
- 5. A: Were you and your family in Canada last year?
  - B: we weren't.
  - A: were you?
  - B: in Iceland.

# Exercise 12, p. 229.

2. Was

7. Were

3. Were

8. Was

4. Was

9. Was

- 5. Were
- 10. Were

6. Was

#### Exercise 13, p. 230.

- 3. A: Were you tired last night?
  - B: I was.
- 4. A: Are you hungry right now?
  - B: I'm not.
- 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 Astrid 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.
  - A: were they?
  - B: They were . . . . (free response)
- 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. Sanchez in town this week?
  - B: they're not.
  - A: are they
  - B: They are . . . . (free response)

#### Exercise 16, p. 232.

- 2. worked
- 7. rained
- 3. shaved
- 8. asked
- 4. watched
- 9. talked
- 5. exercised
- 10. listened
- 6. smiled

## Exercise 18, p. 233.

- 2. walk . . . walked
- 3. asks . . . asked
- 4. watched . . . watch
- 5. cooked . . . cooks
- 6. stay . . . stayed

- 7. work . . . worked
- 8. dream . . . dreamed/dreamt
- 9. waits . . . waited
- 10. erased
- 11. smiles
- 12. shaved . . . shaves

#### Exercise 19, p. 234.

- 1. works 6. learned
- 2. plays 7. watched
- 3. played 8. like
- scored
   worked
- helpedworks

## Exercise 21, p. 236.

- 1. b. last
- 2. a. last
- c. last

b. yesterday

d. last

c. yesterday

e. last

d. yesterday

f. last

e. last f. last

# Exercise 22, p. 236.

#### Sample answers:

- 2. I wasn't here yesterday.
- 3. she wasn't busy yesterday.
- 4. they weren't at work yesterday afternoon.
- 5. he wasn't at the library last night.
- 6. you weren't here yesterday.
- 7. she wasn't in her office yesterday morning.
- 8. it wasn't cold last week.
- 9. we weren't tired yesterday evening.

#### Exercise 23, p. 237.

- 2. Four days ago . . . was
- 3. One week ago . . . was
- 4. Yesterday / One day ago . . . was
- 5. Two weeks ago . . . were
- 6. Yesterday / One day ago . . . were
- 7. Two days ago / The day before yesterday . . . were

# Exercise 24, p. 238.

(Answers may vary depending on date and time.)

#### Exercise 26, p. 239.

- 1. eats
- 2. does
- 3. goes

# Exercise 29, p. 241.

- 2. talked
- 3. is talking
- 4. talks
- 5. ate

- 6. eat
- 7. went
- 8. studied
- 9. wrote
- 10. writes
- 11. is sitting
- 12. did
- 13. saw
- 14. had . . . dreamed/dreamt . . . slept
- 15. happened
- 16. comes
- 17. came
- 18. is standing
- 19. stood
- 20. put
- 21. puts
- 22. sits . . . sat . . . is . . . was

#### Exercise 30, p. 242.

- 1. b
- 3. a, b
- 5. a, c

- 2. a, c
- 4. a, c
- 6. b, c

# Exercise 32, p. 243.

- 2. didn't get
- 7. didn't do
- didn't get
- 8. didn't do
- didn't stay
   didn't stay
- 9. wasn't 10. weren't
- 6. didn't do

# Exercise 34, p. 244.

- 2. went . . . didn't enjoy . . . wasn't
- 3. is reading . . . isn't watching . . . doesn't like
- 4. A: Were
  - B: didn't feel
- 5. doesn't eat . . . doesn't have . . . didn't have . . . got

#### Exercise 36, p. 245.

- 3. He didn't cook a big breakfast.
- 4. He didn't wash the dishes.
- 5. (no change)
- 6. He didn't see his friends at the bus stop.
- 7. He wasn't late for work.
- 8. It wasn't time for work.

#### Exercise 39, p. 247.

- 3. A: Did you eat lunch at the cafeteria?
  - B: Yes, I did.
- 4. A: Did Mr. Kwan 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 and Ricardo go to a dance last night?
  - B: Yes, we did.

- 7. A: Did Galina study English in high school?
  - B: Yes, she did.
- 8. A: Did Kirsten 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 40, p. 248.

- 1. Did we
- 6. Did he
- 2. Did you
- 7. Did she
- 3. Did it
- 8. Did they

4. Did I

- 9. Did you
- 5. Did they
- 10. Did she

# Exercise 42, p. 249.

#### Part II.

- 1. Did you
- 6. Did he
- 2. Did it
- 7. Did she
- 3. Did you
- 8. Did you
- 4. Did they
- 9. Did I
- 5. Did I
- 10. Did he

# Exercise 43, p. 250.

- 2. Did you change . . . No, I didn't.
- 3. Did you exercise . . . No, I didn't.
- Did you sleep . . . No, I didn't.
- 5. Did you think . . . No, I didn't. OR Yes, I did.

# Exercise 46, p. 252.

- 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. brought
- 8. taught . . . taught
- 9. caught

# Exercise 48, p. 253.

1. b

4. b, c

2. a, c

5. b

3. a, c

6. b, c

#### Exercise 52, p. 255.

1.	broke	7.	took
2.	spoke	8.	rang
3.	left	9.	sang
4.	sent	10.	woke
5.	met	11.	paid
6.	heard	12.	flew

# Exercise 54, p. 257.

1.	no	3.	no
2.	yes	4.	no
		5.	no

# Exercise 57, p. 258.

1. bega	in 6.	sold
2. told		said
3. lost	8.	stole
4. hung	g 9.	word
5. foun	id 10.	tore

#### Exercise 59, p. 260.

1.	no	4.	yes
2.	no	5.	yes
3.	yes		

#### Exercise 60, p. 260.

1.	Did	6.	Was
2.	Were	7.	Did
3.	Was	8.	Did
4.	Were	9.	Were
5.	Did	10.	Did

#### Exercise 61, p. 260.

2. was . . . did

3. A:	Was Did
	was
4. A:	Were Did
B:	was were

В.	was were	
5. A:	were	
B:	was	
A:	Did	
B:	was were .	was did

#### Exercise 62, p. 261.

- 3. Do you want a roommate?
- 4. Did you have a roommate last year?
- 5. Was it a good experience?
- 6. Was he messy?
- 7. Did he help you clean?
- 8. Were you glad when he left?

# Exercise 63, p. 262.

1. Lara = 3 or 4

- 2. Josh = 2 or 3
- 3. This information doesn't help you solve the puzzle.
- 4. Kira = 1 or 4
- 5. This information doesn't help you solve the puzzle.
- 6. Max lives between Kira and Josh.
- So Kira = 1, Max = 2, Josh = 3, Lara = 4

# Exercise 64, p. 263.

- 2. Did you go to the party last weekend?
- 3. I heard an interesting story yesterday.
- The teacher was not/wasn't ready for class yesterday.
- 5. Did Dennis come to work last week?
- Last night I stayed home and worked on my science project.
- Several students weren't on time for the final exam vesterday.
- 8. Your fax came ten minutes ago. Did you get it?
- 9. Did you watch the movie?
- The store didn't have yellow bananas. I got some green ones. (also possible: The store doesn't have yellow bananas. I am getting some green ones.)
- 11. Were you nervous about your test last week?
- 13. I didn't see you at the party. Were you there?

# Chapter 9: Expressing Past Time, Part 2

#### Exercise 1, p. 265.

1. c

2. b

#### Exercise 2, p. 266.

- 2. A: Why did Rosa go there?
  - B: She went there for a vacation.
- 3. A: When/What time did Rosa leave?
  - B: She left at 2:00 P.M.

# Exercise 3, p. 266.

- 2. When did Mr. Chu arrive in Canada?
- 3. What time did their plane arrive?
- 4. Why did you stay home last night?
- 5. Why were you tired?
- 6. Where did Sara go for her vacation?
- 7. What time did Lia finish her homework?
- 8. When did you come to this city?

# Exercise 4, p. 267.

#### Questions:

- 1. What time did you get up this morning?
- 2. When did you finish your homework last night?
- 3. Where were you at 10:00 last night?

- 4. Why did you choose this school?
- 5. Why did you decide to study English?
- 6. What time did you cook dinner?
- 7. Where did you cook dinner?
- 8. What time did you walk into this room?
- 9. Where did you buy this book?
- 10. When did you buy this book?

#### Exercise 5, p. 267.

1. b	4. c	7. b
2. c	5. b	8. a

3. a 6. d

9. c

# Exercise 6, p. 268.

- 2. you finish your homework
- 3. you eat breakfast this morning
- 4. you clean your apartment last week
- 5. you turn on your cell phone yesterday

# Exercise 7, p. 268.

1.	did	5.	didn't
2.	didn't	6.	did
3.	didn't	7.	did
4.	did	8.	didn't

# Exercise 8, p. 268.

Correct answer: a

### Exercise 9, p. 269.

- 3. Is Maya carrying a suitcase?
- 4. What is Maya carrying?
- 5. Do you see a plane?
- 6. What do you see?
- 7. Are you afraid of mice?
- 8. What is the teacher talking about?
- 9. What did Franco have for lunch?
- 10. Did Franco have some soup for lunch?
- 11. What does Franco usually eat for lunch?
- 12. Does Franco like salads?

# Exercise 13, p. 271.

- 1. When did he
- 2. Why did you
- 3. What did she
- 4. Where did you
- 5. What did he
- 6. When did they
- 7. Where did they

# Exercise 14, p. 272.

- 1. Picture B
- 2. Picture A

# Exercise 15, p. 273.

- 1. a. Who called Yuko?
  - b. Who visited Yuko?
  - c. Who studied with Yuko?
  - d. Who did Alan call?
  - e. Who did Alan visit?
  - f. Who did Alan study with?
- 2. a. Who talked to the kids?
  - b. Who did Ron talk to?
  - c. Who watched the kids?
  - b. Who did Ron watch?
  - e. Who played with the kids?
  - f. Who did Ron play with?

# Exercise 16, p. 273.

- 1. a. the baby
  - b. Astrid carry
- 2. a. the firefighter save
  - b. the woman
- 3. a. the students . . . Professor Ramic
  - b. Professor Jackson teach . . . The students

# Exercise 17, p. 274.

- 1. Who did you see at the party?
- 2. Who came to the party?
- 3. Who did you talk to?
- 4. Who did Barak help?
- 5. Who helped Abbey?
- 6. Who did you invite?

# Exercise 19, p. 276.

1.	a	4.	a	6. 0	
2.	b	5.	c	7. a	1
3	h				

#### Exercise 23, p. 278.

	ererse as, p. 270.		
2.	cost	8.	shut
3.	gave	9.	spent
4.	hit	10.	lent
5.	forgot	11.	cuts
6.	made	12.	cut
7.	shuts		

## Exercise 24, p. 279.

1.	a, b, c	4.	b, c
2.	а	5.	b, c
3.	a, b		

#### Exercise 27, p. 280.

1. won	6. ble	w
2. fell	7. kn	ew
3. kept	8. sw	am
4. drew	9. fel	t
5. grew	10. th	rew

#### Exercise 28, p. 281.

1. b, c

4. a, c

2. a, b

- 5. a, c
- 3. a, b, c

# Exercise 31, p. 282.

2. broke

6. became

3. hid

7. held

4. built

8. bit

5. fed

9. shook

#### Exercise 32, p. 283.

1. a, c

4. a, b, c

2. c

5. a, c

3. a, b

# Exercise 34, p. 284.

M 2. [We arrived at the airport]

[before the plane landed.]

- 3. [I went to a movie] [after I finished my homework.]
- 4. [After the kids got home from school,]

[they watched T.V.]

5. [Before I moved to this city,]

[I lived at home with my parents.]

# Exercise 35, 285.

- 2. 2, 1 (b)
- 3. 1, 2 (b)
- 4. 1, 2 (a, c)

#### Exercise 36, p. 285.

Incomplete sentences: 1, 4, 6, 7

#### Exercise 38, p. 287.

Same meaning

#### Exercise 39, p. 287.

- 2. a. NC
  - b. When were you in Iran?
- 3. a. When did the movie end?
  - b. NC
- - b. When were Khalid and Bakir at the restaurant on First Street?
- 5. a. NC
  - b. When does the museum open?

#### Exercise 40, p. 288.

- 2. When I was in Japan, I stayed in a hotel in Tokyo. I stayed in a hotel in Tokyo when I was in Japan.
- 3. Elena bought some new shoes when she went shopping yesterday. When she/Elena went shopping yesterday, Elena/she 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. Adam was a soccer player when he was in high school. When he/Adam was in high school, Adam/he was a

soccer player.

6. When the rain stopped, I closed my umbrella.

- I closed my umbrella when the rain stopped.
- 7. The mirror broke when I dropped it. When I dropped the mirror, it broke.

## Exercise 41, p. 288.

(Answers in parentheses may vary.)

- 2. a. When did you leave?
  - b. When you left, (I was sad).
- 3. a. When did Thomas feel homesick?
  - b. When Thomas felt homesick, (he looked at pictures of his family).
- 4. a. When did the electricity go out?
  - b. When the electricity went out, (we lit candles).

# Exercise 43, p. 290.

- 1. was eating . . . came
- 2. called . . . was watching
- 3. was playing

#### Exercise 45, p. 292.

Checked sentences: 1, 3, 5

#### Exercise 46, p. 293.

last night.

2. Someone knocked on my apartment door while I was eating breakfast yesterday. While I was eating breakfast yesterday, someone

knocked on my apartment door.

3. While I was cooking dinner last night, I burned my hand. I burned my hand while I was cooking dinner

- 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 in a windstorm.

While I was driving in a windstorm, 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 47, p. 293.

- 1. a. While + past progressive
  - b. while + past progressive
- 2. a. When + simple past
  - b. when + simple past

#### Exercise 49, p. 295.

- 2. called . . . was washing
- 3. came . . . was eating
- 4. was eating . . . came
- 5. came . . . was streaming . . . invited
- 6. was streaming . . . came
- was wearing . . . saw
- 8. was watching . . . relaxing . . . took

## Exercise 51, p. 296.

#### Part II.

- 1. While\*
- 4. Before

2. After

- 5. While\*
- 3. While\*
- 6. Before

#### Part III.

- 1. was
- 2. was growing . . . became
- 3. built
- 4. graduated . . . went
- wasn't . . . stayed
- 6. learned . . . helped
- 7. fired . . . started
- 8. was working . . . met
- 9. became
- 10. was working . . . got
- 11. didn't . . . died

#### Exercise 52, p. 298.

- 1. were having . . . saw . . . introduced
- heard . . . walked . . . opened . . . opened . . . saw . . . greeted . . . asked
- were playing . . . called . . . was . . . was . . . bought . . . took
- 4. was walking . . . saw . . . said

#### Exercise 53, p. 298.

- 2. c 3. d 4. a
- 5. c 6. b

- 10. d

8. a

9. c

### Exercise 54, p. 299.

#### Part I.

2.	went	7.	got
3.	overslept	8.	ran
4.	didn't ring	9.	was
5.	woke	10.	was

#### 6. heard

Par	t II.		
11.	went	16.	talked
12.	was sitting	17.	were talking
13.	saw	18.	stood
14.	called	19.	stepped
15.	joined	20.	broke

#### Part III.

21. drove	25. paid
22. went	26. left
23. took	27. took
24 put	28. helped

#### Part IV.

29. got	35. came
30. looked	36. ate
31. rang	37. went
32. was not	38. was sleeping
33. sat	39. dreamed/dreamt

#### 34. waited

### Exercise 55, p. 301.

- 2. Yesterday I spoke to Ken before he left his office and went home.
- 3. I heard a good joke last night.
- 4. Pablo finished his work. OR When Pablo finished his work, (he went home).
- 5. I visited my cousins in New York last month.
- 6. Where did you go yesterday afternoon?
- 7. Ms. Wah flew from Singapore to Tokyo last week.
- 8. When I saw my friend vesterday, he didn't speak to me.
- Why didn't Mustafa come to class last week?
- 10. Where did you buy those shoes? I like them.
- 11. Mr. Adams taught our class last week.
- 12. Who did you talk to?
- 13. Who opened the door? Jack opened it.

## Exercise 56, p. 302.

- (2) was . . . was . . . were having
- (3) was . . . were putting
- (4) heard . . . began . . .
- (5) didn't stop . . . was . . . grabbed . . . got
- (6) told . . . was . . . felt . . . lasted
- (7) felt . . . was traveling . . . wanted
- (8) tried . . . was
- (9) was . . . wasn't thinking
- (10) remembered . . . checked . . . saw
- (11) finished . . . called . . . was driving
- (12) felt . . . stopped . . . waited . . . was
- (13) fell . . . died

<sup>\*</sup>When is also possible but not as common as while.

## Chapter 10: Expressing Future Time, Part 1

## Exercise 2, p. 303.

- 2. are going to be
- 3. is going to be
- 4. are going to be
- 5. are going to be
- 6. are going to be
- 7. is going to be
- 7. Is going to be
- 8. are going to be

### Exercise 4, p. 305.

- 2. is going to get something to eat.
- 3. am going to take them to the laundromat.
- 4. am going to try to see the dentist today.
- 5. is going to take it to the post office.
- 6. are going to go to the park.
- 7. are going to take dance lessons.
- 8. am going to call the police.
- 9. am going to take a sick day OR lie down.
- 10. are going to go to an Italian restaurant.
- 11. is going to call the manager.

#### Exercise 7, p. 307.

Checked sentences: 1, 2, 3

## Exercise 8, p. 307.

- 2. We are flying to Athens.
- 3. We are spending a week there.
- 4. My father is meeting us there.
- 5. He is taking the train.
- 6. We are going sightseeing together.
- I am coming back by boat, and they are returning by train.

#### Exercise 9, p. 308.

present
 future
 present
 present
 future
 future
 future

## Exercise 11, p. 308.

1. b 4. a 7. b 2. c 5. a 8. c 3. b 6. b 9. a

## Exercise 13, p. 309.

- 1. last week
- 2. in a few minutes
- 3. last night

### Exercise 14, p. 310.

3. next	10.	Last
4. last	11.	next
5. yesterday	12.	last
6. Tomorrow	13.	tomorrow
7. last	14.	Last
8. next	15.	Tomorrow
9. next	16.	yesterday

#### Exercise 16, p. 311.

- 3. an hour ago
- 4. in an hour
- 5. in two months
- 6. two months ago
- 7. a minute ago
- 8. in half an hour
- 9. in one week
- 10. a year ago

### Exercise 17, p. 312.

- 2. He is going to start a new job . . . in five days.
- 3. He graduated . . . three months ago.
- He is going to be in a cooking competition in two weeks / in fourteen days.
- Tom began taking cooking classes (five years ago, etc.). (Answers may vary.)
- 6. He moved to Paris in 2010.
- Tom is going to cook for a TV show in three weeks / in twenty-one days.
- 8. Tom is going to get married in three months.

#### Exercise 18, p. 312.

1. b 4. b 7. b 2. a 5. a 8. b 3. a 6. a 9. a

## Exercise 20, p. 313.

 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 21, p. 314.

- 1. two
- 2. four

### Exercise 22, p. 315.

1. F 4. F 2. T 5. F 3. T

### Exercise 25, p. 316.

- 1. same
- 2. same
- 3. different
- 4. same
- 5. different

### Exercise 26, p. 316.

Time phrase in each sentence: this morning Checked sentence: 1

### Exercise 28, p. 317.

- 1. a, b, c, d, e
- 2. a, b, c, d, e
- 3. a, b, c, d, e

### Exercise 31, p. 319.

- 1. future
- 6. future

2. past

- 7. present
- 3. future
- 8. past

4. past

- 9. future
- 5. present
- 10. past

#### Exercise 32, p. 319.

Checked sentences: 1, 4

#### Exercise 35, p. 320.

#### Part II.

1. '11

5. will

2. '11

6. '11

3. will

7. will

4. '11

## Exercise 37, p. 321.

- 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. When will dinner be ready?
- 7. When will you graduate?
- 8. Where will Elyse go to school next year?
- 9. A: Will Jenna and Scott be at the party?
  - B: they won't.
- 10. A: Will Martin arrive in Chicago next week?
  - B: he will.
- 11. Where will Martin be next week?
- 12. A: Will you be home early tonight?
  - B: I won't.
- 13. When will Dr. Fernandez be back?
- 14. A: Will you be ready to leave at 8:15?
  - B: we will.

## Exercise 40, p. 324.

- 2. No, she won't.
- 3. No, she won't.
- 4. No, she won't.
- 5. No, she won't.
- 6. Yes, she will.
- 7. No, she won't.
- 8. Yes, she will.

#### Exercise 41, p. 324.

2. won't

6. won't

3. won't

7. want

4. want

8. won't

5. want

### Exercise 42, p. 325.

- 2. is not doing / isn't doing . . . is chatting
- 3. chats
- 4. doesn't chat
- 5. don't expect
- 6. sent . . . started
- 7. rang
- 8. didn't finish . . . talked . . . went
- 9. is going to call / will call
- 10. isn't going to chat / won't chat
- 11. Do you chat
- 12. Did you chat
- 13. Are you going to chat / Will you chat

## Exercise 43, p. 326.

- 1. doesn't like
- 2. doesn't eat . . . didn't eat
- 3. doesn't eat
- 4. doesn't enjoy
- 5. are going to try
- 6. opened . . . say
- 7. will . . . have
- 8. won't have . . . 'll . . . ask
- 9. Are they going to enjoy
- 10. Will they go

### Exercise 44, p. 327.

- am . . . was not/wasn't . . . was . . . Were you . . .

  Was Carmen
- 2. were . . . were not/weren't
- will be / are going to be . . . will be / am going to be . . . Will you be / Are you going to be . . . Will Akira be / Is Akira going to be
- 4. is not/isn't . . . is . . . are not/aren't . . . are

## Exercise 45, p. 328.

- 3. Do
- 4. Do

Are
 Are

5. Are

9. Do

6. Do

### Exercise 46, p. 328.

1. Were

6. Did

2. Did

- 7. Did
- Did
   Were
- 8. Were

- 5. Were
- e 9. Did

### Exercise 47, p. 328.

- 2. A: Did you walk
  - B: didn't . . . rode
- 3. A: Will you be / Are you going to be
  - B: will/am . . . won't be / am not going to be
- 4. A: do you usually study
  - A: Do you go
  - B: don't like
- 5. A: Did Abby call
  - B: did . . . talked
  - A: Did she tell
  - B: didn't . . . she didn't say
  - A: was
  - A: ran . . . didn't see . . . hit
  - B: Is he
  - A: isn't . . . is

#### Exercise 48, p. 329.

- 2. Is Kiril going to go to work tomorrow? OR Will Kiril go to work tomorrow?
- 3. Will Gary meet us for dinner tomorrow?
- 4. We went to a movie last night/yesterday evening.
- 5. What time are you going to come tomorrow?
- My sister is going to meet me at the airport. My brother won't be there.
- 7. Mr. Pang will sell his business and retire next year.
- 8. Will you be in Venezuela next year?
- 9. I saw Jim three days ago.
- 10. I'm going to graduate with a degree in chemistry.

## Chapter 11: Expressing Future Time, Part 2

#### Exercise 1, p. 334.

Same meaning: Sentences 1, 3

#### Exercise 6, p. 337.

3. verb

- 6. verb
- 4. adverb
- 7. adverb

5. verb

#### Exercise 7, p. 338.

- 3. may be
- 5. Maybe
- 4. may be
- 6. may be . . . Maybe

### Exercise 9, p. 339.

- 2. a. Maybe the teacher will give a test.
  - b. The teacher may give a test.
- 3. a. Natalie may be home early.
  - b. Natalie might be home early.
- 4. a. Maybe she will be late.
  - b. She may be late.
- 5. a. Maybe it will rain tomorrow.
  - b. It might rain tomorrow.

### Exercise 10, p. 339.

- 1. may + verb
- 5. Maybe
- 2. may + verb
- 6. Maybe
- 3. Maybe
- 7. may + verb
- 4. may + verb
- 8. Maybe

## Exercise 11, p. 340.

- 3. Maybe
- 4. may
- 5. Maybe
- 6. Maybe . . . maybe . . . may . . . may

### Exercise 13, p. 341.

- 1. b 4. a
- 2. a 5. b
- 3. a

## Exercise 15, p. 342.

1. TIME WORD: Before

TENSE: present MEANING: future

The state of the state of

2. TIME WORD: When

TENSE: present MEANING: future

## Exercise 16, p. 342.

- 2. Mr. Kim will finish his report before he leaves the office today.
- 3. I'll get some fresh fruit when I go to the grocery store tomorrow.
- 4. Before I go to bed tonight, I'm going to read a story to my little brother.
- I'm going to look for a job at a computer company after I graduate next year.

## Exercise 17, p. 342.

- 2. am going to buy . . . go
- 3. finish . . . am going to text
- 4. see . . . am going to ask
- 5. buy . . . am going to check

### Exercise 18, p. 343.

2. Order of actions: 2, 1

After I turn off my cell phone, I'm going to go to sleep.

I'm going to sleep after I turn off my cell phone. Before I go to sleep, I'm going to turn off my cell phone.

I'm going to turn off my cell phone before I go to sleep.

3. Order of actions: 1, 2

After I spell-check the words, I'm going to turn in my essay.

I'm going to turn in my essay after I spell-check the words.

Before I turn in my essay, I'm going to spell-check the words.

I'm going to spell check the words before I turn in my essay.

4. Order of actions: 2, 1

Before the passengers get on the airplane, they are going to go through security.

The passengers are going to go through security before they get on the airplane.

After the passengers go through security, they are going to get on the airplane.

The passengers are going to get on the airplane after they go through security.

### Exercise 22, p. 345.

Correct verbs: have . . . will help

#### Exercise 23, p. 346.

1. gets

- 4. needs
- 2. moves
- 5. loan

3. rents

#### Exercise 25, p. 347.

- 2. is . . . am going to go / will go
- 3. am not going to stay / won't stay . . . is
- 4. don't feel . . . am not going to go / won't go
- 5. is going to stay / will stay . . . doesn't feel
- 6. are going to stay / will stay . . . go
- 7. are . . . am going to go / will go

#### Exercise 28, p. 348.

- 1. every day
- 2. tomorrow

#### Exercise 29, p. 349.

- 2. future activity
- 3. present habit
- 4. present habit
- 5. future activity
- 6. present habit

#### Exercise 30, p. 349.

- 1. go . . . usually stay
- 2. go . . . are going to stay
- 3. am going to have . . . go
- 4. usually have . . . go
- 5. am . . . usually stay . . . go
- 6. am . . . am going to stay and go
- 7. get . . . usually sit . . . look at
- 8. get . . . am going to sit . . . look at
- 9. walks . . . is
- 10. often yawn . . . stretch . . . wake
- 11. closes . . . turns
- 12. go . . . am going to stay . . . leave . . . am going to go
- 13. goes . . . is . . . likes . . . takes . . . is

#### Exercise 31, p. 351.

- 2. d 5. b
- 3. a 6. e
- 4. f
- 2. If he is hungry, he eats a piece of fruit.
- 3. If he is tired, he takes a nap.
- 4. If he gets a mosquito bite, he tries not to scratch it.
- 5. If he oversleeps, he skips breakfast.
- 6. If he gets a sore throat, he drinks tea with honey.

## Exercise 32, p. 351.

- 1. b 5. b 2. a 6. b
- 3. b 7. b
- 4. a

#### Exercise 34, p. 352.

Conversation 3

#### Exercise 36, p. 353.

- 2. What do you do? (also possible: What do we do?)
- 3. What do you do? (also possible: What do I do?)
- 4. What do they do?
- 5. What does he do?
- 6. What does she do?
- 7. What do I do?
- 8. What do you do? OR What do William and you do? (also possible: What do William and I do?)

#### Exercise 38, p. 354.

- 2. did you do . . . came
- 3. are you going to do . . . am going to come
- 4. did you do . . . chatted
- 5. do you do . . . chat
- 6. are you going to do . . . am going to chat
- 7. are you doing right now . . . am doing
- 8. does Marina do . . . goes
- 9. are the students doing . . . are working

- 10. are they going to do . . . are going to take
- 11. did Bakari do . . . went
- 12. does the teacher do . . . puts . . . looks . . . says

### Exercise 39, p. 355.

- 1. A: Are we going to be?
  - B: starts
- 2. are we going to have
  - I'll . . . make
- 3. A: Are you going to be
  - B: won't get . . . begins
  - A: I'll see
- 4. A: are we going to do
  - B: I'll take

#### Exercise 40, p. 356.

- 2. b
- 5. a
- 8. c

- 3. c
- 6. b
- 9. a

- 4. b
- 7. c
- 10. d

## Exercise 41, p. 357.

- 1. am going to skip (Use be going to because it's a plan.)
- 2. took . . . flew
- 3. usually walk . . . take
- 4. A: isn't . . . left
  - B: is
- 5. B: lost
  - B: forgot
  - B: gave ... lost
  - B: stole
  - B: didn't have
- 6. A: Are you going to stay / Will you stay
  - B: am going to take . . . am going to visit (Use be going to because it's a plan.)
  - A: are you going to be . . . will
- 7. B: isn't . . . left
  - A: Is she going to be / Will she be
  - A: did she go
  - B: went

## Exercise 42, p. 358.

- 2. We may be late for the concert tonight.
- 3. What time are you going to come tomorrow?
- 4. Amira will call us tonight when her plane lands.
- Ellen may be at the party. OR Ellen will be at the party.
- When I see you tomorrow, I'll return your book to you.
- 7. I may not be in class tomorrow.
- Amin put his books on his desk when he walked into his apartment. OR Amin puts his books on his desk when he walks into his apartment.

- I'll see my parents when I return home for a visit next July.
- 10. What do you do all day at work?

## Chapter 12: Modals, Part 1: Expressing Ability

## Exercise 6, p. 364.

- 1. can't 6. can't 2. can 7. can 3. can't 8. can't
- 4. can 9. can't
- 5. can't

### Exercise 7, p. 364.

Matt is not a good person for this job. He can't speak English well, and he can't carry suitcases.

10. can

### Exercise 9, p. 365.

- 3. A: Can Gabrielle fix her printer?
  - B: No, she can't.
- 4. A: Can you whistle?
  - B: Yes, I can.
- 5. A: Can Carmen ride a bike?
  - B: No, she can't.
- 6. A: Can elephants swim?
  - B: Yes, they can.
- 7. A: Can the doctor see me tomorrow?
  - B: Yes, he/she can.
- 8. A: Can we have pets in the dorm?
  - B: No, we can't.

### Exercise 11, p. 366.

- 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
  - A: Can you do

## Exercise 12, p. 367.

- 1. can't
- 2. can
- 3. are

## Exercise 19, p. 370.

#### Possible answers:

- 2. couldn't call you
- 3. couldn't watch TV

- 4. couldn't light the candles
- 5. couldn't come to class
- 6. couldn't hear us
- 7. couldn't wash his clothes
- 8. couldn't go swimming
- 9. couldn't get into my car
- 10. couldn't go to the movie

#### Exercise 22, p. 372.

- If your brother goes to the graduation party, he can meet my sister.
- I couldn't open the door because I didn't have a key.
- Tyler knows how to use sign language. He learned it when he was a child.
- 5. Please turn up the radio. I can't hear it.
- 6. Where can we meet for our study group?
- You cannot change your class schedule. The deadline was last week.
- 8. Do you know how to fix a leaky faucet?
- When Ernesto arrived at the airport last Tuesday, he couldn't find a parking space.
- Excuse me. Can you help me? I'm looking for a pair of work boots.
- 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 23, p. 373.

- 1. c
- 4. e
- 2. a
- 5. d
- 3. b

## Exercise 24, p. 373.

- 3. Kalil is bilingual. He is able to speak two languages.
- Nola will be able to get her own apartment next year.
- 5. Are you able to touch your toes without bending your knees?
- 6. Alec wasn't able to describe the thief.
- I wasn't able to sleep last night because my apartment was too hot.
- My roommate is able to speak four languages. He's multilingual.
- 9. I'm sorry that I wasn't able to call you last night.
- I'm sorry, but I won't be able to come to your party next week.
- 11. We're going to drive to San Francisco for our vacation. Will we be able to do it in one day?

## Exercise 25, p. 374.

Maya's English Experience

Five years ago, Maya moved to Canada with her young children. They couldn't speak English. Her

children started school and learned English very quickly. Maya didn't study English and <u>could</u> just <u>say</u> basic, common sentences. She only understood people who spoke very slowly and used simple language.

Maya felt very frustrated. She heard about an evening English program at a local community center. She enrolled and began to study. At first, she <u>couldn't understand</u> or <u>say</u> very much. But slowly she got better. She was excited when she went shopping and <u>could have</u> short conversations with the cashier. Her kids were also excited. They <u>could talk</u> to her in English.

Today Maya's English is pretty good. She <u>can talk</u> to friends and neighbors. She watches TV and <u>can understand</u> a lot of it. Maya and her kids speak to each other in both English and their native language. She <u>can switch</u> back and forth very easily. Maya encourages friends to take classes. She says, "Don't worry. Try it for a few months. You can do it!"

- 1. They weren't able to speak English.
- 2. . . . was able to (just) say basic common sentences.
- At first, she wasn't able to understand or say very much.
- 4. She was excited when she went shopping and was able to have . . .
- 5. They were able to talk to her in English.
- 6. She is able to talk to friends and neighbors.
- 7. She watches TV and is able to understand a lot of it.
- 8. She is able to switch back and forth very easily.
- 9. You will be able to do it!

## Exercise 26, p. 375.

- 1. A: Were you able
  - B: I couldn't . . . can try
- 2. A: Do you know how to make
  - B: can make
  - A: can you teach
- 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 finish . . . 'll try . . . I will be able to
- 5. B: I can
  - A: can see . . . Can you come
  - B: I can . . . don't know

#### Exercise 27, p. 375.

Correct response: b

#### Exercise 28, p. 376.

The shoes are too tight. Marika can't wear them.
 The shoes are very tight, but Mai can wear them.

- 2. The coat is very small, but Bruno can wear it. The coat is too small. Emily can't wear it.
- 3. The soup is too hot. Salman can't eat it. The soup is very hot, but Ricardo can eat it.
- 4. The problem is too hard. Alan can't do it. The problem is very hard, but Talal can do it.

### Exercise 29, p. 378.

- 1. eat it.
- 2. buy it.
- 3. go camping.
- 4. take a break.
- 5. do his homework.
- 6. reach the cookie jar.
- 7. sleep.
- 8. lift it.

### Exercise 30, p. 378.

- 1. too heavy.
- 5. too tired.
- 2. too young.
- 6. too expensive.
- 3. too uncomfortable.
- 4. too windy.
- 7. too small. 8. too tall.

## Exercise 31, p. 379.

- 3. too 4. very . . .
- 9. too

very

10. very

5. too

11. very

6. very

12. too

7. very

13. very 14. too

8. too

15. too

### Exercise 32, p. 380.

#### Part II.

Answers will vary.

- 1. can remember a lot of information.
- 2. 248 numbers in five minutes. OR a complete deck of cards in 63 seconds.
- 3. memorize the first and last names with the correct spelling in 15 minutes.
- 4. remember all this information naturally.
- 5. can develop a great memory.

#### Part III.

- 1. can
- 4. can't
- 2. is able to
- 5. are able to
- 3. was able to
- 6. can

## Exercise 33, p. 381.

- 2. Can you memorize a deck of cards?
- 3. I saw a beautiful diamond necklace at a store vesterday, but I couldn't buy it.
- 4. The shirt is too small. I can't wear it.
- 5. Sam Garder knows how to count to 1,000 in English.

- 6. When I was on vacation, I could swim every day.
- 7. Honeybees are not able to live in very cold climates.
- 8. Where can we go in the city for a good meal?
- 9. Hiroshi can read in five languages.
- 10. I'm late. I'm very sorry. I wasn't able to find a parking spot.

## Chapter 13: Modals, Part 2: Advice, **Necessity, Requests,** Suggestions

## Exercise 2, p. 384.

#### Possible answers:

- 2. You should take a nap.
- 3. You should find an ATM.
- 4. You should see a dentist
- 5. You should study harder
- 6. You should call the manager
- 7. You should call the credit card company.
- 8. You should sew it.
- 9. put on a bandaid.
- 10. drink tea with honey.

## Exercise 4, p. 386.

- 3. shouldn't
- 8. shouldn't
- 4. should
- 9. shouldn't
- 5. shouldn't
- 10. should
- 6. shouldn't
- 11. shouldn't
- 7. should
- 12. should . . . shouldn't

## Exercise 6, p. 387.

- 1. should
- 5. should
- 2. should
- 6. shouldn't
- 3. shouldn't
- 7. should
- 4. should
- 8. shouldn't

## Exercise 7, p. 387.

Same meaning: Sentences 2, 3

## Exercise 8, p. 388.

- 2. Ellen has to get a haircut.
- 3. The kids have to eat lunch.
- 4. The kids had to eat lunch.
- 5. Jason has to leave now.
- 6. Does Petra have to leave right now?
- 7. Why did you have to sell your car?
- 8. Malia doesn't have to work late.
- 9. The employees didn't have to work late.
- 10. The restaurant had to close early.

## Exercise 11, p. 389.

- 2. A: do you have to go
  - B: I have to find

- 3. A: does she have to leave
  - B: She has to be
- 4. A: I had to buy
  - B: did you have to buy
- 5. A: I have to go
  - B: I have to get
- 6. she had to study
- 7. do you have to be
- 8. Does Ted have to find
- 9. A: Miki doesn't have to take
  - B: Do you have to take
- 10. He had to stay . . . He had to finish

#### Exercise 12, p. 391.

- 1. have to
- 6. have to
- 2. have to
- 7. has to
- 3. have to
- 8. has to
- 4. has to
- 9. have to
- 5. have to
- 10. has to

### Exercise 13, p. 391.

- 1. b
- 2. a
- 3. b

## Exercise 15, p. 393.

- 2. must apply in person
- 3. must have a passport
- 4. must have a medical license
- 5. put on a jacket
- 6. must take one tablet every six hours
- 7. must pay the first and last month's rent
- 8. must pay income tax

#### Exercise 16, p. 394.

- 1. a 2. b
- 5. c
- 8. c

- 2. b
- 6. a
- 9. a

4. a

#### Exercise 18. p. 395.

(Answers will vary.)

#### Exercise 19, p. 395.

More polite: Questions 1, 3

#### Exercise 22, p. 397.

The sentences have the same meaning.

#### Exercise 27, p. 400.

- 1. Hurry up!
- 4. Wait for me!
- 2. March!
- 5. Don't let go!
- 3. Relax.

### Exercise 28, p. 401.

- 1. Hold ... Drink ... Breathe ... Eat
- 2. Wait . . . Don't forget
- 3. Wait... Do... Hang... Make... Put... Empty

### Exercise 29, p. 401.

#### Sample answers:

- 1. Watch out!
- 3. Don't eat that!
- 2. Open, please.
- 4. Come (here).

### Exercise 32, p. 403.

- 1. has, is able, is going
- 2. can, may

#### Exercise 33, p. 403.

- 7. to
- 11. Ø

- 3. Ø 4. to
- 8. Ø
- 12. Ø

- 4. to 5. Ø
- 9. Ø
- 13. to

- 6. Ø
- 9. Ø
- 13. to

### Exercise 35, p. 405.

- 4. c
- 7. a 8. b

2. b

1. a

- 5. a 6. c
- 9. b

#### Exercise 36, p. 406.

- 1. b
- 4. c 5. b
- 6. b 7. c

- 2. a 3. b

## Exercise 37, p. 407. Part II.

- 1. b 2. a
- 3. b
- 5. b 6. a
- 7. b 8. a

## Exercise 39, p. 409.

(Answers may vary.)

- 2. Let's go to Florida.
- 3. Let's go to a seafood restaurant.
- 4. Let's go swimming.
- 5. Let's go to a movie.
- 6. Let's walk.
- 7. Let's eat.
- 8. Let's go dancing.
- 9. Let's get a cup of coffee.

## Exercise 41, p. 410.

- 2. I will go to the meeting tomorrow. OR I can go . . . .
- 3. My brother wasn't able to call me last night.
- 4. Tariq should call us.
- 5. I had to go to the store yesterday.
- 6. Susie! You must not hit your brother!

- 7. Could/Would you please hand me that book?
- 8. Alessandra 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?
- 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. 413.

- 1. Picture C, noun
- 2. Picture A, adjective
- 3. Picture B, noun

## Exercise 2, p. 414.

- 2. My grandmother is a smart woman.
- 3. English is not my native language.
- 4. The busy waitress poured coffee into an empty cup.
- 5. A young man carried the heavy suitcase for his pregnant wife.
- 6. I slept in an uncomfortable bed at an old hotel.

## Exercise 3, p. 414.

- 2. Have you paid the phone bill yet?
- 3. We met Steve 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, p. 414.

1. ADJ 6. NOUN
2. NOUN 7. ADJ
3. NOUN 8. ADJ
4. ADJ 9. NOUN
5. ADJ 10. NOUN

#### Exercise 5, p. 415.

2.	store	8.	trip
3.	class	9.	room
4.	race	10.	tickets
5.	official	11.	keys
6.	soup	12.	number

## Exercise 6, p. 416.

7. program

3.	newspaper article	7.	airplane seat
	hotel rooms	8.	park bench
5.	office worker	9.	bean soup
6.	price tag	10.	brick house

## Exercise 7, p. 417.

- 2. a good TV show
- 3. dangerous mountain road
- 4. bad car accident
- 5. interesting magazine article
- 6. delicious vegetable soup
- 7. funny birthday card
- 8. narrow airplane seats

### Exercise 8, p. 418.

- 1. Yes.
- 2. Yes.
- 3. a diamond . . . a large expensive diamond

### Exercise 10, p. 421.

2.	Asian	6.	brick
3.	designer	7.	important
4.	unhappy	8.	glass
5.	soft	9.	Canadian

## Exercise 11, p. 421.

- 2. delicious Thai
- 3. small red
- 4. big old brown
- 5. narrow dirt
- 6. serious young
- 7. beautiful long black
- 8. a famous old Chinese
- 9. thin brown leather
- 10. wonderful old Native American

#### Exercise 13, p. 423.

1. b		-	a	5.	b	7.	a
2.	a	4.	b	6.	b	8.	a

#### Exercise 15, p. 424.

1. b	3. a, b	5. b
2. c	4. a	6. b, c

### Exercise 20, p. 426.

Sample answers:

2.	easy	8.	sleepy
3.	good	9.	deliciou
4.	interesting	10.	terrible
5.	easy	11.	great
6.	good	12.	awful
7.	terrible		

## Exercise 22, p. 427.

- 1. fluently
- 2. quickly

## Exercise 23, p. 428.

1. quiet	<ol><li>careless</li></ol>
2. quietly	<ol><li>carelessly</li></ol>
3. carefully	9. easy
4. careful	10. easily
5. clear	11. good
6. clearly	12. well

#### Exercise 24, p. 429.

#### Part I.

1.	fast	5.	beautifully
2.	late	6.	fluently
3.	well	7.	hard
4.	easily	8.	early

#### Part II.

1.	well	5.	fluent
2.	fast	6.	easily
3.	hard	7.	fluently
4.	late	8.	beautiful
4.	late	8.	beauti

#### Exercise 25, p. 429.

2.	correct	11. honestly
3.	correctly	12. slowly
4.	fast	13. quickly
5.	quickly	14. careless
6.	fast	15. early
7.	neat	16. early
8.	neatly	17. loudly
9.	hard	18. slowly clearly

#### Exercise 26, p. 430.

Adjectives: special, popular, country, bad, huge Adverbs: excitedly, wildly, loudly

## Exercise 27, p. 431.

Sentence 3

10. hard

## Exercise 28, p. 432.

2.	All of	4. Some of
3.	Most of	<ol><li>Almost all of</li></ol>

6.	Almost all of	9. Some of
7.	Most of	1013. (free response)
8.	All of	

### Exercise 29, p. 433.

1.	NOUN: money
	QUANTITY WORD: All
	VERB AGREES WITH: money

2.	NOUN: coins
	QUANTITY WORD: All
	VERB AGREES WITH: coins

#### Exercise 30, p. 433.

2.	are	8.	is
3.	was	9.	is
4.	were	10.	are
5.	are	11.	come
6.	is	12.	comes
7.	are are		

## Exercise 31, p. 434.

1.	100%	4.	70%
2.	30%	5.	85%
3	90%		

#### Exercise 33, p. 435.

1.	c	4.	a	6.	C	
2.		5.	b	7.		
3	C					

## Exercise 34, p. 435.

The verbs are all singular.

## Exercise 35, p. 436.

EX	ercise 35, p. 436
2.	book is
3.	students are
4.	student is
5.	teacher gives
6.	teachers give
7.	child likes
8.	children know
9.	people are
10.	wants
11.	Do students
12.	Does person
13.	Do people
14.	city , has
15.	Does

## Exercise 36, p. 437.

Because it was night, Victor saw the person's reflection in the kitchen window.

#### Exercise 37, p. 438.

- 2. b
- 5. b 6. a
- 7. a 8. a, b

- 3. a, b 4. a
- Exercise 38, p. 439.
- 2. anything/something
- 3. anything
- 4. something
- 5. anything
- 6. anything/something
- 7. someone/somebody
- 8. anyone/anybody
- 9. anyone/anybody
- 10. someone/somebody
- 11. anyone/anybody/someone/somebody
- 12. something
- 13. anything
- 14. anything/something
- 15. someone/somebody
- 16. anyone/anybody/anything
- 17. anything/anyone/anybody
- 18. anyone/anybody
- 19. Someone/Somebody
- 20. anything
- 21. anyone/anybody/someone/somebody . . . something

#### Exercise 40, p. 441.

1. yes

4. yes

2. no

5. yes

3. ves

6. yes

#### Exercise 41, p. 441.

- 1. a
- 4. c
- 6. c

- 2. b
- 5. a
- 7. b

3. d

## Exercise 42, p. 442.

Engaged	Jack	Jim	Jake	John	Jill	Julie	Joan	Jan
yes			x					x
no	x	x		x	x	(x)	x	

- 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 Julie, Joan, Jill, and Jack. Since there is only one woman left, Jan is the engaged woman.
- 5. Clues 5 and 7 work together. Jan's boyfriend is a medical student, so that rules out Jim (who is 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.

#### Exercise 43, p. 442.

- 2. I didn't see anyone/anybody at the mall.
- 3. At the library, you need to do your work quietly.
- 4. I walk in the park every day.
- 5. Mr. Spencer teaches English very well.
- 6. The answer looks clear. Thank you for explaining it.
- 7. Every grammar test has a lot of difficult questions.
- 8. I work hard every day.
- 9. We saw a pretty flower garden in the park.
- 10. Galina drives a small blue car.
- 11. Every student in the class has a grammar book.
- 12. The work will take a long time. We can't finish everything today.
- 13. Everybody in the world wants peace.

## Chapter 15: Making Comparisons

## Exercise 1, p. 445.

Checked sentences: 2, 3

## Exercise 2, p. 446.

- 2. smaller than
- 3. bigger than
- 4. more important that
- 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 3, p. 446.

- 2. deeper than
- 3. more important than
- 4. lazier than
- 5. taller than
- 6. heavier than
- 7. more difficult than
- 8. hotter . . . than
- 9. thinner than
- 10. warmer . . . than

- 11. better than
- 12. longer than
- 13. more intelligent than
- 14. shorter than
- 15. worse than
- 16. farther/further . . . than
- 17. stronger than
- 18. curlier than
- 19. more nervous . . . than
- 20. happier than
- 21. more uncomfortable than

## Exercise 6, p. 448.

 1. cold
 7. safer

 2. colder
 8. safe

 3. colder
 9. safer

 4. happier
 10. fresh

 5. happy
 11. funny

 6. happy
 12. funnier

### Exercise 7, p. 449.

#### Possible answers:

- 2. sweeter than
- 3. warmer/colder/hotter than
- 4. more comfortable than
- 5. cheaper
- 6. faster than
- 7. more intelligent than
- 8. higher than
- 9. brighter than
- 10. more expensive than
- 11. easier than
- 12. more important than

#### Exercise 12, p. 452.

- COMPARATIVE
- 2. smaller than
- 3. heavier than
- 4. more comfortable than
- 5. harder than
- 6. more difficult than
- 7. easier than
- 8. better than
- 9. hotter than
- 10. cheaper than
- 11. more interesting than
- 12. prettier than
- 13. farther than/further than

Exercise 13, p. 453.

3. the most interesting

14. stronger than

2. the longest

the highest
 the tallest

15. worse than

#### SUPERLATIVE

- the smallest
- the heaviest
- the neaviest
- the most comfortable
- the hardest
- the most difficult
- the easiest
- the best
- the hottest
- the cheapest
- the most interesting
- the prettiest
- the farthest/the furthest
- the strongest
- the worst

- 6. the biggest
- 7. the shortest
- 8. fastest
- 9. the farthest/furthest
- 10. the most beautiful
- 11. the most famous
- 12. the best
- 13. the largest
- 14. the most comfortable
- 15. the best
- 16. the smallest
- 17. the most expensive
- 18. the easiest
- 19. the most important
- 20. the worst

## Exercise 14, p. 454.

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

### Exercise 15, p. 455.

- 4. older than
- 5. older than
- 6. younger than
- 7. the oldest
- 8. Alice
- 9. Sachi
- 10. Karen . . . Sachi . . . Alice

#### Sample completions:

- 11. Brad is the weakest.
- 12. Lars is stronger than Keith.
- 13. Keith is stronger than Brad.
- 14. Lars is the strongest.
- 15. A car is more expensive than a bike.
- 16. A bike is less expensive than a motorcycle.
- 17. A motorcycle is less expensive than a car.
- 18. A car is the most expensive.
- 19. Carol's test/grade is the best/the highest.
- 20. Mary's test/grade is the worst/the lowest.
- 21. Steve's test/grade is higher than Mary's.
- 22. Carol's test/grade is higher than Steve's.
- Love in the Spring is more interesting than Introduction to Psychology (to me).
- 24. Murder at Night is more boring than Love in the Spring (to me).
- Introduction to Psychology is the least interesting (to me).
- 26. Love in the Spring is the most interesting (to me).

## Exercise 16, p. 458.

- 1. longer than
- 2. the longest
- 3. larger than

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- 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 . . . the most comfortable
- 15. easier than
- 16. A: worse
  - B: worse than

#### Exercise 17, p. 459.

- 2. prettier
- 7. the biggest

3. short

- 8. shorter than
- 4. the nicest
- 9. long

- 5. small
- 10. the cheapest
- 6. bigger

#### Exercise 22, p. 462.

#### Part I.

1. c

3. a

2. a

4. b

#### Part II.

- 5. c
- 6. a

#### Part III.

- 7. c
- 8. b

#### Part IV.

- 9. (1) Asia
  - (2) Africa
  - (3) North America
  - (4) Antarctica
  - (5) South America
  - (6) Europe
  - (7) Australia

#### Part V.

- 10. c
- 11. b
- 12. b

#### Part VI.

14. a

17. a

15. a

18. a

16. d

19. a

## Exercise 23, p. 466.

Comparisons: easier than, cheaper than, cheaper, more convenient (and) modern, one of the best

## Exercise 25, p. 467.

- 2. more quickly than
- 3. more beautifully than
- 4. the most beautifully
- 5. harder
- 6. the hardest
- 7. more carefully
- 8. earlier
- 9. the earliest
- 10. better than
- 11. the best
- 12. more clearly
- 13. more fluently
- 14. the most fluently

### Exercise 26, p. 468.

- 2. more beautiful than
- 3. neater than
- 4. the neatest
- 5. more neatly
- 6. the most neatly
- 7. more clearly than
- 8. better than
- 9. better than
- 10. the best
- 11. later than
- 12. the most clearly
- 13. sharper than
- 14. more artistic than
- 15. more slowly than
- 16. the longest

## Exercise 27, p. 468.

- 2. the fastest
- 3. harder than
- 4. the hardest
- 5. more dangerous than
- 6. more loudly than
- 7. more slowly than
- 8. heavier than
- 9. clearer than
- 10. more clearly

#### Exercise 29, p. 470.

1. yes

4. yes

no
 yes

- no
   yes
- Exercise 30, p. 470.
- 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.

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- 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 31, p. 471.

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

### Exercise 32, p. 471.

- 1. Figures 1, 4, 8, and 10 are the same. Figures 2, 7, and 9 are the same.
- 2. Figure 6 is different from all the rest.
- 3. (Seven.)
- 4. Nine.
- 5. Eleven.

## Exercise 36, p. 474.

2.	like alike	6.	alike
3.	alike	7.	alike
4.	like	8.	like
5.	like		

## Exercise 37, p. 474.

1.	c, e	3.	d
2.	a, e	4.	b, e

#### Exercise 39, p. 475.

2.	cold	9.	smart
3.	dirty	10.	wrong
4.	light	11.	wet
5.	dark	12.	empty
6.	comfortable	13.	clean
7.	wide	14.	hard

#### Exercise 40, p. 476.

#### (Answers may vary.)

8. hard/difficult

- I. short
- 2. big/large
- 3. quiet
- 4. pretty/beautiful
- 5. slow
- 6. strong
- 7. inexpensive/cheap
- 8. lazy

#### Exercise 42, p. 477.

2.	is	14.	does
3.	aren't	15.	wasn't
4.	was	16.	didn't
5.	weren't	17.	can
6.	do	18.	will
7.	can't	19.	won't
8.	won't	20.	will
9.	isn't	21.	were
10.	are	22.	isn't
11.	does	23.	do
12.	didn't	24.	don't
13.	doesn't		

## Exercise 43, p. 478.

1.	doesn't	6.	is
2.	can't	7.	wasn't
3.	did	8.	didn't
4.	were	9.	won't
5.	do	10.	will

#### Exercise 47, p. 480.

1. d	4. b	7. b
2. b	5. a	8. a
3. c	6. d	9. d

#### Exercise 48, p. 481.

- 2. A monkey is more intelligent than a cow.
- 3. My grade on the test was worse than yours. You got a better grade.
- Soccer is one of the most popular sports in the world.
- 5. Felix speaks English more fluently than Ernesto.
- Girls and boys are different. Girls are different from boys.
- 7. A rectangle and a square are similar.
- 8. Nola's coat is similar to mine.
- 9. Victor's coat is the same as mine.
- Nicolas and Malena aren't the same height. Nicolas is taller than Malena.
- Professor Wilson teaches full-time, but her husband doesn't.
- Your pen and my pen are alike. OR Your pen is like my pen.
- 13. My cousin is the same age as my brother.
- 14. What is the prettiest place in the world?
- 15. For me, chemistry is more difficult than biology.



A/an, 6, 8, 196 (Look on pages 6, 8, and 196.)

Capital letters, 159fn. (Look at the footnote on page 159.)

The numbers following the words listed in the index refer to page numbers in the text.

The letters fn mean "footnote." Footnotes are at the bottom of a chart or the bottom of a page.

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SIMPLE	SIMPLE	SIMPLE	SIMPLE
FORM	PAST	FORM	PAST
be	was, were	keep	kept
become	became	know	knew
begin	began	leave	left
bend	bent	lend	lent
bite	bit	lose	lost
blow	blew	make	made
break	broke	meet	met
bring	brought	pay	paid
build	built	put	put
buy	bought	read	read
catch	caught	ride	rode
choose	chose	ring	rang
come	came	run	ran
cost	cost	say	said
cut	cut	see	saw
do	did	sell	sold
draw	drew	send	sent
drink	drank	shake	shook
drive	drove	shut	shut
eat	ate	sing	sang
fall	fell	sit	sat
feed	fed	sleep	slept
feel	felt	speak	spoke
fight	fought	spend	spent
find	found	stand	stood
fly	flew	steal	stole
forget	forgot	swim	swam
get	got	take	took
give	gave	teach	taught
go	went	tear	tore
grow	grew	tell	told
hang	hung	think	thought
have	had	throw	threw
hear	heard	understand	understood

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